11-1-1936

Virginia Teacher, November 1936

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, November, 1936, XVII, 8, Harrisonburg, (Va.): State Normal School for Women at Harrisonburg.
A Liberal College Education, by Wade S. Miller

Some Virginia Traditions of the Revolution, by Elizabeth P. Cleveland

Language Standards About 1800, by Conrad T. Logan

A Page of Verse, by Edna Tutt Frederikson

Book Reviews  Film Estimates
A Liberal College Education .............................................. Wade S. Miller 169
Some Virginia Traditions of the Revolution ...................... Elizabeth P. Cleveland 172
Standards of Pronunciation and Spelling about the Time of the American Revolution .................................. Conrad T. Logan 176
Increasing the School Use of Radio .................................. 180
New Library Service in U. S. Office of Education ................. 181
A Page of Verse ............................................................ Edna Tutt Frederikson 183
The Teacher’s Joe Miller .................................................. 184
Educational Comment ...................................................... 185
The Reading Table .......................................................... 186
Supplementary Reading Materials .................................... Katherine M. Anthony
News of the College ...................................................... Lois Sloop 189
Alumnae Notes ............................................................. Rachel F. Weems 191
Film Estimates ............................................................... 192

$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.

ELEMENTARY FRENCH READERS

A FEW of our popular titles and recent publications are listed here. For a more complete list consult our newly revised booklet: What to Read in High School—French, German, Spanish. Send for your copy if you have not already received one.

D. C. HEATH and COMPANY
180 Varick Street, New York City

STANDARD FOR EARLY READING
Cochran & Eddy: Si nous lisions*
Dumas: D’Artagnan (New Type Reader) (Bové and Goddard)
Hills & Dondo: Contes Dramatiques
Hills & Dondo: La France
Lavisse: Histoire de France, Cours Elémentaire
Wooley & Bourdin: French Reader for Beginners

PUBLISHED THIS YEAR
Bond: Graded French Readers*
Book I. Sept-d’un-Coup
Book II. Aucassin et Nicolette
Book III. Les Chandeliers de l’Evêque
Ceppi: Le Casque invisible
Daudet: Quatre Contes Choisis (Roberts)
Kästner: Émile et les Détectives

*In the HEATH-CHICAGO FRENCH SERIES
A LIBERAL COLLEGE EDUCATION

WHEN is a person educated? Put this down first, young people; a person is not educated simply because he has been to college, or has graduated from college. Professional educators have never had a monopoly on education. Many centuries ago it was asked of a certain young man of a rural town in Galilee (who was surprisingly wise, but held no diploma), “How knoweth this man learning, having never learned?” We still have our self-taught men like Edison, who have taught the world, and yet who never went to college. Education is the science and art of living. It is more than mastery of facts, memorization or cramming for examinations; education is a refining process. Through it personality grows sensitive, appreciative, responsive, expressive, friendly, wise, and skillful.

A certain university professor is reputed to have told his students that they were not really educated until they could say yes to these questions:

1. Has your education given you sympathy with all good causes and made you espouse them?
2. Has it made you public-spirited?
3. Has it made you a brother to the weak?
4. Have you learned how to make friends and to keep them?
5. Do you know what it is to be a friend yourself?
6. Can you look an honest man or a pure woman straight in the eye?
7. Do you see anything to love in a child?
8. Will a lonely dog follow you down the street?
9. Can you be high-minded and happy in the meaner drudgeries of life?
10. Do you think washing dishes and hoeing corn just as compatible with high thinking as piano-playing or golf?
11. Are you good for anything to yourself? Can you be happy alone?
12. Can you look out on the world and see anything but dollars and cents?
13. Can you look into a mud puddle by the wayside and see anything in the puddle but mud?
14. Can you look into the sky at night and see beyond the stars?
15. Can your soul claim relationship with the Creator?

Now let us examine the curricula of our colleges. Are they designed to enable a student to answer those questions in the affirmative? This is what we find: Our curriculum is made of certain courses of segregated units. When a student has passed a course, he becomes entitled to a certain number of credits. These credits are then recorded in the registrar’s office, and when he secures a certain number of these credits, usually one hundred twenty to one hundred twenty-eight, he is given a degree. Thenceforth these credits are sacred. They can never be invalidated, no matter if it is proven that the student has forgotten completely the content of the course. Students, when they have passed a course and received their credits, feel that they are “through” with the whole matter. They commonly sell their textbooks and throw their notes into the waste basket. If they were to be examined on the same material a semester later, not many could pass the course. But they had passed it and had credits in the registrar’s office to prove it.

This course-credit conception of knowledge is contrary to nature in the matter of
learning. The raw data is of no value to the individual unless it is woven and interwoven with old and new attainments, and thus constantly recalled and integrated and used, and carried forward as a growing, living, purposeful organism.

The Carnegie Foundation made a study in certain colleges in Pennsylvania of "How Much Do College Students Learn?" The students were tested on spelling, grammar, punctuation, vocabulary, literature, mathematics, general science, foreign literature, fine arts, history and social studies. The results showed that the student learns but little in four years under the course-credit plan. Yet one hundred twenty such credits are supposed to make one liberally educated.

My definition of an art is the right way of doing a thing, and the degree of Bachelor of Arts should be granted, not for the mechanical accumulation of "credit hours" or miscellaneous "points," but for the proved possession of those right ways of doing things, those arts, those positive and distinctive personal powers that have always characterized the authentic Bachelor of Arts.

Formation, not information, should be the product of the college plant. Education is not mere memory; it awakens the whole mind and heart. Education means more than mere learning; it constitutes the whole of life. Culture cannot be counted in credits; it demands the production of personal power. Imagine a coach on a ballfield lecturing to his players on the history of the sport, the philosophy of it, about the biographies of forgotten kings of the gridiron, on the evolution of the single wing and double wing back positions, on the development of the head gear, the equities of refereeing, the psychology of crowds! How long do you suppose that coach could keep his job, if his team could not play the game?

Yet that is what is happening in the educational game. We are sending forth graduates with diffused minds, scarcely fit to take command of their own lives or to co-operate in the development of a social state; drifters into conformity and essential human futility, followers of anything that seems an easy way out. These youths have passed courses in economics and yet cannot manage their own affairs. They have credits in sociology, but have created a greater social problem themselves. They have studied higher mathematics, but they would sell 1900 pounds for a ton. They have studied government and political science but they would secure positions through graft and crookedness. Yes, they have credits in Bible, but its message and its idealism did not carry over. They have not translated the knowledge gained into deeds and life. They have a Bachelor of Arts degree—a supposedly liberal education, but have not learned the art—the right way of doing things.

In fact, too many have learned the wrong way of doing things. Crimes of violence abound and increase in a manner that ought to arrest the attention and fire the will of every decent citizen of our land. We are the most murderous nation that can offer any pretense to being civilized. Where is the wisdom of universal, democratic education, if, as is largely the case now, our schools are sending out entirely too large a percentage of educated devils. Why should the safe blower know chemistry? Why should the gangster know physics applied to firearms? Why should the shyster learn law? Why should political economy be taught to the man who will use his skill as a superb crook to debauch still further Philadelphia or New York?

Something is wrong in our national education. Personally, I feel that the aims of education must be re-stated, and put into practice. Last summer while interviewing prospective students I heard them time and time again say, "It is no use to go to college now; you cannot get a job, anyway." They would go on to tell me that here was a college graduate working at a filling sta-
tion, here a Ph. D. who could not get a job. Unfortunately these situations exist, but that does not mean that their education is a loss and failure. It means just that, however, to many people, because the entire appeal of education to them is material. They remember some speaker or some civics book telling how much more money a college man could earn than a non-college man. At one time, education was a sure means of securing a job and earning more money. A degree from a college automatically placed one in line for a position. But times have changed and there are too many of these Bachelors, Masters, and Doctors for the big jobs. And just as soon as society could not absorb its college graduates, the cry went up “what’s the use.” Furthermore, as soon as men found out that education was no magic wand, when it did not bring to them material gain as had seemed to them to be its chief end, then that moment something ugly was born in man. If education could not do it legitimately, then they would use their trained minds to get what was promised them; if no other way, illegitimately.

So we have produced a generation of educated men with the theory that education gives the advantage, provides the best positions with the largest salaries, and the least effort. I do not see any hope for our country unless we change this philosophy of education.

I suggest that we emphasize social responsibility instead of making an appeal for education purely in terms of personal success and earning power. We must break away from a program of education which is still centered around mastering subject matter. We must establish entirely new requirements for graduation. As has been stated earlier, graduation now only means that the student by fair or foul means has passed tests on certain subject matter to the satisfaction of the faculty, and has certain credits recorded in the registrar’s office.

Why should not promotion be based on character? Why should not graduation indicate that the student is prepared to be a servant of society, as Plato held to be the purpose of education? Today we never ask how a student is going to use the information he has derived. Why should a college send out as graduates those who fail to display a sense of ethical values and moral responsibility? Will that student likely exhibit those qualities upon leaving the college?

Raymond Brewer suggests these qualities for a rating scale: Honesty, truthfulness, dependability, thoroughness, industry, ideals, cooperativeness, regard for property, regard for personal rights. He thinks these should be made a basis for continuance in college or graduation from college.

It probably is more difficult to measure these qualities than it is to measure how much students know, but the college which desires to produce results never stops because a way is hard.

When we have done this, our college graduates will not try to outsmart their neighbors. They will be good Samaritans.

They will not take up arms to kill, but will lay down their own lives for others.

They will forsake the law of the jungle which says the fit shall survive, and they will share the infirmities of the weak.

They will no longer make money their God, but make their money serve their God.

They will no longer look upon any one calling as holy or worthy, or more so than the others. They will see that every honorable work is holy.

They will no longer call their neighbor a wop, a nigger, a hunkey, or a Polack. They will see in each living creature the image of God and their brother.

They will not see the justice in giving away libraries or peace palaces, or erecting magnificent temples of worship, when to do so they crush the hopes and lives of thousands of their employees.
They will not look upon marriage as something for personal gratification and pleasure, but as a most holy sacrament.

They will not look upon politics as a glorious opportunity to line their own pockets and those of their friends, but will consider themselves servants of the people.

The aims then of our colleges should be, as stated by President Cowling of Carleton College: “To develop the student with respect to all his capacities into a mature, symmetrical, well-balanced person, in full possession of all his powers, physical, social, mental and spiritual, with an intelligent understanding of the past and a sympathetic insight into the needs and problems of the present.

If that is our aim, the offer of the college may best be stated in the words of William De Witt Hyde: “To be at home in all lands and all ages; to count Nature a familiar acquaintance, and Art an intimate friend; to gain a standard for the appreciation of other men’s work and the criticism of your own; to carry the keys of the world’s library in your pocket, and feel its resources behind you in whatever task you undertake; to make hosts of friends among people of your own age who are to be leaders in all walks of life; to lose your self in generous enthusiasms and co-operate with others for common ends; to learn manners from students who are gentlemen; and form character under professors who are cultured—this is the offer of the college for the best four years of your life.”

I am sure these are the aims and offers of my college and your college. I have the faith to believe that these aims and offers of our colleges, presented to open-minded, twentieth century young people cannot fail to produce an entirely different type of leader for the future—a truly educated leadership.

Wade S. Miller

SOME VIRGINIA TRADITIONS OF THE REVOLUTION

YESTERDAY was October 19, the 155th anniversary of the surrender of Cornwallis at Yorktown—that great day when the British regulars were sullenly throwing down their guns before our starved and ragged “irregulars,” while the English bands were playing “The World Is Upside Down.” This date has set the Harrisonburg Chapter of the Daughters of the American Revolution to thinking especially about the last year of the war—from October, 1780, to October, 1781. For your regular monthly meeting today the program is to include some traditions of that last stage of the conflict, particularly anent your forbears and my own.

The term traditions is a safe one. It does not guarantee too much, though this talk will be confined chiefly to real history. And then, you well know that a D. A. R. calls everything “tradition,” no matter how true it is known to be, unless it is witnessed and attested and certified by the aid of notary publics, family Bibles, ancestral wills, the Douglas Register, photostats of government records, and what not. Without such vouchers we dare not claim kin with our own great-grandfathers.

You remember that it was the third scene of the war, the great and final scene of the Revolution, that was played in the South. For the first year or two the conflict had been carried on chiefly in New England and on the Canadian border. Then for several years the field of operations had lain mainly in New York, New Jersey, and Pennsylvania. Finally the Carolinas and Virginia became the center of interest.

Of course, in all those earlier years, however, Virginia was furnishing not only a
generous quota of splendid men, but much food and other supplies for the army and the prisoners. Dr. J. W. Wayland cites many facts showing that Winchester served as a sort of "concentration camp" for the British prisoners.

A letter from one of those prisoners, Aubury by name, has been preserved. After a terrible winter and probably a hot summer at Ivy, near Charlottesville—the place is still called "The Barracks"—these homesick, disgusted, sullen Englishmen were dragging along to Winchester. But when they reached the top of the ridge which Aubury called "the Blue Mountains," he was astounded and delighted at the beauty of the Valley, and forgot for a time his defeat, his discomfort, and his ill humor. Perhaps he was able to forget also the "corn meal made into cakes" which he had been forced to eat in Tuckahoe, with "not a drop of spirit of any kind" to wash them down. Let us hope that Winchester was ready to comfort them with apples and wheat bread.

But to go back to the war in the South in October, 1780. The victorious English army was moving up through the Carolinas to Virginia, "to end the business there," as they boasted. (The business did end there the next October, but not as they had expected.) Cornwallis had sent Major Ferguson—a fighting Scotchman—westward into the Carolina mountains to enlist under the British flag the Tories found there.

The struggle in Virginia and the Carolinas between the "Patriots" and the Tories, who called themselves "Loyalists," was terribly bitter and ruthless. To the Patriot the Tory seemed a traitor and a coward, when often the man was only trying to be true to the King—his king. To such a Loyalist the Patriot seemed a mere rebel, deserving to be shot down on his own hearthstone. Our forbears would retaliate in kind, feeling that they were doing service to God and man thereby. My own great-great-uncle, Colonel Ben Cleveland, though said to have been kind and gentle at heart, had no scruples in hanging to the nearest tree any Tory whom he could catch. These gruesome trees of his were long preserved and pointed out as landmarks.

He seems to have known also how to terrify others into doing their duty to our country. Over one lazy farmer named Bishop, whose field showed more weeds than corn, he held out this threat: "A man who is not fighting ought to be working. If I find your crop as foul as this again, look out for a double portion of punishment." The man forthwith began to attack the weeds and grass, presumably to the advantage of the hungry soldiers.

The Scotch Ferguson had rallied a considerable band of Tories, in spite of the number hanged in the summary manner above mentioned. This Loyalist army under Ferguson was a by-word and a hissing to the Patriots, whose names have come down to us as "true Americans." October 7, 1780, found Ferguson and his Tories on King's Mountain, a rocky ridge near the line between the Carolinas. But the tall, stern backwoodsmen from Tennessee, Virginia, and North Carolina were close upon their track. These were led by Colonel William Campbell (a nephew of Patrick Henry, Campbell County being later named for him) with Colonel John Sevier, Colonel Isaac Shelby, and Colonel Ben Cleveland. This battle of King's Mountain may well be called "the battle of the colonels," no general being engaged in it. Ferguson's men were furnished with the best up-to-date weapons. Our men had rifles, butcher knives, and tomahawks. But—muddy, wet, and hungry after riding all night in the rain—they, nevertheless, surrounded the mountain and "played up to the summit on every side." They hemmed in Ferguson and his Tories in their rocky fastnesses and won a victory that turned the tide of the war in the South. Many of Ferguson's men were killed, himself among them. His white war-
horse filled the sore need of Cleveland, who, since his own horse had been shot under him, was pressing up the steep on foot, in spite of his heavy weight. (Later in life he tipped the scales at 450 pounds.) Of the unfortunate Ferguson’s other belongings, Colonel Selby got his silver military whistle and Colonel Sevier his silk sash as souvenirs and trophies. To Colonel Campbell (chief in command that day) fell his letters and papers. This battle cheered and aroused the Americans and upset the British plans.

General Nathaniel Greene was now in command of our forces in the South. His right-hand man, his chief subordinate, was your Daniel Morgan, from Berryville (Battletown). My maternal great-grandfather, Stephen Perkins, was there in the Carolinas also, a soldier under Greene. Some of your ancestors were undoubtedly among the brave riflemen in Morgan’s division of Greene’s army—those famous Scotch-Irish sharpshooters of the Shenandoah Valley. They—like their leader and like the Tennessee mountaineer, Alvin York, of the World War—had learned to shoot a turkey in the head so surely that death was instantaneous. And it was very noticeable that their method in battle was the same. No powder wasted. No unnecessary pain. The late Armistead Gordon, of Staunton, cites this clear but sickening proof of their marksmanship: “They took off their enemy with such exactness that it was no uncommon thing to find a dead ‘red-coat’ with a bullet in his brain, and with one eye shut and the other open, slain as he was taking sight at the rifleman who shot him.”

The skill of these Virginians of the Valley was not only the wonder of their fellow-soldiers but the terror of their enemies. Morgan had led them through the northern campaigns, and the children of the Indians and half-breeds of the Canadian border were for long years afterwards frightened into obedience with the threat that Morgan and his men would get them if they didn’t behave.

Lafayette said of Morgan’s followers: “I never saw men so merry, so spirited, and so desirous to go on to the enemy, whatever force they might have.” And among the various priorities which Gordon claims for them is an unwritten Declaration of Independence, that spoken pledge in which Morgan and his army promised one another to “assist their Boston brethren in the event of active hostilities.” This was at the time when Parliament had closed the port of Boston—long before 1776. Gordon goes on to say: “These riflemen were the first companies ordered to be raised by Congress; they were the first continental troops to respond to the summons ‘in defense of American liberty’; and Daniel Morgan’s Scotch-Irish company was the first of the rifle companies to reach the seat of war at Boston. This record Morgan and his men maintained unbroken through the Revolution. The post of danger was always assigned to the riflemen, whether on the march or in the battle; and they never failed to make it the post of honor. In the history of the war for American independence no soldiers displayed more skill, more courage, more power of endurance or more patriotic loyalty ... than did the rifle rangers of the Virginia Valley under Morgan.”

To rouse his men, this sturdy giant, Daniel Morgan, used no war-bugle, no silver whistle like Ferguson, but a turkey yelper. “To the shrill and penetrating cry of this little instrument they never failed to rally, because they knew it was blown with the breath of the leader in whom they believed and trusted after God.

So Morgan with your Valley kinsmen and Greene with my great-grandfather among his troops began the last year of the war with the famous battle of The Cowpens. In South Carolina it was, but it was January, and somewhere on that campaign—perhaps on a march through the mountains—there
was a great snow that covered with its deep and soft warmth the weary Virginians wrapped in their blankets on the ground, and stretched its level whiteness over the sleeping men. My great-grandfather said that the only way he could tell next morning where his comrades were lying was by means of the little holes in the snow made by their breath. That story always accompanied his account of this battle of The Cowpens, in which he said he saw men fall like stalks of grain before the blade in the hands of a reaper. Indeed Cornwallis lost there one-third of his force. We read that the brunt of this fight was borne by Morgan's men. Was it their deadly aim before which Stephen Perkins saw this sure destruction mow down the enemy like wheat?

We are told that on the evening before that battle Morgan had gone among the volunteer militia, "helped them fix their weapons, encouraged them with buoyant conversation, joked them about their sweethearts... Inspired with the contagion of his enthusiasm, his soldiers slept on their arms in simple trust and confidence; while Morgan, with sleepless eyes and anxious heart, on bended knees prayed to God for victory through the darkness of the night."

Green and Morgan, after this victory, fell back across North Carolina, luring Cornwallis to follow them farther and farther from his base. Then they cleverly turned on him at Guilford Courthouse. He won the fight, but with such great loss that it was evident that England would be ruined by "one more victory like this." He withdrew to Wilmington and, later, into Virginia, where, by early summer, he joined the other English forces, which had come up the Chesapeake Bay and the James. But the Americans, aided by the French, were destined to close in around them, as we know so well, until October should witness the surrender at Yorktown.

We must take a brief glance at some events of the war in Virginia during those closing months. Early in 1781 Lafayette had been sent with a small army to defend Virginia in the absence of her own troops. We have just seen that your ancestors and mine and nearly all the other Virginia soldiers were then with Greene in the Carolinas. Lafayette was at that time only twenty-three years old. Cornwallis said it would be easy to "catch that boy." But Lafayette deftly managed to get in Cornwallis's way to keep him from reaching Fredericksburg or Charlottesville, and to get out of his way whenever that general seemed about to "catch" him.

You know that Benedict Arnold, after his treason, had just been sent to Virginia as a British officer. He had captured Richmond and held it a few days, with wanton destruction of the records and the stores of provisions. Then he moved back to Portsmouth, plundering as he went. The Governor, Thomas Jefferson, called out the Virginia militia to defend Richmond. But there were in the state few left to answer his call.

Baron von Steuben, our Prussian helper, was manfully drilling a handful of men—about five hundred—destined to be recruits. Many were ragged and bare-footed; most were without weapons; probably all were hungry; but they pursued Arnold down the river, trying to prevent a second raid upon Richmond. The British, however, with a redoubled army, pushed them back again, only to find Lafayette in Richmond, twelve hours ahead of them. He drove them back, and then bought shirts and shoes for our ragged recruits, pledging his own personal estate to pay for them.

By early summer time Cornwallis himself was pushing on to Richmond to capture the Legislature. But that body, with Governor Jefferson, speedily transferred themselves to Charlottesville. Colonel Tarleton was sent in hot haste to that town to capture them. Although his British troopers rode 70 miles in 24 hours, there was a Virginian who rode even faster, and probably
by some short cut, and gave the warning which enabled the Governor and all the legislators but seven to escape in time. Of course this was no other than Jack Jouett. His father kept a tavern in Charlottesville and owned a farm down at Cuckoo, in Louisa County, forty miles away. Jack, at Cuckoo that June night, heard the troopers go thundering by and took his famous mid-night ride. In spite of Jouett's efforts, Tarleton might not have arrived too late had he not stopped at Castle Hill to capture host and guests and to demand breakfast. They gave him a good meal, long-drawn-out in the preparing and in the serving. They even took interest in detaining him to measure in wonder the height of his orderly, six feet nine. The “mark” is still shown there today.

But it is in the lower part of Albemarle, now known as Fluvanna, and in Goochland, that the raids of Tarleton and Cornwallis come nearest to me. The malice of the latter was directed especially against the estate of Jefferson at Elk Hill, where he cut the throats of all the colts he could not use. The British burned the mills and plundered the farms of the citizens round about, but without special cruelty. For instance, an old walnut desk of my great-grandfather's was broken into, while he was too far away in the Carolinas to defend his property. It is in use at the home there, now. In fact, the Northern raiders broke into it again during the War between the States. I feel sure that no hidden treasure was forthcoming at either time.

This desk not being of the portable type, I have brought to show you this afternoon a long waistcoat worn by that Stephen Perkins. It was not a part of his war garb, for his clothes were in tatters and he himself was starving while he pushed on with Greene through the Carolinas to help close in around Cornwallis and “end the business” at Yorktown. His rations were sometimes just a handful of corn and sometimes a handful of meal as they passed a mill. The mill would be guarded by soldiers to see that no man took more than one handful. They were on forced marches for days—sometimes with nothing but an ear of corn from the field, sometimes with not even that. This great-grandfather of mine offered a hundred dollars—of course in continental money—for one ear of corn, but in vain. The ear of corn was a surer reality than the currency of our Government in that crisis. The first food that he found in his dire need was some grains of corn that had dropped from the horses' mouths. No wonder that his descendants have always been taught to respect corn bread.

No wonder, too, that after Yorktown, when he had come back to his home with the little dormer windows, in Fluvanna, it seemed to him a long time before the treaty of peace was actually signed. There had been the understanding that when this treaty should be achieved, the signal should be thirteen cannon shots—one for each colony. One day he heard a cannon. He put his ear to the ground and counted. When he reached thirteen, he threw his hat as far as he could send it, shouting “Peace! Peace!”

Elizabeth P. Cleveland

STANDARDS OF PRONUNCIATION AND SPELLING ABOUT THE TIME OF THE AMERICAN REVOLUTION

The same spirit of protest and revolt which underlay the economic and political revolutions against the British government also manifested itself in the speech habits of our Revolutionary ancestors. Moreover, in the written comments of men like Noah Webster, the protest was especially pronounced. If the following citations seem to come out of the North only, it is perhaps because general
education in that day met with more favor in New England than in the South.

Governor Berkeley in 1670 had reported to the English government: "But, thank God, there are no free schools nor printing, and I hope we shall not have these hundred years; for learning has brought disobedience and heresy and sects into the world, and printing has divulged them, and libels against the best government. God keep us from both!"—One is not surprised, in view of this pronouncement, to learn that in 1683, after two years, the use of Virginia's first printing press was prohibited; there was no more printing in Virginia until 1729—almost a half-century later.

In 1715 Governor Spotswood dissolved the colonial assembly with the comment, "I observe that the grand ruling party in your house has not furnished chairmen of two of your standing committees who can spell English or write common sense, as the grievances under their own handwriting will manifest."

Still, Virginians can take some pride in the fact that the first English grammar by an American had been written by Hugh Jones, a professor of mathematics at William and Mary College; but it was published in London in 1724. And another "priority": the first college to prescribe for admission an examination in the English language "taught grammatically" was a Southern institution—the University of North Carolina, in 1795. Nevertheless, there was probably more than a grain of truth in Noah Webster's assertion: "Virginians have little money and great pride, contempt of Northern men and great fondness for dissipated life. They do not understand Grammar."

Professor Kemp Malone of Johns Hopkins University has pointed out that Noah Webster had issued his own declaration of independence against England in the matter of orthography, when he wrote, in an "Essay on a Reformed Mode of Spelling":

"...Ought the Americans to retain these faults which produce innumerable inconveniences in the acquisition and use of the language, or ought they at once to reform these abuses, and introduce order and regularity into the orthography of the American Tongue?...The advantages to be derived from these alterations are numerous, great, and permanent. ... A capital advantage of this reform in these States would be, that it would make a difference between the English orthography and the American. This will startle those who have not attended to the subject; but I am confident that such an event is an object of vast political consequence. For the alteration, however small, would encourage the publication of books in our own country. It would render it, in some measure, necessary that all books should be printed in America. The English would never copy our orthography for their own use; and consequently the same impression of books would not answer for both countries. The inhabitants of the present generation would read the English impressions; but posterity, being taught a different spelling, would prefer the American orthography. Besides this, a national language is a band of national union. Every engine should be employed to render the people of this country national; to call their attachments home to their own country; and to inspire them with the pride of national character. However they may boast of independence, and the freedom of their government, yet their opinions are not sufficiently independent; an astonishing respect for the arts and literature of their..."
parent country, and a blind imitation of its manners, are still prevalent among the Americans... Let us, then, seize the present moment and establish a national language as well as a national government.

Benjamin Franklin, when he was sent to France in 1778, was instructed to use "the language of the United States." And in 1783 Webster had urged: "America must be as independent in literature as she is in politics, as famous for arts as for arms." A little later, when General Washington was planning to bring from England a person to serve as his secretary and as instructor to Mrs. Washington's grandchildren, Webster had dissuaded him. "What," Webster wrote, "would be thought of this country by European nations if, after the achievements in the War of Independence, we should send to Europe for secretaries, and for men to teach the rudiments of learning?"

Webster's proposed changes in American orthography had the support of Benjamin Franklin, although he recognized the difficulties of establishing a phonetic alphabet, and was aware of the fruitless attempts earlier made in England. "I conceive they failed through some defect in the plans proposed, or for reasons that do not exist in this country," he wrote. In America "the minds of the people are in a ferment, and consequently disposed to receive improvements." He is therefore led to hope that "most of the Americans may be detached from an implicit adherence to the language and manners of the British nation." At the height of his optimism Webster wrote from New York that the "Chairman of Congress, many other members, and about a hundred of the first ladies and gentlemen in the city... fall in with my plan, and there is no longer a doubt that I shall be able to effect a uniformity of language and education throughout this continent."

From General Washington Webster says he received "the warmest wishes for the success of my undertaking to refine the language." After such approval Webster recommended to Franklin that he present his phonetic alphabet to Congress for action by that body. But this attempt at a flat language failed, as did Webster's experimental use of simplified spelling.

It is true that Noah Webster encouraged and accomplished the omission of silent letters in some words, but such spellings as abuw, was, wil, reezon, etc., did not appeal to his contemporaries. He began to realize that spelling was not merely a rational matter, but emotional as well, and he showed the shrewd business sense to drop an unpopular movement which would affect the sale of his books.

What, then, are some of the characteristic changes which Webster stimulated in American English? In his American Dictionary of the English Language he abandoned some of the most radical changes recommended by Benjamin Franklin, but he did accept honor instead of honour, mold instead of mould, center instead of centre, and the single final consonant instead of the double in such words as travel and worship.

His dictionary is responsible for our spelling public, logic, music, etc., without a final k—a practice now adopted in English usage as well as American. His approval supported mask instead of masque, check instead of cheque. The American practice of spelling traveler with one l and benefited with one t is traceable to Webster; the double consonant remains common in England. To Webster also goes the responsibility for the American spelling -ize rather than -ise in such words as civilize, organize. The c in defence, offence, pretence, Webster changed to an s. The spelling of connexion, etc., still common in British use, Webster changed to connection. He strove—it now seems with little success—to omit the silent final e in such words as ax, doc-
trin, famin, granit, opposit, etc. Earlier, he had urged, then dropped, e for ea in the short vowel sound of leather, feather, weather; ee for the vowels in mean, speak, grieve, key; k for ch in such words as chorus and character.

Webster favored the pronunciation of leisure to rime with pleasure, which had been the common English pronunciation since Milton's time. He opposed the pronunciation of European then becoming popular, and urged that the word, by analogy, should be pronounced Európean to accord with Mediterraneán, Herculean, subterraneán. He opposed the then current pronunciation of Rome as room.

Benjamin Franklin, too, was given to setting down his ideas about pronunciation, although he was no professional lexicographer. Professor Malone calls him "the first American to tackle English phonetics scientifically." From his Scheme for a New Alphabet and a Reformed Mode of Spelling; with Remarks and Examples, published in 1768, we learn that Franklin's own pronunciation included the following: James to rime with seems, father to rime with gather, leisure to rime with pleasure, get and friend as if they were spelled git and frind. And of course, these pronunciations were the ones employed by Franklin's contemporaries.

In A New Critical Pronouncing Dictionary, by Richard S. Coxe, published in 1813, one finds another record of pronunciations current just after the Revolution. Carriage was pronounced kur'ridge, oblique was obleège, cucumber sounded like cowcumber, and housewife was pronounced huzzwif.

Coxe advised the sound of a in dark in the pronunciation of these words: clerk, sergeant, service, servant, merchant. Of these only sergeant has survived as a standard pronunciation in America—but of course clark is still standard in England.

Lieutenant, another word pronounced differently in England and America today, drew this comment in 1813 from Coxe: "The word is frequently pronounced by good speakers liv-tenant. The pronunciation which seems from my own experience to prevail most generally is lef-tenant, but the regular sound as if written low-tenant appears to be becoming more popular and will in all probability obtain in time nearly universal adoption."

Yes was pronounced yis and engine inchine; daughter was generally darter, gold was goold, sauce was sarce, and sausage sassage.

Sensible and visible were sounded sensubble and visubble—just as to this day in some sections of Virginia one hears vege-tubble and comfor-tubble.

And finally, let me speak of one sound that Noah Webster gave much study to—the fine syllable -ture. It appears that the word nature was commonly pronounced nater in this country in 1776, although in London at that time it received the full u sound. In 1807, however, a correspondent wrote Webster from London to say that the pronunciation of t as ch was being adopted "by actors, young barristers, and members of parliament." By 1829 Webster admitted that the sound iu was changing t into ch in such words as nature, and d into dj in such words as gradual, although he still regarded these pronunciations as an affectation. Now, after a hundred years, words falling in this group are still pronounced both ways, although the charge of affectation is more likely to be brought against nature than nacher. And, of course, the same thing is true of tempera-ture rather than temperacher, picture for pikcher, and literature for literacher.

Conrad T. Logan
INCREASING THE SCHOOL USE OF RADIO

Teachers have been slow in seizing upon the radio as an educational aid. Sellers of goods and candidates for public office have long recognized the radio as a potent means of influence. Yet, according to the findings of the radio-visual survey conducted by the United States Office of Education, there are only 12,342 radios and centralized sound systems among the 82,297 school buildings reported in the study, an average of but one radio for every 6.7 buildings. Few classroom teachers are using the radio with any regularity, and this is true even in the state of Ohio, which has the largest proportion of radios provided for schools—one to every 1.9 buildings.

The hopeful aspect of the situation lies in the fact that each year more teachers are using the radio. This is borne out by figures collected by those in charge of the various school-broadcast programs. Nevertheless, at the present rate it will be decades before radio becomes a commonly accepted educational tool.

There are three principal reasons for the failure to embrace this new aid of learning. Perhaps the most potent is the inertia of formal education. Teaching and administrative practices tend to remain fixed and to resist any changes which necessitate readjustments of thinking or of practice. To overcome such inertia requires strong motivation—both the marshalling of facts and the appeal to the emotions. Facts will be supplied by research and careful experimentation; emotional appeal will come from the enthusiasm of those who have used the radio successfully and from those who wish to adventure into new fields.

The second reason for the reluctance to adopt the radio in teaching is the cost of equipment. While receiving sets can now be purchased for comparatively small sums, even these amounts are still too much for many boards of education which hesitate to make such unorthodox purchases. This makes necessary the gathering of funds in other ways—through donations from parent groups, by money-raising activities, and the like. Frequently, too, operation of a radio means the wiring of classrooms hitherto un-equipped electrically. As the installation of outlets, however, makes possible the operation of motion-picture projectors and other equipment as well as radios, the necessary funds can usually be squeezed from the regular budget. The most expensive equipment, of course, is the centralized sound system; but even these have come down in price so that a satisfactory system for a twelve-room building can be purchased for a few hundred dollars.

A beginning in the use of radio can well be made with a single cheap set, and as interest and usefulness develop, better equipment may be added. Certainly, the factor of expense is not a valid reason for ignoring the radio when receiving sets can be purchased at the reasonable prices which now prevail.

A third cause is decidedly important. This is the lack of training in the proper use of the radio. Like all other innovations, the radio, if it is to be used effectively, requires a certain amount of special training. This should be acquired both as in-service training and as a part of preparation for teaching.

A few steps may be suggested as ways of initiating and spreading the use of the radio in the school. The teacher who has become convinced of its usefulness can begin either by taking a short course in a summer school or after-school class, or by reading as much as he can on the subject. Cline Koon's School Use of Radio, which can be purchased from the University of Wyoming at Laramie for 50 cents, is suggested as beginning reading, together with Radio: the Assistant Teacher, by Ben Darrow. This may be purchased for $1.50 from Mr. Darrow, State Office Building, Columbus, Ohio. The Bureau of Educa-
tional Research at Ohio State University will shortly issue a bulletin, "Radio in the Classroom."

Next, the teacher will need actually to experiment with the radio in his classroom. If his classes have been of a formal recitation type, he will tend to prefer the more direct-teaching type of broadcast. If he is accustomed to a variety of activities in the classroom, the radio becomes another valuable extension of the outreach of the school into the world. The success and enthusiasm of one instructor usually result in the attempt of others to achieve the same results. Even doubtful administrators are frequently "sold" on radio because of the experience of a capable teacher. Good ideas spread when carried out intelligently.

Principals and superintendents have other techniques at their disposal for initiating the use of radio. Teachers with enthusiasm and a sense of adventure may be encouraged to attempt its use; committees may be appointed to study the experience of other communities; professional meetings may be devoted to discussions and reports about radio; and in cities with course-of-study programs, each committee may be asked to examine the possibilities of the use of radio in its field.

Both teachers and administrators interested in spreading the usefulness of radio in schoolrooms can suggest that the topic be included in the program of institutes, conferences, and conventions, and large cities can well afford a special conference devoted to the subject with appropriate reports and demonstrations.

Many worth-while programs are now on the air, and it is tragic that so few teachers or administrators have appropriated the radio for extending the educational experience of boys and girls. The next few years should see a rapid growth in the use of this valuable teaching aid.—I. Keith Tyler, in The News-Letter, November, 1936.

NEW LIBRARY SERVICE IN U. S. OFFICE OF EDUCATION

FOSTERING the development of public and school library service throughout the United States will be one of the major activities of the Federal Government's new library agency in the U. S. Office of Education. Services of the new agency will include:

1. Making surveys, studies, investigations, and reports regarding public, school, college, university, and other libraries.
2. Co-ordinating library service on the national level with other forms of adult education.
3. Developing library participation in federal projects.
4. Fostering nation-wide co-ordination of research materials among the more scholarly libraries, inter-state library co-operation, and development of public, school, and other library service throughout the country.

Congress recently approved establishment of a Federal Library Service Division in the Office of Education, U. S. Department of the Interior, authorizing an appropriation of $25,000 for the fiscal year 1936-37. Commissioner John W. Studebaker believes that the amount of money allowed by Congress for the new library service work during 1936-37 will mean employment of Office of Education staff specialists in school and public libraries, and necessary clerical personnel, all appointed under Federal Civil Service regulations.

The American Library Association, with a 12,000 membership representing practically all libraries in the United States, highly recommended establishment of this new Government library service in the Office of Education. Carleton B. Joeckel, chairman of the American Library Association's
Committee on Federal Relations, says, "The significance of this action in the history of federal relations of libraries in the United States can scarcely be over-emphasized. For the first time a federal office has been made specifically responsible for fostering a national program of library development. Although the appropriation is not large, the event itself is highly important."

"There is a growing demand upon the Office of Education for information and advisory service to libraries, corresponding to the type of service the Office now gives schools," United States Commission of Education Studebaker says. "Libraries are an essential part of the country's educational equipment. Schools without good library service administered by trained librarians cannot measure up to the modern conceptions or to the demands of modern methods in education. Independent study under guidance of teachers and tutors has advanced to such a stage that the library in the college is in fact the heart of the institution. Public libraries are expanding and intensifying their educational services. Many families now depend upon them wholly or in large part for their reading—on public questions, on vocations, and in the fields of culture—as well as for recreation. The amount and character of the use of public libraries have been directly affected by the constantly increasing demand for adult education as well as by the expanding interest in recreation and cultural reading which results from the improved school program and the broadening interest in public questions. This new library division in the United States Office of Education should be of great service to students, educators, librarians, and citizens in general."

Mother: "Bobby, it's time for you to get ready for school. Have you washed your ears?"

Bobby: "I washed the one that's on the side next to where the teacher sits."

DISCRIMINATION

People can be roughly divided into two classes—the sponge-minded and the critically minded. The sponge-minded absorb with equal gullibility what they see at the movies, what they read in the newspapers, what they hear over the radio. They are the passive viewers, readers, listeners. Fair game for advertisers, they it is who put down $350,000,000 for patent medicines each year. Even in their student days, they accepted without a flicker of mistrust what the textbook said or what they heard from the lecture platform. Porous as a sponge, for a brief time their minds absorb but do not assimilate.

The critically minded are active, not passive, in their reception of the printed and spoken word or the motion picture. They constantly ask: "Is it true? Where's your evidence?" and "What do you mean by 'true'?" They search out hidden assumptions, unwarranted inferences, false analogies. They are the good-natured sceptics and sometimes, unfortunately, the soured cynics. They give the ill-informed and inaccurate teacher many an evil moment. They are our only hope for progress.—Edgar Dale.

REVOLT

Eons ago an anthropoid
Gave shock to his own elect
Because some unknown cosmic urge
Made him rise to his feet, erect.

"'Tis wicked sin," they whispered low
In their lingo of grunts and snores,
"If we had gods their true intent
Was that we should go on all fours."

Those who followed the daring brute
Grew upward and became "Man,"
But those who feared the wrath of gods
Are still of the monkey clan.

—Mark G. McElhinney.
A PAGE OF VERSE

By Edna Tutt Frederikson

THE SPELL

Set in strong
Inevitable flight,
Time beats in Winter's
Windy night.

Swift in Spring
As a swallow fled,
Time walks the Summer
With measured tread.

But when Fall is warm
On a hazy hill,
For a golden moment
Time is still.

YEAR'S END

In fading fields the dawn-cold vapours roll
Toward unseen skies;
And from the fall-stained pastures of my soul
The gray mists rise.

IF DEATH SHOULD COME

If Death should come with undesigning lust
And presence casual and light,
He would not want my heart tonight;
It is already dry, and full of dust.

GREEN ARE THE HILLS

Green are the hills and green the river
Rolling between;
Over them still the sunset quiver
Lies like a dream.

Golden and green the hills of being
Rise in my heart;
The soul's slow waters, deeper than seeing
Thrust them apart.

A CREED

A little ease I'll take from home,
A measure of affection, too,
Sweet years of work from men, and some
Of loveliness from life, and rue.

I'll make a garment of this stuff
And cloak my spirit in its guise;
This for myself will be enough,
For one small soul it will suffice.
The eight-year-old niece of a well-known club worker has the optimism of the family to which she belongs. When asked if she passed the examination in arithmetic, she answered cheerfully, "No, I did not, but I was the highest of those who failed."

**INDIGESTIBLE**

Teacher: "William, construct a sentence using the word 'archaic'."

William: "We can't eat archaic and have it too."

"Isn't George ever going to marry?"

"No, I don't think he intends to marry. He is studying for a bachelor's degree."

**ONE THING CALLS FOR ANOTHER**

Teacher: "Who was the smartest inventor?"

Pupil: "Thomas A. Edison. He invented the phonograph and radio so people could stay up all night and use his electric light bulbs."

Mrs. Jones: "We are keeping William from returning to college this fall. He is really so young, you know."

Mrs. Brown: "Yes, my son flunked, too."

The professor of law had been talking steadily for more than an hour, and his class was becoming a trifle restless.

"Take any article, for instance," he droned on. "When it is bought it goes to the buyer—"

"What about coal?" interposed a weary voice.

The professor gazed over his glasses at the interrupter.

"When coal's bought, doesn't it go to the cellar?" asked the youthful student.

**TRY THESE!**

The following "Rules of the Road in English" are said to have been posted at the central police station in Tokyo:

1. At the rise of the hand, policeman stop rapidly.
2. Do not pass him by or otherwise disrespect him.
3. When a passenger of the foot hove in sight, tootle the horn. Trumpet at him. Melodiously at first, but if he still obstacles your passage, tootle him with vigour, and express by word of mouth the warning—"Hi! Hi!"
4. Beware the wandering horse that he shall not take fright as you pass him by. Do not explode the exhaust box at him as you pass him by. Go soothingly by.
5. Give space to the festive dog that shall sport in the roadway.
6. Go soothingly in the grease mud, as there lurks the skid demon.
7. Avoid tanglement of dog with your wheel spokes.

**ACTUAL HAPPENINGS IN DETROIT SCHOOLS**

A third grade pupil at the Pasteur school, much concerned over a test he was to take, in his prayers asked God to help him. The next day his mother inquired about the test. 'God answered my prayers," he replied. "He sent a substitute."

When a teacher at the McMillan school asked a child to use the word "human" in a sentence, the result was, "We are all human beans."

A boy in the Robinson school proved to be an annoying case, inasmuch as he too frequently asked to leave the room. The other day it was the same old story, "May I leave the room?"

"No," responded his teacher, "you can't leave this room today."

"Well," said the youngster, "can I go tomorrow?"
EDUCATIONAL COMMENT

PROGRESSIVE EDUCATION IN THE MOVIES

With educators this year celebrating the one-hundredth anniversary of the founding of the U. S. Public School system by Horace Mann, the March of Time has come out with a highly illuminating and timely motion picture entitled "New School for Old," in which the theories and practices of Progressive Education are vividly portrayed.

In gathering material for the picture, which has been released to more than 6,500 theatres throughout the country, three March of Time camera crews spent six weeks of intensive work in Progressive schools from coast to coast, filming among others the activities of the public schools of Santa Monica, Cal., and Bronxville, New York; the Antioch School at Yellow Springs, Ohio; Kenwood Heights at Springfield, Ohio; Edgewood School at Greenwich, Conn.; Hessian Hills at Croton-on-Hudson, New York, and the Woodbury School of Portsmouth, New Hampshire.

All told, hundreds of youngsters from these Progressive Educational centers perform before the camera their daily activities of learning to cope with practical everyday problems by participating in projects that range in variety from purchasing and preparing their own luncheons to the collective enterprises of building and governing model villages, raising and marketing pet animals and supervising their own painting, sculptoring, and manual training classes.

Among Progressive Education's most enthusiastic advocates are Dr. John Dewey and Columbia University's Dr. William H. Kilpatrick, both of whom appear in the film. Yet the March of Time has not overlooked the fact that curricular programs of some of these schools call for innovations that are unwelcome to many an educator, bewildering to many a parent. Thus, in addition to presenting a Parent-Teacher Association meeting in which an outraged father ridicules the new teaching philosophy, the film shows Dr. William C. Bagley of Columbia expounding some of the beliefs that have made him Progressive Education's chief critic.

In this first attempt to film so comprehensive a subject as elementary education in the United States, the March of Time claims to have produced a picture that is as strikingly dramatic as it is impartial; they believe any educator or parent with an eye toward the future will find it an entertaining, enlightening and valuable document.

OUR CHILDREN

Let us set the child in our midst as our greatest wealth and our most challenging responsibility. Let us exalt him above industry, above business, above politics, above all the petty and selfish things that weaken and destroy our people. Let us know that the race moves forward through its children and, by the grace of Almighty God, setting our faces towards the morning, dedicate ourselves anew to the welfare of childhood.

—Journal of the N. E. A.
THE READING TABLE

SUPPLEMENTARY READING MATERIALS


These first four books of the new eight volume Rugg Social Science Series are intended for children with a reading age of eight and nine years. The series offers an integrated course in the social sciences; "the geographical facts, historical facts, economic, social, anthropological, and aesthetic facts, which are needed together for understanding, are put together in close relationship."

The books contain much material not heretofore available for children of the middle grades. They are, therefore, not only usable as a core curriculum in the social sciences but as indispensable reference material.


This little reader on Germany can be used with the third grade center of interest in the Virginia Curriculum. Other books of the series deal with Italy, France, Switzerland, and Holland.


*Candlelight Tales* tells of frontier days in America. *Wires Round the World* is the history of the telegraph. Both books belong to the *Our Changing World Series* edited by Rollo G. Reynolds. Both may be used as supplementary readers or as source material in connection with activities.


A nature study series from the New York City public schools designed for a basal textbook but also usable as reference material.


An excellent series of basal books by a reading expert. Interesting in content and style. Well and charmingly illustrated. Vocabulary systematically developed.


A colorful series of readers based on children’s interests and organized into units. Easy and very colorful.


A pre-second reader based on one small boy’s experiences at school. Children will read it with delight and will get suggestions for their own activities. Good print and illustrations. Bound in an unusual cloth with an aluminum effect which is not particularly pleasing.


A beautifully made book for young readers, easy to hold, charmingly illustrated, and well printed. Information designed to build basic concepts about the home and family is provided but with no sacrifice in style. Only 34 words not in the Elson Primer.


Here is a pre-primer which is a continuous story with a plot, a touch of humor,
November, 1936

THE VIRGINIA TEACHER

Katherine M. Anthony


The book grew out of a series of investigations undertaken by the Association of First Assistants in High Schools of New York City. The purpose of the investigations was to find out what influences and activities calculated to exercise the talents of superior students have been effective in New York and other cities. Three aspects of personality were considered; that of the superior teacher, that of the gifted high school student, and that of the relatively successful leader in our social scheme.

Fourteen subjects of the high school curriculum were included in the study, each one carried on by a committee of experts in the field. After a discussion of the methods of carrying on the study in the particular subject, and of the conclusions resulting, most of the chapters close with a series of recommendations. These recommendations include such items as classification and segregation, extra-class opportunities, special training for teachers of gifted children, and more flexible entrance requirements for colleges.

The reviewer was pleased to see that in most of the studies those in charge were aware of the necessity of protecting the social development of the gifted child, and recommended the enrichment of the curriculum rather than the grade acceleration of the pupil, thus keeping him at his normal chronological and social level.

C. P. S.


Appearing as it does in the Century Catholic College Texts series, one quickly accepts the author's inclusion of a considerable body of material dealing with the Catholic viewpoint in religion and education. Furthermore, the author's introduction stresses the importance of well-qualified teachers who can so direct the teaching as to give the Catholic student the desired slant to his thinking. The author, however, includes many references from non-Catholic, and in some cases non-religious, sources, such that certain topics, as for example evolution and industry, are heavily weighted from other sources.

The appearance of this volume makes the third such book available in a field of work that is increasing in popularity in teacher-educating institutions. Kilpatrick's Source Book in the Philosophy of Education tended to use rather shorter references and to definitely play up contradictory points of view, the better to give the student cause to think his way out. Kuehner's A Philosophy of Education used rather longer references but seemed unfortunate in the failure to choose as fresh and relevant materials as might be desired. Kirkpatrick has undertaken a rather wider range of problems, has played up the religious problem more than Kilpatrick though not definitely more than Kuehner, and has introduced considerable material on the history of education. Kirkpatrick also has added decidedly to the teachers' helps in his book by the use of introductory questions and summarizing problems. Like Kuehner, he append several pages of bibliography of books helpful in the philosophy of education.

W. J. G.


Intended as an introductory psychology for college students, this textbook is quite


A sequel to Henry and the Garden. The limited number of new words make the book very easy reading. Henry's dog continues his adventures and a very intriguing goat makes things still livelier.
unique in its stress on the everyday problems of human living. The main sections deal with controlling the behavior of one's self—the more or less typical matter of psychology—and controlling the behavior of others, including children in the home and in school, together with problems of social psychology and problems of the psychology of business. A final chapter by the senior author on the “Art of Living” gives much practical advice, being built around the age-old maxims and proverbs that have activated groups and individuals down the centuries.

While this is an attempt to practicalize the typical psychology course, and while the headings, and the everyday experience type of material, find a ready response in the reader, it also appears that in some cases the student will be more or less let down as he is dropped into technical discussions. As an example, a rather technical discussion of the “sensation” and of the nervous system, is captioned “Controlling Routine Behavior.” The book is well organized, excellently printed, and should take a definite place among the newer psychology textbooks of a semi-popular nature. The reviewer is surprised that the essentially behavioristic outlook neglects almost in toto the newer Gestalt and organismic viewpoints.

W. J. G.


Significant to all teachers and school administrators concerned with the problems of education in the South are these two books dealing with library progress in this region during the past five years.

Dr. Louis R. Wilson, Dean, and Edward A. Wight, Research Assistant, sponsored this study at the Graduate Library School of University of Chicago for the Julius Rosenwald Fund. In 1929 the Julius Rosenwald Fund undertook to stimulate library service in the South through matched grants in eleven counties. This study is concerned with a review of the activities and progress of these demonstration libraries.

Miss Barker has given a report of her five years, 1930-35, as Field Library Agent for the South. Her work was carried on through a grant from the Carnegie Corporation of New York to the American Library Association. She reveals the South as a library-conscious region in which much progress has been made in all types of libraries in the past five years.

Ferne R. Hoover


This text meets the needs of those teaching and studying the subject of public health. Through historical background the student receives an appreciation of the development in public health measures. Emphasis is laid on communicable diseases and preventive treatment. Nutritional principles and disorders are thoroughly discussed. The part on Community Hygiene is thorough and discusses not only community and industrial measures, but also Infant Hygiene, Public Health nursing, and Health Education. The chapters on Health Administration and Vital Statistics are up-to-date and complete in their information.

The book has many illustrations and is well printed. R. F. W.


This book presents principles of personal hygiene and offers many guides to healthful living to meet the needs of both boys and girls. The chapters on physical activity, posture and feet are especially good. It also includes chapters on health fads, recreation,
and mental hygiene that meet the needs and answer the questions of many students. The questions suggested at the end of each chapter for class discussion are helpful. Each chapter also gives a list of health practices to be acquired and a complete bibliography.


In this book emphasis is laid on the development of proper health habits and their formation. The suggestions are concise and practical. The chapter on care of the nervous system is excellent. In addition to personal health habits, there is information on school and home hygiene, on drugs, stimulants and patent medicines, and vacation and traveling hygiene.

At the end of each chapter are questions, problems and projects to emphasize the practical information given.

Rachel F. Weems


This book, especially adaptable to junior high school students, contains excellent material for teaching the business phase of arithmetic and would serve as a valuable background for technical business training. The discussions and illustrations represent a varied assortment of businesses. The book contains accurate examples of forms, clear definitions of terms, and abundant problems to be solved by the student.

M. L. L.


The approach to bookkeeping, although quite technical for students with no previous business training, is thorough. Books of entry and types of accounts are introduced very rapidly, beginning with the fundamental equation. The journal entries are used as the first concrete problems in bookkeeping. Explanations of terms are clear and well illustrated. The book gives instruction for establishing and keeping books for a single ownership, partnership, or corporation. The problems and examinations included for each unit of work are excellent.

M. L. L.

NEWS OF THE COLLEGE

Appearing as the first number of the 1936-37 lyceum course of the college, the Jooss European Ballet presented four dances in Wilson Auditorium—Big City, A Ball in Old Vienna, Ballade, and The Green Table. The ballet opened in New York a week after its appearance in Harrisonburg!

The Green Table, a satire on war and the League of Nations, received outstanding approval from H. T. C. students.

In the annual ceremony symbolizing the union of the new girls and the old ones held October 14 in Wilson auditorium, Ann Thweat, Petersburg, new girl, was wed to Betty Martin, Catawba Sanatorium, president of the Senior Class and representative of the old girls, by Mary B. Cox, Independence, president of the Student Government Association.

Anna Haddock, Porto Rico, was maid of honor; Martha Way, Kenova, West Virginia, secretary of Student Government, was best man. Inez Upshur, Richmond, was ring bearer, and Lois and Elinor Mason, Harrisonburg twins, were flower girls.

Recent chapel speakers include Rev. G. E. Owen, Pastor of the First Christian Church of Winchester, who spoke on “The Three G’s—Prerequisites of Education,” Oct. 7; Rev. Wade S. Miller, President of Shenandoah College, Dayton, who discussed “A Liberal College Education,” Oct. 14; Rev. Miner C. Miller of Bridgewater College who spoke on “Conditions in Russia,” Oct. 28; and Dr. J. S. Moffatt, assistant professor of English at Washington and Lee University, who spoke to the Seniors on
Nov. 4, and bade them to “Look back on the years as well as ahead.”

The music faculty of the college presented a program of vocal, piano, and violin selections Wednesday, Oct. 21. All members of the department assisted.

Opening the 1936 hockey season October 31, the purple and gold squad lost a contest to Sweetbriar with a 14-0 score. The following week-end the local varsity fought to a 4-0 win over Westhampton on the home field, leaving the season’s games on a one-loss, one-win basis.

Players in the two games were: Captain Margaret Shank, “Peter” Wratney, Peggy Byer, Margaret Poats, Helen Macmillan, Arlene Sierks, Maud Whitehead, Alpha Spitzer, Beryl Freck, Letitia Holler, Marguerite Holder, Ann Van Landingham, Jean Van Landingham, and Margaret Glover.

Under the auspices of the Debating Club and the International Relations Club, a “mock” political campaign was conducted on campus and was climaxed by a straw election held by the Breeze, student newspaper. In spite of Republican activity, the “Schoolma’ams” gave Roosevelt a more than 2-to-1 vote for re-election.

Representing student publications, the Schoollma’am and the Breeze, five students attended the fifteenth annual convention of the Associated Collegiate Press which was held in Louisville, Ky., Oct. 29-31. Delegates were Ethel Cooper and Annie Glenn Darden, editor and business manager of the annual, and Lois Sloop, Dolores Phalen, and Alice West, editor, assistant-editor, and business manager, respectively, of the newspaper.

Miss Mildred Knott, captain of the English Hockey team which is in the U. S. for the International Tournament, was a guest on H. T. C. campus during the week of Oct. 11-17. Miss Knott during her stay on campus coached the varsity hockey squad for several days.

Approximately 200 students and faculty members boarded the “Valley Vestibule Limited” train, Saturday, Oct. 24, for the nineteenth annual hike up Massanutten Peak. Led as usual by Dr. Duke and escorted also by Dr. Weems, “carrier of the first aid kit,” the students made the trip with no mishaps.

Minor campus elections during October resulted in the selection of Billie Powell, Hopewell, and Emma Rand, Amelia, as assistant business manager and secretary, respectively, of the Athletic Association, and of Susan Quinn, Richmond, as president of the Junior Council.

The Rural Life Club, once a group of Alpha Literary Society, has been granted permission to organize as a separate club. The officers are as follows: Louise Hankla, president; Faye Nelson Quick, vice-president; Maria Bowman, secretary; Mary Jane Guy, treasurer; and Elizabeth Abbott, program chairman.

A Philosophy Club, open to Sophomores, Juniors, Seniors and interested faculty members, has been officially organized and is carrying on its program under the leadership of Linda Barnes, secretary.

“V. M. I. Commanders” made their first appearance at the college when they furnished music for the Hallowe’en dance, Oct. 31.

The Student Government Pledge Service was held Tuesday, October 20, with approximately six hundred and fifty students attending and signing the Honor Pledge.

Five students were accepted as members of the editorial staff of the Breeze for the fall quarter. They are Clara Bruce, Mike Lyne, Jeanne Fretwell, Virginia Rader, and Frances Taylor.

Club goats who appeared on campus during October were as follows:

Lanier: Betty Hickman, Corinne Shipp, Ella Hubble, Mary Porter, Margaret Pittman, and Virginia Ramsey.

Lee: Virginia Turnes, Mary Jane Sowers, Janet Miller, Vivian Weatherly, and Virginia Wine.

Page: Anna Gregory, Elizabeth Brown, Elizabeth Young, Margaret Fitzgerald, Dor-
The group includes Othea Nevils, Letitia Holler, Evelyn Terrill, Josephine Sanford, and Dorothy Peyton.

**Frances Sale Club:** Elizabeth Alexander, Isabelle Buckley, Elizabeth Ford, Evelyn Garner, Ettie Henry, Ethel Hill, Gene King, Cathryn McNeely, Rebecca Myers, Isabel Roberts, Margaret Rusher, Frances Umberger, and Shirley Whittington.

**Debating Club:** Linda Barnes, Maria Bowman, Mary Clark, Nancy Earman, Faye Icard, and Helen Hotch.

**French Circle:** Patricia Minar, Neoma Bunting, Cora Mae Fitzgerald, Agnes Bargh, and Nancy Earman.

---

**ALUMNAE NOTES**

Miss Barbara Swarz, '24, and the Rev. Roy Faucette Whitley were married at the First Presbyterian Church, Danville, on September 25. Since her graduation from H. T. C. Mrs. Whitley has been secretary at the First Presbyterian Church, Danville. The Rev. Mr. Whitley is pastor of four Presbyterian churches in Caswell County, N. C.

Miss Jane Elizabeth Campbell, '31, and Mr. Alexander Woodford Broaddus were married at Immanuel Episcopal Church, Old Church, on October 24. Mrs. Broaddus has taught in the schools of Hanover county during the past few years. Mr. and Mrs. Broaddus are making their home at Marlbourne, Old Church.

Rachel Brothers Eure, '31, and her husband were recent visitors on the campus. Rachel has a sister in the freshman class.

Elizabeth Rolston, '26, has aviation as her present hobby. Last summer she made her first solo flight and was the first woman in this section to accomplish this. During the winter Rolston teaches in a Washington, D. C., high school.

Evelyn Wilson Gunter, '32, and Gertrude Drinker, '31, were back for the Westhampton-H. T. C. hockey game. Evelyn is president of the Richmond alumnae chapter. Gertrude has her headquarters in Richmond, where she is associated with the Richmond Dairy Council.

Among the recent graduates who were back for the Fall Dance were Sophie Rogers, Frances West, and Virginia Lewis, who are teaching in or near Norfolk; Marion Townsend, of Red Bank, N. C., who is teaching kindergarten; Marion Smith of Covington; and Laura Prince Morris, who is teaching near Warrenton.

Lucille Smiley, '36, had an appendectomy at the Rockingham Memorial Hospital recently and made a nice recovery. Lucille is teaching at Broadway this year.

Frances Wells and Lois Robertson, graduates of last June, have been appointed to positions in the Harrisonburg school system. Miss Wells, former Student Government president, is teaching in the junior high school, while Miss Robertson is an instructor in the elementary, Main Street School.

---

**OUR CONTRIBUTORS**

Wade S. Miller is president of Shenandoah College and Conservatory of Music at Dayton, Virginia.

Elizabeth P. Cleveland is professor of French in the State Teachers College at Harrisonburg.

Conrad T. Logan is professor of English in the State Teachers College at Harrisonburg.

Edna Tutt Frederikson is instructor in journalism and director of publicity in the State Teachers College at Harrisonburg.

---

A university or college is essentially nothing more or less than a collection of books plus some individuals (the faculty) whose duty it is to explain them and their use. Not all students, or indeed faculty members, realize this; and some schools there are where students are permitted to attend from September to June without ever approaching the library. Needless to say, such people, whether or not they graduate, have not received an education.—George H. Daugherty, Jr.
FILM ESTIMATES

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

BIG BROADCAST OF 1937 (Jack Benny) (Para) Elaborate radio "revue" with thin plot and many "acts". Swing bands, song and dance, Burns and Allen comedy, Martha Raye, etc. Entertaining or not, amusing or silly, according to taste. Notable sequence with Stokowski and his orchestra.

(A) Depends on taste (Y) (C) Probably amusing

CAIN AND MABEL (Marion Davies, Clark Gable) (Warner) Rollicking formula stuff. Prizefighter and chorus girl working way up—hate each other—must pretend love for publicity purposes—and expected result. Thick with dances, ring fighting and wisecracks, some very labored. Typical box-office. 10-20-36

(A) Perhaps (Y) Amusing (C) Little interest

CLOSTEROBED (made in French convent, dialog and song in French, but good English narrative accompanied as needed). Rarely impressive, revealing picture of activity and meaning of life in cloistered convent. Rich in beauty, symbolism and moving ritual, expertly and reverently done. Outstanding. 11-3-36

(A) Excellent (Y) Mature (C) Little interest

DANIEL BOONE (Geo. O'Brien, Heather Angel) (KKO) Vivid portrayal of fortitude, grim suffering, grueling hardship in covered wagon trek across Alleghenies into Kentucky. True to times, but constant Indian massacres, tortures, violence, misery make it harrowing entertainment for any one. 10-27-36

(A) Perhaps (Y) Good but grim (C) Doubtful

DEVIL IS A SISSY (Bartholomew, Rooney, Cooper) (MGM) Very human study of underprivileged boys in city slums, their start in petty crime and gradual regeneration. Notable cast, finely knit story, outstanding work by boys and judge. Grim and thought-provoking, humorous and appealing. 10-20-36

(A) (Y) Very good (C) Doubtful

DOWNSWORTH (Huston, Chatterton, Lukas, Astor) (UA) Fine screen version of fine play showing effect of changed environment, from Midwest to Europe, on mature, long-devoted married couple. Trenchant, appealing realism, notably written, acted and directed. Intelligent "triangle" drama. 10-27-36

(A) Excellent (Y-C) Entirely too mature

GAY DESPERADO (Nino Martini, Leo Carrillo) (UA) Delightful mixture of farce, romance, satire, travesty and slapstick. Breezy action, picturesque dialog, notable singing. Mexican bands emulate American movie gang methods, but soon learn better. Martini and Carrillo notably fine. 11-3-36

(A-Y) Very good (C) Unless too exciting

KILLER AT LARGE (Mary Brian, Russell Hardie) (Columbia) Amateurish murder mystery with a girl detective feebly played by Mary Brian. Whole narrative and direction incredibly naive. Wax dummies furnish the comedy. Harmless thriller so stupidly done as to be almost amusing. 10-27-36

(A) Hopeless (Y-C) Harmless but poor

LADIES IN LOVE (Young, Gaynor, Bennett, Simon) (Fox) Three girls of different backgrounds and ambitions start after careers. Three varied romances develop until fourth girl appears to complicate matters, and the three end the film by heading back for home. Little unity or charm. 10-13-36

(A) Hardly (Y) No (C) No

LIBELLED LADY (Powell, Tracy, Harlow, Loy) (MGM) Lively, sophisticated, continuously amusing newspaper-high society comedy, smartly done by able cast, dialog clever aside from wisecracks. Hilarious efforts of two men to ward off suit complicated by two girls. Perfect "box-office." 10-13-36

(A) Very good of kind (Y) Better not (C) No

OLD HUTCH (Wallace Beery) (MGM) Agreeable rural realism, with Beery good as shiftless, lazy ne'er-do-well with many children, who fishes while his worn-out wife works. Finds fortune in stolen bills, tangles with the thieves, but flounders through to win without much work after all. 10-27-36

(A) Rather good (Y-C) Very good

PRESIDENT'S MYSTERY STORY (Wilcoxon, Betty Furness) (Repulh.) Merely central idea of Liberty serial (suggested by President Roosevelt, written by six prominent authors) turned into non-shocking social-political melodrama of big firms' ruthless competition with little ones. Good, obvious propaganda. 10-27-36

(A) Fair (Y) Fair (C) Little interest

SEVEN SINNERS (E. Lowe, C. Cummings, and English cast) (G-B) Entertaining detective-melodrama with gruesome bits but sustained interest. Elusive villain uses train-wrecks as means to murder and to cover murders, but suave American hero and heroine track him down. Good dialog. (A-Y) Good thriller (C) Too strong

THANK YOU, JEEVES (Arthur Treacher, David Niven) (Fox) Crazy slapstick farce, with little of the Wodehouse original, full of hokum, archaic thrills and stock laugh-devices, but Treacher's role as valet to whimsical hero is redeeming feature. Decidedly different and amusing. (A) Good of kind (Y) Amusing (C) Amusing

VALIANT IS THE WORD FOR CARRIE (Gladys George, Jackie Moran) (Para) Mature, intelligent character comedy showing regeneration of prostitute by devoted love for two hapless waifs. Shift of interest and cast in second half mars drama but appeal holds. Difficult theme delicate-ly and strongly done. 10-27-36

(A) Very good (Y) Unsuitable (C) No

WIVES NEVER KNOW (Boland, Ruggles, Menjou) (Para) Typical Boland-Ruggles farce comedy. Married happiness interrupted when social "philosopher" convinces them that Charlie should be had so Mary can forgive. Deft comedy, bordering burlesque and ending in regular "clase." Amusing domestic travesty. 10-13-36

(A) Amusing (Y) Mature (C) Little interest
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 ICE CREAMS
Manufactured in Harrisonburg, Virginia
and sold by all leading Ice Cream dealers throughout the Shenandoah Valley

WEBSTER'S
NEW INTERNATIONAL DICTIONARY Second Edition
900,000 Entries — 122,000 New & Improved in Any Other Dictionary
100,000 New Words
12,000 Terms Illustrated
10,000 Articles in Color and Half Tone Illustrations
2,000 Encyclopedia Articles
33,000 One-Word Biographical Entries
13,000 Valuable Tables
5350 Pages
At Booksstores Or Write For Pamphlet
G. & C. Merriam Co.
Springfield, Mass.
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.