The Virginia Teacher

February, 1937

Good College Teaching • Samuel P. Duke
What Should High School Pupils Learn? • Paul Hounchell
Home Reading Requirements since 1900 • Mildred R. Oaks
Comment on Current Educational Matters
News of the College and its Alumnae Estimates of New Books and New Films

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GOOD COLLEGE TEACHING
by SAMUEL P. DUKE

The test of good teaching is to be found in the results obtained or attained by students in good learning.

1. Good teaching may be expected where teachers are willing to give abundantly of their time and energy to their students in a spirit of friendly, patient, and sympathetic concern for their welfare. Impatience and irritation are unbecoming in good teachers; students ill at ease find it difficult to learn.

2. Good teaching requires a personality that commands attention, that creates on the part of the learner interest and enthusiasm for the subject or activity; a personality that inspires respect and confidence, that carries conviction.

3. Good teaching requires a thorough, up-to-date mastery of what is taught. Sometimes our students are forced to "drink from stagnant pools."

4. Good teaching requires that the teacher stick to his last. Teachers are sometimes given to spontaneous digressions into beguiling by-paths or else are purposely led there by wily students.

5. Good teaching is seldom done where the teacher continually does most of the talking. The lecture method is passing; the pupil-participating, laboratory method is taking its place.

6. Good teaching is seldom done with a uniform, mechanical layout of exercises checked in a mechanical way, involving little teaching effort or personal influence upon the student.

7. Good teaching is not evidenced by a high percentage of student failure.

8. Good teaching is usually found where you have: (a) live student interest in class work; (b) active participation by the students in class work; (c) a liberal amount of inter-student discussion; (d) a liberal premium upon independent thinking and creative work by students; (e) recognition of the superior value of voluntary class contributions by students; (f) clear, simple, direct, easily-understood statements (written or oral) by instructors; (g) an instructor who carefully prepares and plans his daily work and keeps constantly in touch with developments in his field of instruction; (h) a teacher who is enthusiastic over the value of what he is teaching but who, at the same time, is conscious of the value and relationships of other subjects in the curriculum.

NOTE: The author prepared this outline for a discussion group and not for publication. This presentation of good teaching is by no means exhaustive and leaves out many important considerations such as how to study, the use of the library, and other environmental materials and applications, etc. This summary is rather a series of cumulative impressions gleaned from actual classroom contacts.
THE MODERN HIGH SCHOOL AS A PEOPLE'S COLLEGE

PART TWO—WHAT SHOULD OUR CHILDREN LEARN AT HIGH SCHOOL?

In the previous article of this series we considered the nature and needs of high school children. The conclusions stated there form the first important basis for answering the question just raised. By nature what are the children ready to learn, and what do they feel a need to learn? By the side of this question we must pose another: What do parents who provide the schools want their children to learn, and what needs for learning in the lives of their children can be foreseen and justified? The joining together of answers to these two double-headed questions will constitute an answer to the larger question used as a caption above.

The people in their collective capacity establish and carry on schools as a means of promoting growth in their children along desired lines. Of themselves the high schools are not an end of society. Their worth is measured by their results in the lives of children who are growing into adults. Indeed, any changes or innovations or improvements in the schools are important only to the extent that they improve children—make them better able and willing to do what they must do during their adult lives.

In trying to answer the question proposed above, the writer sets himself the task of speaking in plain language, clear of technical expressions, hoping to be of service to those in charge of the schools, to college students preparing to teach, and to thinking parents and citizens. There is great need for clear expression of aims of education for the guidance of all three groups.

The plan of this article is to offer three or four general lines of reasoning which should guide in shaping the aims of the schools, then attempt some interpretation of present efforts and progress, with final conclusions stated in rather definite form for their value as a basis for this series of discussions.

1. Education for Everybody

Whatever else may be said, it is certain that we are committed in this country to the schools as our hope of a continually improved civilization. Universal education has become our way of life. As one writer expressed it in the title of a book recently, schools have been set up as "The American Road to Culture." On the face of it we are pinning our faith to mass education, and we are interested in selection and specialization during the high school period only as they fit into the larger undertaking of educating all the children. In this sense the high schools may be truly thought of as the "people's colleges."

In connection with this notion of popular and universal education at the high school level, three important questions arise as to aims of education and plans for carrying out the vast undertaking:

1. As a matter of fact, are we really expecting to educate all children for the collective good that will accrue from their education, or do we still hold to the older doctrine of making individual opportunities for those who can and will take them, without any sincere hope of educating all? Do we just try to keep the door open for all as far as they will go and make the going enough harder at each step to turn back a sizable proportion of the total? Our philosophers of education would subscribe to a plan of education for all as a matter of national welfare, but myriads of parents and teachers probably still do not see beyond the individuals who distinguish themselves by rising above difficulties and getting on in education, thus selecting themselves for its benefits. There is much room for doubt as to whether our practices are
making the schools open to all, if total results are to be the measure. Bagley says:

American education has always leaned strongly toward individualism; and in part to extreme localism in support and control of public schools. The individual has, so to speak, overshadowed the welfare of the social group as a whole. The fine phrase, “Equality of educational opportunity,” has usually meant opportunity to “get ahead”—of others. The notion of organized education as an agency of social welfare and social progress has had far less influence in getting for education either public funds or private donations than has the slogan, “Give every boy and girl a chance.”

2. Are we educating for the past, present, or future? To ask this question sensibly eliminates the first possibility. Yet, how much of all that goes on in the schools can be justified only by tradition, now become time-honored and accepted? The present assumes overwhelming importance in all child-centered learning. Children live in a complex, throbbing world, remade in a century of industrial revolution, with the tempo of things stepped up in dizzying fashion. The present is vital and absorbing. Present happenings connect grippingly with child nature and with every consideration of actual experience, meanings, interests, and felt needs. But change is so rapid and the need for new adjustments so imminent at any given time that we can not be content with a static conception of education. Really we must connect the present with a period twenty or thirty or more years ahead if children are to receive greatest benefits from their schooling. From every consideration based upon children themselves schools should be centered in the present; from the standpoint of a continuing society there should be definite pointing to the future. Both demands are in contrast to the forces of tradition which look backward and decree that what was good for us when we were children should suffice for the present generation of school children.

3. To be more specific, we must ask ourselves squarely the question: What sort of high school education is best for the machine age that already dominates in large measure the lives of a majority of Americans? Certainly the answer is not that which was considered proper for the period when education was Webster’s speller and McGuffey’s readers, nor even that of the time when Harvey’s grammars and Ray’s arithmetic and Barnes’s histories set the standards.

II. Traditions Do Change

Elementary schools were set up in this country to teach fundamental skills; high schools were to bring about mental training and serve a preparatory step to the professions. It was supposed that the high-school pupil who worked hard enough at some kind of difficult subject matter, as a dead foreign language or higher mathematics, would receive the benefits of a trained mind and also assured success in professional school. Those who tried high school and did not succeed would become workers of another kind at ordinary tasks of life. This conception, so easy of administration, was so well perpetuated by the schoolmasters that it has taken nearly two centuries since Ben Franklin first spoke out against it to make much headway toward a changed line-up. The attempt to establish high schools where most children would attend throughout the course has been so slow that many communities still do not have such schools.

Tradition argues that subject matter worked at consistently in recognized arrangements is a sufficient end for high schools to reach. By successful accomplishments in fixed subject matter the pupil will realize mental discipline, gain entrance and assurance of success at college, and at the same time gain valuable training for citizenship duties and all life demands. These values, attained in so simple a manner, have seemed too good to be surrendered to mere passing demands for change; many high schools are still shaped by them, by and large, as dominating ends. The high schools are supported by parents who have always believed in such values and they are
taught by teachers who themselves went through high schools and colleges which were dominated by the same conception. Change has not come easily in such a setup.

But evidence multiplies that there is not the abundant transfer of training once supposed. Then there are many pupils who simply cannot or will not do the abstract and difficult subjects up to accepted standard and one or more of several things must happen: they have to drop out of school because they cannot meet standards; the standards have to be lowered so they can pass; or new subject matter not so exacting is substituted for the time-honored material. Generally the latter two things have happened, and there is a general shaking of heads among the older generation that the high schools are not what they used to be. College professors who teach their subjects in the good old way are the most vigorous head-shakers, but they are followed most closely by high-school teachers who have been on the job for ten years or longer.

Since the turn of the century, many people engaged in education have developed a kind of reasoning which might be called the argument of "dollar diplomacy" for education. They prove the worth of education by its money value, generally arrived at on the basis of crude averages of earnings of educated persons when compared with earnings of uneducated, without considering either that the qualities which persist in getting an education in the face of obstacles are the same ones which would guarantee success in making a living or that many persons succeed in making money who do not have even a high-school education. Close akin to the money-value argument are the ones for ease-of-life and social-distinction advantages. In the period of national depression and unemployment on a large scale we have seen the validity of all such distinctions disappear in such wholesale fashion that we now know their fancies and they are not offered by people who really think.

After all, what are the eternal values of high-school education? We can be pretty sure that they are not a result of mental training which fits the conception that dominated secondary education in America until recently; not college entrance and guarantees of college success as the result of rigid high school discipline; not even greater earning value, or a more secure and easier station in life, or a better social position. The lasting values must be those which can be worked for by all children, which have to do with all living, which children can attain singly and in groups, which each can reach according to his individual ability, and which will produce a proper human return on the investment of money and effort. The following from a well-known educator is probably as good a sample as any: "consideration, cooperation, cheerfulness, fidelity to duty and to trust, courage and perseverance in the face of disappointment, aggressive effort toward doing the task that one's hand finds to do and doing it as well as one can, loyalty to friends and family and those for whom one is responsible, a sense of fact and a willingness to face facts, clear and honest thinking."

III. Restating the Aims of Education

About twenty years ago leaders in education made a concerted attempt to redirect the high schools out of the traditional channels just pointed out. Their efforts culminated in two important results which it is well to mention here. First, a statement of the main purposes of secondary education was agreed upon which added to accepted skills and knowledges the six social ideals of health, home membership, vocation, citizenship, use of leisure, and ethical character as desirable outcomes. Second, the junior high school as an organization for grades seven, eight, and nine was recommended. Both proposals have had far-reaching effects in education and may be
thought of as having most to do with the breaking of the older traditions of mental discipline, college entrance demands, and straight-jacket organization in the high schools.

During more recent years there have been many studies of school programs and statements of aims by different school units and systems, some of them state-wide. It has become the accepted thing in such studies to make a statement of aims of education. In the recent curriculum study in Virginia aims appear which on the face of things are somewhat like other typical lists. We shall discuss the Virginia grouping of aims at a later point.

Some of the studies of aims are so elaborately done and the analyses run into such detailed length that it is hardly conceivable that they can be used in any practical manner. Since the work of the schools must be carried on by teachers who direct learning and by pupils who learn, and since neither pupils nor teachers will do anything about a multiple list of thousands of aims stated by some group of theorists, we may as well think of such attempts as merely occupying shelf room, with possible use by some other group of theorists working on another such list.

Any statement of aims should contribute to the direction of popular education and be a means of coordinating effort in the schools. Aims should be stated in simple, understandable language and should be in a form usable by teachers who are the adult representatives of society in the schools. The teacher understands the aims of society because she is an adult at the same time she is an employed teacher. She must understand aims before she can do the work of the schools. In order to understand aims the teacher should have had a part in stating them and should study them regularly with fellow teachers and leaders of the school system. A good statement of aims should be valuable in the hands of the teacher as a guide and check list of plans and activities and outcomes of regular efforts of teachers and pupils.

IV. Adult Aims and Children's Purposes

At this point comes the chief difficulty in stating the aims of education. Adult aims can become effective only through the learning efforts of children. If learning efforts are directed by aims which are purely adult in nature, the children would probably get along just as well by a direct attack upon fixed bodies of subject matter in the time-honored way. There must be some connection between children and the aims of society. The teacher is that connecting link.

How is the teacher to serve children as they are in order to help them become what society collectively desires? This is the most difficult question in all education. To accomplish this end is the very essence of all good teaching. In dealing with aims it is plainly the work of the teacher to use the children's abilities, experiences, interests, and felt needs to form purposes strong enough to carry into learning-activities which shape young lives. These learning-activities—oft repeated, long sustained, ever varied—will finally result in the growth society wants. The teacher acts as an interpreter of society and a co-ordinator of pupil purposes, always directing the two to a common end. Children do what they can, and are ready to do, and grow by so doing as society wishes. The ends of both adults and children are gained under good teaching because children are so adaptable and versatile and because adult demands are more nearly approximate than absolute.

In this connection, another difficulty causes much confusion. Are pupil needs comprehensive in scope and compatible with adult aims to the extent that they may be made basic to a whole school program? The answer is found in the teacher who keenly discerns children's leads and can direct them into learning activities; who
suggests as well as takes suggestions from pupils; who presents learning materials of worth as well as judges the offerings of children; who discovers needs from one activity which carry over into another; who studies children as individuals and adapts to them personally; who encourages, inspires, leads, persuades, approves and disapproves, sees and appears not to see—in short, who completely understands and loves and works with children. Her purposes, based upon adult aims, are made to blend completely with their life-found needs.

The fine art of teaching consists quite as much in causing youngsters to feel need as in helping them to express felt needs. Any other conception would make the education of immature children dependent upon their own whims and moods and fancies. If experiences have been inadequate for the work at hand, it is the office of the teacher to set up experiences to supply the shortage. If a skill is needed, the teacher is there to help the child recognize the need of skill and to direct the learning of the skill as needed. There is no excuse for skimpy, vapid, sentimental thinking at this point. Teachers still have the definite responsibility of teaching! They do not have to stand around on tiptoe waiting for some little fellow to set off the fireworks of learning!

Since schools are made up of children who vary greatly in ability, aims must be comprehensive enough at any year-level to include what may be expected of all. The very weak will have all they can do and the very strong will not exhaust all the possibilities. They will do many things together and learn from each other. The strong pupils may excel in things intellectual, but the slower type may be just as helpful and dependable in the group and contribute what they are able. Aims are elastic. Teachers translate them into learning situations which are built up from children’s experiences and interests and are valuable to pupils of differing abilities.

Aims should always be stated in terms of children’s attainments. This makes them more usable and increases their guidance values for teachers. When children have gained the abilities, knowledges, and attitudes desired by adults they will take the places appropriate to their development and carry on in the world of adult affairs. School attainments will translate into the larger objectives which society collectively sets as the common good because aims have directed their lives toward that end.

V. The Virginia Statement of Aims

Aims as stated in Virginia’s new course of study are grouped into attitudes, generalizations, and abilities. These are in the main skills of rather definite nature, knowledge and information pretty well digested and applied by learners, and feelings about matters of some concern in daily living. All are stated in terms of pupil growth. Except for a tendency to over-wordiness and too much detail, the list is probably well conceived and as usable as any now in print.

It is intended that the Virginia aims be used constantly to guide the teacher in planning and the aims are constantly referred to in the course of study. The use of selected subject matter on a large scale and the experiences of the children should fit in well with the statement of aims. The list should prove for the teacher an adequate check against the accomplishments of the children.

Emphasis in the use of the Virginia aims seems to be upon careful planning with pupils, systematic guidance in the formation of purposes by pupils, active teaching in opening up learning activities and clearing up difficult points, thinking on the part of pupils, and wide use of reference materials. Though the aims may appear quite indefinite and baffling to poorly trained or traditionally trained teachers, they should prove a great help to ambitions, well-educated, versatile teachers.
It would seem that a reasonable application of the Virginia aims and their faithful use in the way intended would result in even a wider grasp of worthwhile subject matter. Certainly they should stimulate a richer, more enjoyable, more meaningful learning experience.

VI. Conclusions

1. Aims represent the ends to be achieved in the lives of children. They are a directing, driving force toward those ends.

2. Aims are stated by philosophers, arranged in usable form and adapted to school purposes by teachers, and accomplished by pupils through learning efforts.

3. Aims must be attained actively by children through their learning experiences in situations that have meaning. They can not be imposed.

4. Aims are peculiar to individuals and situations. They are adapted to the situation by teachers and personally adopted as learning purposes by pupils.

5. Aims are dynamic and changing. They must be revised from time to time.

6. Aims provide no solutions to educational problems; they should furnish guidance in the thinking called for in solutions.

7. Aims should be stated in plain, simple English for the use of all who are concerned with the educational undertaking.

8. Aims for the use of high-school teachers should take into consideration the nature and needs of adolescent children.

Paul Hounchell

MODIFICATIONS IN HOME-READING REQUIREMENTS SINCE 1900

FORMAL instruction in English was first required at Harvard, and then only as late as the last quarter of the past century. At that time, the faculty decided that many of the candidates presenting themselves for admission to the institution were so poorly equipped in their ability to read and to write intelligently that they could not be considered as adequately prepared to pursue a higher education. Consequently, the masters in 1865 decreed that, thereafter, any prospective student of Harvard must give a satisfactory demonstration of his ability to read aloud, though they did not specify any particular writing from which the reading was to be done. Five years later, we find, however, that entrants were required specifically to have studied either Comus or Julius Caesar. By 1874, the entrance examinations included questions on spelling, punctuation, and handwriting, and allowed a choice in reading of one of the following classics: The Tempest, Julius Caesar, The Merchant of Venice, The Vicar of Wakefield, Ivanhoe, The Lay of the Last Minstrel.

Following the example of Harvard, other colleges laid down definite requirements in knowledge of the classics as prerequisite to admission to baccalaureate study. The high schools of the day, existing largely for the purpose of college preparation, endeavored to offer instruction in all the classics required. Most of them followed the practice of distributing these classics throughout the three or four years of high school. There was no consistent scheme followed as to the placement of specific classics. Indeed, any one book might appear in any one of the ninth, tenth, eleventh, or twelfth years.

However, complaint came from the high schools that, with the wide diversity of requirements for entrance into many colleges, it was impossible to organize an adequate course of study. As a result of this protest, there was formed the National Conference on Uniform Entrance Requirements, with the consequent standardization of literature courses in secondary schools. The National Education Association’s Committee on College Entrance Requirements, in its report published in 1899, laid out a purely formal course of study, based on the theory of formal discipline. The recommended list for
intensive analysis grew gradually longer, until, in 1912, it was increased to allow for optional reading.

Meanwhile, there has been growing in the past twenty years an increasingly evident feeling as to the value of the high school curriculum in itself, instead of as a preliminary to college work. The general acceptance of the social aims of secondary education is reflected in the changing attitude toward the purpose of teaching literature and reading in the public high school. Bobbitt listed these aims for the teaching of literature in 1924 in his *How to Make a Curriculum*:

1. Ability and habit of enjoyable reading
2. Apprehension of the realities which make up life
3. Development of large group consciousness
4. Development of the sense of the brotherhood of man
5. Ability to catch glimpses of the Infinite Being
6. Ability to participate in philosophic thought
7. Ability to "follow men of vision"
8. Ability to get along well with people
9. Ability to choose one's vocation wisely
10. Ability to harmonize one's mental, emotional, and physical states
11. Ability to use the dictionary and other helps

These broad objectives are very far removed from the cut-and-dried technicalities required for successful competition in the College Board examinations.

Hosic agreed with Bobbitt's point of view when he advocated the selection for use in the junior high school of books chosen for the value of their content and for their power to grip the pupils of a given grade. Emphasis, then, would be placed on books of a narrative type in the seventh, eighth, and ninth grades. Hosic believed that, in the last three years of high school, the purpose of literature should be to broaden the pupil's knowledge of human nature, and that the literature course should afford ample opportunity for the study of great personalities. While he would stress the teaching of classics, he still believed that there was a large place for modern types.

"Any reading with a high ethical or social message," Hosic wrote in the *Reorganization of English in the Secondary Schools* (1917), "no matter how short its life, may well find a place in the literature hour."

Dora Smith and Fries, Hanford, and Steeves among present-day authorities advocate increasing the reading lists to include a wide variety of modern material. If it is true that every age is provincial, then it is the duty of every teacher to "focus judgment on this provinciality," assert Fries, Hanford and Steeves in *The Teaching of Literature*.

As the secondary schools began to awake to the significance of high school English as an entity, independent of college requirements, there came a shift in the fashion of presenting literature to adolescent pupils. The changing point of view in objectives resulted in a changing stress in methodology. New courses of study now reduce the time allotted to literary classics, and lay the emphasis on reading for pleasure rather than for detailed analysis. Since modern leaders insist that literature is to educate for life and not for college, it seems to follow that writings of merit should be studied for the experiences they unfold, and not for technique or form.

In his study of high school curricula for the North Central States, Stout found that, during the years 1890-1900, the following classics were those most frequently taught:

- The Merchant of Venice
- Julius Cesar
- Bunker Hill Oration
- The Sketch Book
- Evangeline
- The Vision of Sir Launfal
- Snow-Bound
- Macbeth
- The Lady of the Lake
- Hamlet
- The Deserted Village
February, 1937

THE VIRGINIA TEACHER

Gray's Elegy
Thanatopsis
As You Like It

Contrast this group with the thirty classics most frequently appearing in high school curricula, as listed by Dora V. Smith, in *Instruction in English* (U. S. Office of Education Bulletin, 1932, No. 17):

Silas Marner
Julius Caesar
The Idylls of the King
Ivanhoe
The Tale of Two Cities
The Lady of the Lake
The Ancient Mariner
Treasure Island
The Merchant of Venice
The Vision of Sir Launfal
As You Like It
Short Story Collection
Macbeth
The Odyssey
Sohrab and Rustum
The Sketch Book
Evangeline
Sir Roger de Coverley
Snow-Bound
The Christmas Carol
The Courtship of Miles Standish
Rip Van Winkle
The Legend of Sleepy Hollow
The Man Without a Country
Midsummer Night’s Dream
Modern Verse Collection
Essay Collection
Burke’s Speech on Conciliation
Selections from the Old Testament
The House of Seven Gables

The use of certain masterpieces not so generally studied was suggested by Hosic: *Coriolanus, Twelfth Night, Henry V, Chaucer’s Prologue, Hamlet, Paradise Lost* (Books I and II), *Beowulf, King Lear, and The Jew of Malta.* When there is added to this wide list of classics a varied but discriminating list of modern works including, among others, selected specimens of Wells, Shaw, Noyes, Locke, de Morgan, Frost, Sandburg, Lindsay, Barrie, Maeterlinck, Dunsany, and Synge, it is apparent that the high school pupil of this decade is being offered a vastly richer and, it is believed, more nourishing diet than were his predecessors prior to 1900.

This liberalism in literature courses in the secondary schools parallels the efforts of the colleges to find a more effective way to select their incoming students. Twenty years ago the examining boards began to sense the fact that formalized questions on the classics did not give a true indication of a pupil’s ability to do college English. It was found that a truer picture of the student’s potentialities was given by a comprehensive examination designed to test (1) his general knowledge of literature; (2) his ability to read with understanding an unfamiliar passage of literary merit; (3) his skill in expressing himself well in writing on one of a group of topics. In the last five years many colleges have supplemented their comprehensive examinations by aptitude tests. According to the latest report of the National Society for the Study of Education, the institutions adopting this innovation have found it highly successful. (See Thirty-first Year Book of the Society, Part II: Experiments in Liberal Arts and Education).

Mildred R. Oaks

NATION-WIDE STUDY OF ELEMENTARY SCHOOL GRADUATION EXAMINATIONS

How did the United States come to possess Alaska?
Who wrote “The Pied Piper of Hamelin?”
Did Louis Pasteur discover blood circulation?

How often have questions such as these proved a bugaboo to you when you went to school? Well, they’re still asking this type of question in elementary schools throughout the United States, according to Dr. David Segel, U. S. Office of Education Specialist in Tests and Measurements. Dr. Segel made a nation-wide study of elementary school graduating examinations. The survey reveals many interesting facts.

The Office of Education consultant gave special attention to tests given pupils in seventh and eight grades of rural and village schools—tests upon which eligibility
for graduation to the junior or senior high school is based. He made an effort to find answers to questions such as: Is there any uniformity in construction and administration of elementary school graduation examinations in the different states? Are these tests an aid or a hindrance to the child's progress? Are tests used merely to measure accumulated facts, or are they attempts to measure the growth of the child in terms of his mental capacities.

It was found that 21 states administer state-wide examinations to pupils at the end of their elementary school period. In some cases the state department of education assumes only the preparation of the examination. In other cases it is concerned not only with construction of the tests but also with the procedure in the examination period and with the analysis of results. All or some of the counties in 16 other states administer elementary school graduating examinations on a county-wide basis. State boards of education in several states have set up regulations for such tests.

The prospective high school student is usually tested in arithmetic, reading, spelling, English, history, civics, geography, physiology, and hygiene. For the most part, locally constructed tests are used. Sometimes the pupil is asked for an essay type of answer to a question such as: What memorable law was passed during Cleveland's first term?, or Describe the Act of 1883. He may have to give a single answer to a question such as: Who wrote "The Raven"? There are also examinations which call for the pupil to fill in blank spaces with a name or a date, true or false statements to be so labelled, the multiple choice test, and the requested underlining of one of two grammatical forms given. The pupil is supposed to get a mark of 60 to pass in individual subjects, or an average of 70 or 75 for all tests taken, otherwise he will not be promoted to high school.

"Some educators are opposed to formal elementary school-leaving examinations, while others believe they are necessary," Dr. Segel points out. "The validity of test results is dependent in part upon methods used in constructing examinations. Validity of examinations for use in determining eligibility for graduation from the elementary school is also dependent upon the comparability of scores on examinations for different years. Actually these tests furnish no definite standard for promotion."

Commenting on relation of the elementary school graduation examination to other testing programs of schools reporting in the Office of Education study, Dr. Segel says that in most schools the examination is the only formal type of testing carried on in the school. However, in some states and counties, this final test is but a part of a broader program of testing carried on through several or all of the elementary grades.

Recommendations, based on findings of this Office of Education survey, were announced as follows:

1. That examinations which are used mainly to determine eligibility for graduation from the elementary school be discontinued.
2. That there should be flexibility in the testing program of each state, this flexibility to be brought about through legislative authority granted to state boards of education to make rules and regulations regarding standardization and supervision of elementary schools.
3. That where a need for better pupil guidance, knowledge of individual differences, or a check upon efficiency of the curriculum is felt in the states, a testing program should be established.
4. That the teacher, under the direction of the county superintendent and the state department of education, should give and score examinations, scores for different pupils to be made available to the county superintendent for use in compiling average scores by
grades and in the supervision of instruction.


MOUNTAIN CLIMBING ON WHEELS IN SHENANDOAH NATIONAL PARK

OPENING the northern segment of Skyline Drive brings the mountains as close as your automobile door, if you are one of the 13 million Americans living within a few hours’ drive of Shenandoah National Park.

Sixty-five miles of scenic roadway along the crest of the Blue Ridge Mountains of Virginia are now included in this, the nation’s newest, national park.

Mountaineering, if you should prefer it thus, becomes a spectator sport. Over 30,000 in a day may watch the fall fireworks of the trees from a ringside seat along the highway.

Faint Blue Haze Inspires Mountains’ Name

For those who prefer nature undiluted, there are miles of trails for hikers from height to height, with numerous creeks between to cross on fallen logs.

Two main Virginia highways connect with Skyline Drive. Picnic grounds and parking spaces are found overlooking colorful valley views, their rustic fittings made of wood and stone found on the spot.

The Shenandoah National Park’s 176,429 acres embrace scenery which is the happy medium for mountains. Higher, they would be less accessible; lower, they would be less picturesque. Sidney Lanier admired the region, where “the Appalachian ruggednesses calm themselves into pleasant hills before dying quite away into the seashore levels.” The average altitude, somewhat higher than 3,000 feet, is just sufficient to catch the shimmering blue haze which named the Blue Ridge.

A color equally as characteristic is the gray-green of many a wind-bent “lonesome pine” near the ridge crests, or the deep green gloss of mountain laurel. Gray skeletons of chestnut trees, bleaching casualties of the blight years ago, stand against the green background.

Skyline Drive follows the Blue Ridge crest, with gently sloping foothills on the east and a sharp drop on the west into the field-checkered and town-dotted Shenandoah Valley. Beyond the blue band of Massanutten Ridge, bisecting the valley, rise faint blue scallops of the Alleghany Mountains.

Mountain Spurs Form Picturesque Pockets

From the Blue Ridge branch numerous mountain spurs to form shadowy pockets, or “coves.” In winter they are drifted deep with snow that lingers for weeks. In summer their shady thickets are sprinkled with little waterfalls and rushing creeks.

Tucked away here have lived generations of mountaineers, isolated because they asked nothing of life except their mountains, and hence needed to seek nothing beyond. That they lived long and lustily, despite the rarity of reluctant doctors’ visits, is proved by such legendary reminiscences as percolate through the constant terbaccychawin’. There was the bearded bare-footed patriarch who ruled Free State Hollow with his own gun, recognizing no outside authority, not even revenuers. There were unkillable mountain dames, like the one who could spin yarns about the seventeenth century for her great-great-grandchildren.

Four hundred mountain families were moved from their log cabins and corn-and-
taters patches to less primitive homes, to make way for the park.

The high, wide expanse of Big Meadows, famous as site for experiments with gliders, lies near the park's center. Rapidan Camp, the rustic playground of a president, is nearby.

The Shenandoah National Park contains the highest spots in northern Virginia, Hawksbill and Stony Man peaks, both over 4,000 feet.

INFORMING THE PUBLIC ABOUT KINDERGARTEN

The following article by Miss Nellie L. Walker, supervisor of kindergarten in the college training school at Harrisonburg, offers an excellent example of a type of information which can be presented to patrons through a local daily newspaper. Under the title "Tells How Kindergarten Teaches Children to Work, Think, Study," this article appeared in the Harrisonburg Daily News-Record on January 28:

ON MONDAY, February 1, the second semester of the school year opens. At this time a new group will be started in the kindergarten composed of all children who are five years old before Feb. 10. Registration should be made in the principal's office before Feb. 1 if possible.

Whether to start a child in kindergarten or wait until he is six and eligible to enter first grade is optional with parents. Often this decision is left to chance. To know what the kindergarten attempts to do may help mothers and fathers to determine what to do with their five-year-old children at the opening of the school session.

The kindergarten provides a happy place for growth where children can live and work together in a large, cheerful room equipped with stimulating materials suitable to their age and interests. We aim to guide the children in desirable habits of thinking, working and social living.

The Morning Start

When the child comes into school he is shown how he can independently dispose of his wraps in an orderly way. Then he engages in some activity that appeals to him—building with blocks, constructing something out of wood, modeling with clay, painting pictures, sewing, or playing in the playhouse. In this “work period” the child learns to make decisions, to solve his own problems by selecting appropriate materials for working out his ideas, and to persist at his job until it is finished.

Children learn to play together happily by sharing materials, giving and receiving suggestions, to be resourceful in using materials at hand for their purpose, and to take good care of public property.

This period, which continues for forty-five minutes, is followed by a clean-up time when each child puts his own articles he has been making in a locker space or returns general materials to their proper places, and then proceeds to help clean up any litter made.

The group then assembles on a large rug to discuss the work done, to express appreciation or to give suggestions, and to get information regarding some particular interest, as, how airplanes fly, why steam makes an engine go, how to cut a pattern for a fireman's hat, why Roosevelt puts his hand on the Bible in taking his oath. At this time children learn to listen well, to ask intelligent questions, to reason out problems, and to talk clearly and pleasantly so others can understand them.

Singing and Playing

After they have been sitting still for this discussion time, we have rhythms where the children express themselves in free and creative movements to music. Singing and the playing of instruments come in naturally at this time. At this early age it is comparatively easy to help a child learn the flexible possibilities of his voice, and he soon finds joy in singing in tune with the group.

Our lunch period is a time when children learn the importance of washing their hands before eating by being given an opportunity to do a good job of it before they go to the serving table to get their napkin, gra-
ham cracker and glass of water, or milk if it has been provided by the home.

Reverence in saying grace, proper habits of eating, courtesy in conversation and in asking to be excused are given daily attention. As each child finishes he gets his rug and lies on a table, bench, or the floor for a ten-minute period of quiet rest. To learn to relax is one of the most valuable experiences a child can have that he may preserve his emotional stability in living with others.

Stories and Poems

Our literature period is a much-anticipated time when children listen to stories and poems and discuss pictures in the many beautiful books now available for little children. Often they dramatize or retell favorite stories or say poems before the group. These experiences give them confidence and poise, and help them to enlarge their vocabulary as they use the unusual and fascinating words of good literature.

When it comes time to go home the children put on their own wraps, assemble to say goodbye, and are escorted across the street by a teacher.

In referring to our records we find that 75 per cent of the children who had attended kindergarten completed first grade work in one year, while only 40 per cent of those who began school in the IB completed the grade that year.

Other factors often enter in, of course, as poor health, lack of enriching experiences, and few social contacts. It takes many children a full year to become normally socially adjusted and self-reliant enough to attack the complicated task of learning to read.

Our school tries to provide in the kindergarten the opportunity every parent wishes for his child—an environment where he may engage in intelligent play, enlarge his field of interest, cultivate desirable social habits, gain confidence in his own ability to think and to use materials, and become an emotionally stable child.

THE NEED FOR PUBLIC LIBRARIES

ONE of the greatest agencies for the education of people of all ages and classes is the public library. A library which provides opportunities for cultural, recreational and vocational reading and which encourages the citizens of the community to take advantage of those opportunities is a most potent force for the upbuilding of that community and for the improvement of the condition of its people. Public libraries take a place along with public schools as institutions for the promotion of the prosperity, well-being and happiness of the citizens, for the improvement of social conditions, and for the stabilization of democratic government. A state cannot have a well-rounded and complete educational system if it neglects the development of an adequate system of public libraries.

Recent years have witnessed a remarkable growth in the number of public libraries throughout the country. In some states the services of public libraries have been made available to more than eighty per cent of the citizens and the citizens have not been slow in turning to the use of libraries. As one librarian expressed it, "Everybody is hungry for books."

HARMON W. CALDWELL,
President, The University of Georgia.

IS THERE OVER-EMPHASIS ON CLASSICS?

If college teachers of English do not take note of undergraduate interests, they are likely to find that the undergraduates will not elect courses in English literature, just as undergraduates are no longer electing courses in Greek and Latin. Already much of English literature is from the undergraduate point of view of little or no value. With the exception of Chaucer, what writer before the Elizabethan period means anything to college students? The "beginnings" of our literature are really a dead-end to them.—Professor James Dow McCallum, of Dartmouth College.
DUMB SHOW
The class in public speaking was to give pantomimes that afternoon. One frosh got up when called on, went to the platform, and stood perfectly still.

"Well," said the Prof. after a minute's wait for something to happen, "What do you represent?"

"I'm imitating a man going up in an elevator," was the quick response.

COMPETITION
Teacher: "Tommy, you didn't come to school yesterday morning."

Tommy: "No'm; there was a circus in town, an' paw an' maw an' Aunt Caddie an' Uncle Tom an' Cousin Bob all wanted to take me."

TOO MANY DATES
"My wife always gets historical when I stay out at night."

"Hysterical, you mean."

"No, historical. She digs up all my past history."

NATURE STUDY
The teacher had been reading to her class about the forests of America.

"And now, boys," she said, "which one of you can tell me which pine has the longest and sharpest needle?"

Up went a hand in the front row.

"Well, Tommy?"

"The porcupine."

THE SPELLING LESSON
Teacher: "What is the plural of hippopotamus?"

Boy: "The plural of hippopotamus is h-i-p-p-i—oh, well, who'd want more than one, anyway?"

AND CARD OF SYMPathy
The absent-minded professor was busy in his study. "Have you seen this?" said his wife, entering. "There's a report in the paper of your death."

"Is that so," returned the professor without looking up, "We must remember to send a wreath."

FLUNK THE PROFESSOR
Absent-Minded Professor: "Dear me, this is very distressing!"

Wife: "What is it, dear?"

Absent-Minder Professor: "I gave a pupil a special course in memory instruction. Now he has forgotten to pay me, and try as I will, I can't remember his name."

Pleased Too Soon
Georgie came home from school very tearful. "What's the matter?" asked his father.

"I've lost the 10 cents the teacher gave for the best boy in the class," he wailed.

"Never mind," said his pleased father. "Here's another 10 cents. But how did you come to lose it?"

"Because I wasn't the best boy," answered Georgie.

A REMINDER
Professor Boreleigh: "If I have talked too long, it's because I haven't my watch with me, and there's no clock in this hall."

Raspberry: "There's a calendar behind you."

DOG-GONE IT!
"Yes," the teacher explained, "quite a number of plants and flowers have the prefix 'dog.' For instance, the dog rose and the dog violet are well known. Can you name another?"

There was silence, then a happy look illuminated the face of a boy at the end of the class.

"Please, miss," he called out, proud of his knowledge, "collie-flowers!"
EDUCATIONAL COMMENT

ARE TEACHERS FREE?

It seems that the teachers of Washington, D. C., never get through taking examinations. Only last summer the Washington Post published a set of questions submitted to the teachers by Mr. Thomas Blanton, Congressman representing the Seventeenth District of Texas. Mr. Blanton was a member of the House Committee on Appropriations and evidently wanted to search the minds of Washington teachers before voting to appropriate money for their salaries. The essential parts of his letter to the teachers were as follows:

As chairman of the sub-committee handling the District Appropriation Bill, to obviate a hearing and to save you the time and inconvenience of coming before us in person, I request that you kindly give us the following information, and return it promptly in the enclosed addressed envelope requiring no postage:

1. What is your present position? School? Salary? Do you believe in any of the doctrines of communism? If so, which? Do you approve of communism being given any favor or support in the schools?
2. Do you believe there is a God? Do you believe in some form of religion?
3. Are you a subscriber to the Social Frontier? Were you asked to subscribe? If so, by whom?
4. Are you a member of the N. E. A.? Since when? Who suggested joining? Have you a copy of Conclusions and Recommendations? Have you read same?
5. Have you a copy of Counts' Dare the Schools Build a New Social Order? Have you read same?
6. Do you approve of Dr. George S. Counts' writings? Do you approve of Dr. Charles A. Beard's writings? Have you been to Russia? Did you attend school there?
7. Have you read Boy and Girl Tramps of America by Thomas Minehan? Do you approve it? Are you in favor of high-school girls reading it? Would you read it aloud? Have you read Made in Russia? Do you approve of it?
8. Do you approve of Scholastic as a school magazine for high-school students? Do you know why the School Committee's recommendation to eliminate it from the Washington public schools has been held up? If so, why?

After answering all these in blanks left for that purpose, the teacher must sign under a printed declaration saying: "My answers above are correct."

Mr. Blanton does not explain just what relation the replies to these questions are to his duty of "handling the District Appropriation Bill." Possibly he was just airing his antipathy for Counts, Beard, Minehan and the N. E. A., or merely parading his "patriotism." Or probably he was trying to intimidate the teachers of Washington into unthinking automatons. However, his Texas constituents evidently did not appreciate his patriotism or his valuable service to his country; for in the primary election last spring they elected him to stay at home during the sessions of the next Congress.

We respectfully recommend that Mr. Blanton and all teachers read the new book, Are American Teachers Free? It was written by Howard K. Beale, and is Volume XII of the Report of the Commission on the Social Studies, sponsored by the American Historical Association. It gives innumerable examples of dismissal of teachers or suppression of their expression and repression of their freedom beyond what would be borne by any other intelligent group. But Mr. Beale's chief concern is not for the teachers, but for the children and future society.

The real problem of those interested in freedom is not to prevent dismissal but to protect the teacher from innumerable repressions short of dismissal, which prevent his full self-expression or deny him the privilege of intellectual honesty. Ground may be found for defending the teacher's "right" to freedom, but the larger
social aspects are of more vital importance. The question of freedom and restraint of teachers vitally affects school children, the community, society itself, the future.


**A-C-E CONVENTION**

Well-known leaders in the field of childhood education and delegates representing the twenty-three thousand members will participate in the five-day session of the Association for Childhood Education meeting in San Antonio, Texas, March 30.

"Today's Trends in Childhood Education" will be the convention theme. Since significant changes have been and are taking place in the administration and practice of the elementary school, it is important to analyze as clearly and as critically as possible the trends that characterize these changes. Consequently, the program is planned to develop a clearer understanding of the direction of present trends in elementary education, to give information as to how these trends are affecting educational practices at the present time, and to make some evaluation of these trends.

Speakers invited for the evening programs include John W. Studebaker, U. S. Commissioner of Education, "Trends in Cooperation Between Home, School and Community"; Paul Hanna, Leland Stanford University and author of *Youth Serves the Community*, "The Child and the Teacher in Today's Educational Trends"; B. F. Pittenger, Dean of the School of Education, Univ. of Texas, "Curriculum Changes in Response to the Demands of Everyday Living"; and T. V. Smith, Univ. of Chicago, who will speak at the dinner meeting.

One of the convention events will be a festival celebrating the 100th anniversary of the founding of the kindergarten in Blankenburg, Germany, in 1837, by Frederich Froebel.

**BRIEF, SIMPLE SPEECH WINS ON RADIO**

To catch and hold the greatest number of listeners, a radio talk should be worded simply, phrased clearly, and delivered intimately, says E. R. Murrow, Director of Talks of the Columbia Broadcasting System. "After all," he reminds us, "every radio speaker is a guest in somebody's house." Therefore, he concludes, microphone talks should be conversational, not oratorical, and should come from the quiet intimacy of a broadcasting studio rather than from a public hall.

"Radio," he tells potential aircasters, "is a peculiar sort of social medium, more powerful and more intimate than any social instrument developed since printing. Its microphone serves as a direct, personal contact between speaker and listener. In preparing a talk, therefore, select a subject that is interesting, important, and vital. Make it alive with things of homely interest, avoid statistics, and leave the audience wanting more.

"Harranguing, shouting, and oratory are not in the arts of conversation. The effectiveness of a radio talk depends largely on preparation and on the ability to be personal. Word the message simply, phrase it clearly, and deliver it as in an intimate conversation. If this is done, one may be certain of an effective, interesting, and convincing talk."

**IS THE SMALL TOWN UNFAIR TO THE TEACHER?**


If Kitty Smith, who teaches at Longfellow School in Caribou, Nebraska, should take a sunbath in a backless bathing suit on the lawn in front of her rooming house, smoke a cigarette on the way to...
school, drink a cocktail at the combination hot-dog stand and dance hall some miles out of town, or be seen necking with the Jones boy in a parked car under the cottonwoods, she would be discharged for unseemly behavior.

Are American teachers free? Nearly everyone knows that they are not, a realization confirmed by the recent, significant report of the Commission on Social Studies of the American Historical Association.

But let us meditate further on the case of Kitty Smith. Miss Robinson, who works in the Caribou bank, smokes in public without reproach. Stenographers neck without being penalized. The matron who is corresponding secretary for the Eastern Star sometimes takes a cocktail. Why should Caribou treat teachers as a special class and impose upon them a stricter moral code than it imposes even on its own daughters?

It looks pretty bad. But let us not too hastily denounce Caribou and its thousand sister villages and towns. Teachers are, in fact, a special class. For one thing, they are paid with public funds; for another, they are charged with the successful initiation of the young into the conventions and ideals of the community. Caribou requires its firemen to keep in athletic condition, a discriminatory special requirement intended to insure the community against social loss. It requires highly conventional behavior from its teachers for the same reason. You may call Caribou’s treatment of Kitty illogical, repressive, and discriminatory; but if Kitty were allowed to flout conventions, the social integration that is the health of Caribou would be gone.

COMBATING CHEAP MAGAZINES

“’Pulp’ magazines are less a menace to pupils’ morals and English than to their minds,” said Miss Anita P. Forbes of the Weaver High School, Hartford, Connecticut, at the Boston meeting of the National Council of Teachers of English. “There are three reasons for the appeal of the cheap magazines: they afford thrills; they help while away idle minutes; and they require no mental effort from the reader.

“The third fact is of most concern, for good books demand the co-operation of the reader. How is that habit of active perception and appreciation to be formed in minds accustomed to finding entertainment without exercise? What chance of happiness will young people stand if they have no mental armor against a highly complex and utterly unpredictable world but the notions gained from sentimental stories with a conventional plot?

“Through the reading of good books, fiction and non-fiction alike, students may be led to face facts squarely and with courage. The best writers will show them the beauty of inner rather than outer victories, the value in defeat, and the challenges offered to man by the universe. By contrast with such literature, pulp stories will eventually become tasteless.

“To combat cheap magazines, make a magazine project part of the program for every year in senior high school; select different and more mature magazines each year; increase the school library fund for magazines. Lead young readers gradually and pleasantly up to non-fiction by offering reading that does not make too heavy demands at first, by calling attention to articles of interest, and by making use of material that is attractively illustrated.”

BOOK ORDERS

Orders for books for public school libraries in the total amount of $8,314.27 were recently forwarded to publishers by C. W. Dickinson, Jr., State Director of School Libraries and Textbooks. These orders from schools in thirty-four counties and five cities were received during a period of eight days; the $1,000-a-day rate establishes a new “high,” according to Mr. Dickinson, for the Division of School Libraries of the State Department of Education.
THE READING TABLE


An introduction to the greatest literature of five thousand years, Cross's anthology is a comprehensive reference book for college literature classes in which emphasis is laid on appreciation. In purpose it is fundamentally cultural—not analytical. The chapters introductory to the literature of each period or type are primarily historical—not a critical survey.

The literary selections, while deserving of careful study, are first of all guides to further reading from the great masters.

The appendix to the volume contains several valuable indices—one a list of some of the great books of the world; another, a classification as to type of the selections in this volume; a third, a reference list of the winners of the Nobel prize in literature.

In contrast with the Cross volume, Richardson's is a "type" study of world literature. Less than half the size of the other volume, the book is more closely woven and more clearly outlined as a college text in survey courses. The author presents selections chronologically under each type, regardless of the national origin of the selection. This makes possible more efficient and valuable comparisons of the examples of one type. A brief, historical and analytical type study precedes each group of selections, while a section of discussion helps and suggestions for further reading follows it. Interesting activities are suggested for class groups and individuals. Thought questions are stressed.

A brief outline of literature by countries, followed by general reference and translation lists completes the volume, except for an unusually complete biographical dictionary and glossary.

ELEANOR M. BOBBITT


This new book should be accessible to every student and leader of physical education activities, as it shows how fifty per cent of the accidents in schools and colleges could be controlled if administrators and teachers would remove the hazards of equipment, inadequate leadership, inefficient officiating and incompetent supervision of activities.

The authors prove that careful organization and classification of students in activities would decrease accidents. They list procedures for more effective safety in seasonal sports and take up in detail the program procedures for increased safety in the administration of the athletic program.

The final portion of the book presents a discussion of the many injuries which sometimes occur during athletic activities. These injuries are taken up in detail according to the anatomy and physiology of the tissue involved, pathology, symptoms, signs and treatment in such a way that teachers and coaches will recognize the nature of each injury and be able to give proper first aid treatment and effective follow-up procedures.

D. L. S.


This is a readable and well organized book. In treatment it is much more orthodox than one would expect, particularly in view of the rapid developments in the study of learning and curriculum-making in the last ten years. Among the best chapters are those dealing with educational guidance, extra-curricular activities, and the selection and evaluation of textbooks. The authors have appended thought-provoking problems and a rather long bibliographical list at the end of each chapter.

W. J. G.

This book deals with the work of teachers' associations in New York City and Chicago during the retrenchment years from 1932 to 1936. It considers their aims, their methods, conflicts between various groups, the influence upon them by outside forces, what they accomplished, and what happened to many of them. About two hundred organizations were included in the study. Some of the problems considered are: should teachers form trade unions affiliated with organized labor; should classroom teachers and principals organize independently of each other; should such strategies be used as resolutions, petitions, mass pressure, and lobbying?

The book gives a very interesting picture of the influences at work in large cities for and against the development of education.

C. P. S.


This is Number Nine of the Studies in Education of the School of Education of Rutgers University, and offers valuable data regarding over five hundred recent testing and measuring devices. They cover everything from accounting and home economics to foreign languages, and include vocational interests, study-habit tests, and devices and forms for office use. The author makes no attempt at evaluation, but gives accurate and complete information concerning costs, publishers, and the nature of each test.

W. J. G.


Of interest to the teachers and students of music appreciation and to all lovers of music, whether they be numbered among the laymen or the initiate, is the appearance of Mr. Miessner's concise handbook on the appreciation of symphonic music. Mr. Miessner traces the development of the symphony from the early dance forms of the classic suite, through an analysis of representative works of Bach, Handel, Haydn, Mozart, Beethoven, Weber, Wagner, and Strauss.

Designed for high schools and colleges, A Guide to Symphonic Music can be used to advantage by every teacher who has felt the need of a concise, introductory text containing enough thematic material to permit the association of exact visual experience with the aural in the study of music.
in the larger forms. As an aid to intelligent listening, one may read discourses of biographical, historical, or interpretive nature, but important as these are, the real gist of the matter, as the author puts it, is in the study of the themes themselves—their structure and aesthetic significance. To that end the book is supplied with a practical device for the identification of each theme as it appears, and for the following of its development as the composition is played on the phonograph. This innovation, together with the wealth of thematic material available, is enough to recommend Mr. Miessner’s work to the progressive teacher.

J. Edgar Anderson


The student who wishes to refresh his mind quickly in the field of modern history will find this concise, carefully outlined, and clearly written little book well adapted to his needs. Its value is enhanced by a two-page classified bibliography; a four-page index; more than thirty drawings, charts, graphs, and maps; and numerous questions of the type commonly included in college entrance examinations.

Otto F. Frederikson


This interesting song collection, a companion text to the much-used “Music of Many Lands and People,” offers junior high school students a rich variety of music.

Folk songs in authentic form with much valuable information about their origin, typical songs of classic, romantic, and modern periods, together with practical suggestions for the teacher concerning the organization of units, integration with other subjects, classroom projects, and programs for different occasions are included in this attractive book.

The contributions by such authorities as John Powell, John Tasker Howard, and others are evidence of the excellent discrimination of the editors.

I believe that “Music Highways and Byways” will be widely used.

Edna T. Shaeffer


The treatment of the subject is clear and concise, yet no essential details are omitted. The necessary laboratory instructions are also included. One of the most valuable features is a chapter on economic and industrial bacteriology.

This book seems to be one of the best in the field today and should certainly be considered in the adoption of a new text.

G. W. Chappelear


This is a history of the literature of England, but not in the ordinary sense of that term. It presents the historical background in an enjoyable way without the mechanical divisions and classifications of the usual textbook. Writers are discussed in such a way as to make them real, human beings, and their works so as to afford a greater appreciation of them. The book is fascinating reading.


This third book of this series is most attractive because of the selection of materials and illustrations used. The nine units include from five to ten stories and poems each, centering around the particular subjects of the units—Indians, The Desert, The Netherlands, Insects—since these lie in the social study and science programs for the
third grade. As it is designed to make reading a definite part of these programs, it naturally contains content suitable, informative, and interesting for this level of development.

**SPANISH IN ACTION.** By Ruth A. Bahret. New York: Globe Book Co. 1935. 228 pp. Paper, 67c; cloth, $1.00.

This book, one of a series designed as review texts for students taking Regents or College Examinations, contains a complete review of grammar. There are reading lessons, and materials for aural and speech drill.

**NEWS OF THE COLLEGE**

The student body election of major officers for the 1937-38 session resulted in the selection of Virginia Blain, Clifton Forge, as president of the Student Government Association; Hilda Finney, Penhook, as president of the Y.W.C.A.; and Dolores Phalen, Harrisonburg, as editor-in-chief of the *Breeze*. These students will take office at the beginning of the third quarter. The two other major officers elected at the same time, Margaret (Peggy) Byer, Hagerstown, Md., president of the Athletic Association, and Helen Shular, East Stone Gap, as editor-in-chief of the *Schoolma'am*, will not take office until next September.

Three students, Mary B. Cox, president of Student Government, Adelaide Howser, president of Y. W. C. A., and Betty Martin, president of the Senior class, chaperoned by Mrs. Annie Bailey Cook, visited Mrs. Franklin D. Roosevelt at the White House Tuesday afternoon, January 26 from 4 to 4:30 for the purpose of inviting her to speak at the installation of the new Student Government officers for the year 1937-38. Whether Mrs. Roosevelt will be able to accept has not yet been announced.

At a regular monthly meeting, held at Harrisonburg Thursday, January 28, the State Board of Education adopted the regulations of this college concerning the collection of fees to apply to the other three State Teachers Colleges. Those who attended the meeting were E. Lee Trinkle, of Roanoke, president; Judge Rose MacDonald, of Berryville; Supt. Joseph H. Saunders, of Newport News; J. Gordon Bohannon, of Petersburg; Dr. Sidney B. Hall, secretary of the board; and Dr. Thomas D. Eason, Richmond. Presidents J. L. Jarman of Farmville, M. L. Combs of Fredericksburg, and J. H. McConnell of Radford, were also present.

The new four-manual pipe organ was formally dedicated at a concert recital given by Charlotte Lockwood, famous organist, Thursday, January 28. Miss Lockwood presented to a capacity audience a program varying from the correct compositions of Bach to those of the modern Cesar Franck.

Appearing as cooks and apparently mixing well the important ingredients of life, the Sophomores celebrated their second class-day on Friday, January 22. Class officers in charge of the celebration were Maxine Cardwell, president; Emma Rand, vice-president; Virginia Rader, secretary; Jane Gum, treasurer; Elizabeth Treadwell, business manager; and Dot Anderson, sergeant-at-arms. Sponsors of the class are Miss Dorothy Savage and Mr. H. K. Gibbons.

Students selected to appear in the *Schoolma'am* as being particularly outstanding and representative in various fields were as follows:

**Big Mirror**—Ethel Cooper, most intellectual and most artistic; Mary B. Cox, best leader; Bertha Jenkins, most dramatic; Lois Sloop, most literary; Martha Way, best looking; Daisy May Gifford, most musical; Martha Wratney, most athletic; Helen Mitchell, most versatile; Annie Glen Darden, most business-like.

**Little Mirror**—Marjorie Fulton, most stylish; Mildred Bundy, happiest; Elberta
Rice, best dancer; Edith P. Hogan, wittiest; Mary Janet Stuart, quietest; Louise Faulconer, most dignified; Anita Wise, most original; Mary B. Cox, friendliest; and Bertha Jenkins, most sophisticated.

With twelve of its members making first honor roll and twenty-six of its members appearing on the second honor roll, the Senior class led the list of honor students for the first quarter. Those students winning scholastic honors were as follows:

**FIRST HONORS**

**Seniors:** Ethel Cooper, Winchester; Retha Cooper, Winchester; Ellen Eastham, Harrisonburg; Daisy May Gifford, Harrisonburg; Adelaide Howser, Arlington; Mary Knight, Norfolk; Hazel Koontz, Elkton; Dorothy Nevis, Hopewell; Alberta Rice, Gaithersburg, Md.; Caroline Schaller, Washington, D. C.; Lois Sloop, Harrisonburg; Elizabeth Sprague, Luray.

**Juniors:** Agnes Bargh, Cape Charles; Ruth Mathews, Front Royal; Sarah A. Painter, Harrisonburg; Evelyn Patterson, Washington, D. C.; Dolores Phalen, Harrisonburg; Geraldine Selby, Chincoteague; Helen Shular, East Stone Gap.

**Sophomores:** Rose Maxine Cardwell, Clarendon; Earle Ruth Hitt, Haywood; Mary Koontz, Broadway; Lucy Sterling, Norfolk.

**Freshmen:** Ellen Jane Beery, Harrisonburg; Geraldine Lillard, Madison; Nell O. Long, Richmond; Mary Catherine Lyne, Shenandoah Junction, W. Va.; Anna M. Miller, Aqua; Jane L. Rosenberger, Winchester; Celia Ann Spiro, Harrisonburg; Frances M. Walker, Kilmarnock.

**SECOND HONORS**

**Seniors:** Anna Bailey, Luray; Dorothy Beach, Norfolk; Helen Bernstein, Brooklyn, N. Y.; Virginia Byers, Dayton; Annie G. Darden, Holland; Catherine M. Driver, New Market; M. Ethel Driver, Mt. Sidney; Nellie Fauls, Harrisonburg; Margaret Fitzgerald, Clarksville; Jessie Goodman, Buena Vista; Faye Icard, Handsom; Mary Lee, Glen Burnie, Maryland; Virginia McCue, Staunton; Eleanor McKnight, Cambridge, Maryland; Alice Marshall, Louisa; Betty Martin, Catawba Sanatorium; Barbara Moody, Beaver Dam; Vergilia Pollard, Scottsville; Helen Pulliam, Winchester; Sue Belle Sale, Fairfield; Ellen Stanley, Norfolk; Jennie L. R. Shirley, Dayton; Helen Shutters, Mt. Jackson; Nancy Ellen Smith, Strasburg; Winifred Vickery, Rockaway Beach, New York; Martha Way, Kenova, W. Va.

**Juniors:** Elizabeth Alexander, Waverly Hall, Ga.; Margaret Briggs, Homeville; Elizabeth Ford, Church Road; Jessie Gearing, E. Falls Church; Helen Hardy, Amelia Court House; Mary Anne Holt, Washington, D. C.; Elsie Jarvis, Mathews; Georgia McGhee, Gladys; Helen McMillan, Harrisonburg; Mildred Miller, Harrisonburg; Lucie Moorman, Unionville; Lena Mundy, Harrisonburg; Pattie Orr, Jonesville; Oneida Poindexter, Roanoke; Florence Pond, Wakefield; Isabel Roberts, W. Falls Church; Mary E. Sale, Fairfield; Mary Ellen Smith, Clifton Forge; Julia A. Thompson, Lexington; Lucille Webber, Winchester; Elizabeth Wilkinson, Carson; Olivia Wooding, Long Island.

**Sophomores:** Mary Boisseau, Dinwiddie; Leah Boyts, Hooversville, Penn.; Lafayette Carr, Galax; Grace Comer, Shenandoah; Nancy Earman, Harrisonburg; Fleta Funkhouser, Basye; Mildred Garnett, Harrisonburg; Letitia Holler, Camden, N. J.; Francene Hurbird, Albany, N. Y.; Audrey Kilmon, Jenkins Bridge; Jane Logan, Harrisonburg; Jane Lynn, Mannassas; Patricia Minar, Arlington; Dorothy Parrish, Richmond; Willie Lee Powell, Hopewell; Virginia Rader, Maxwelton, W. Va.; Dorothy Sears, Appomattox; Laura Shepard, Chase City; Kathleen Shryock, Stephens City; Virginia Smith, Lynchburg; Ruth Stickley, Woodstock; Margaret Tis-
dale, Chase City; Maria Eloise Watkins, Evington.

**Freshmen:** Marie Geraldine Ailstock, Clifton Forge; Virginia May Becker, Petersburg; Alma Blatt, Harrisonburg; Bernadine Buck, Roanoke; Georgia Bywaters, Opequon; Mary Elizabeth Coyner, Raphine; Perry Darner, Jefferson, Maryland; Mary Edith Edwards, Prince George; Ellen Fairlamb, Richmond; Charlotte Heslep, Roanoke; Nellie L. Knupp, Harrisonburg; Judith McCue, Staunton; Nannie Mallory, Mineral; Charlotte Olinger, New Market; Ruth Schafer, Mt. Vernon, N. Y.; Margaret A. Sheads, Charlottesville; Marie Y. Smith, Harrisonburg; Corinne Sykes, Jarratt; Frances Taylor, Ashland; Elsie F. Thomas, Dayton; Kathryn Walthall, Sutherland; Margaret Weller, Charleston, W. Va.; Eva C. Massie, Nelson; Patricia Stone, Staunton; Marguerite Bell, Suffolk.

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**ALUMNAE NOTES**

Home Coming will soon be here; Friday and Saturday, March 19 and 20, are the dates. We are expecting a record crowd if the weather man gives us nice weather.

“The Siberian Singers” will open the alumnae program Friday night, and will be a feature much enjoyed. Many alumnae are expected in time to attend the evening entertainment.

On Saturday morning Mary Brown Allgood, president of the Alumnae Association, will preside over the business session and the open program. The business session will include reports from the local chapters and the election of treasurer and of vice-president. Margaret Proctor Ralston, '20, and Virginia Starke, '31, hold these offices at present.

On the opening program we will have the pleasure of hearing the former and the present presidents of H. T. C. Dr. Julian A. Burruss, now president of V. P. I., and Dr. Samuel P. Duke, president of H. T. C., will be our speakers. At this time we are planning to have a portrait of Dr. Burruss unveiled.

Since the alumnae have expressed their desire to have more time to visit with faculty and students, we are having only the tea on Saturday afternoon. This will be given by the local chapter in Harrisonburg. A banquet and dance will complete the program. A movie will be given Saturday night in Wilson Hall for those not attending the dance.

Alumnae Hall will be the general headquarters for registration, room assignments, and tickets for the various entertainments.

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**CASTLES IN THE AIR**

If one advances confidently in the direction of his dreams and endeavors to live the life which he has imagined, he will meet with a success unexpected in common hours. . . In proportion as he simplifies his life, the laws of the universe will appear less complex, and solitude will not be solitude; nor poverty, poverty; nor weakness, weakness. If you have built castles in the air, your work need not be lost; that is where they should be. Now put the foundations under them.—Thoreau, in Walden.

It is always safe to learn even from our enemies—seldom safe to instruct even our friends.—Colton.

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**OUR CONTRIBUTORS**

**SAMUEL P. DUKE** is president of the State Teachers College at Harrisonburg.

**PAUL HOUNCHELL** was formerly director of the training school and professor of education in the State Teachers College at Florence, Alabama. Dr. Hounchell, who is a graduate of the George Peabody College for Teachers at Nashville, joined the Harrisonburg faculty last September.

**MILDRED R. OAKS** is a teacher of English in the high school at Camden, N. J. Mrs. Oaks is a graduate of Westhampton College, Richmond, and has done advanced work at Juniata College and at Temple University.
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.

**ANNA AND ELIZABETH** (Dorothea Wieck, Hertha Thiele) (German) (Good English titles) The two stars of Maedchen in Uniform do memorable roles in interesting story of humble girl magnified into "saint" through accidental "miracles". Notable atmosphere. Compelling character portrayal.
- (A) Fine of kind
- (Y) Doubtful interest
- (C) Amusing

**One Way Passage** (Warner re-release) (Film Estimate of October, 1932) Powell and Francis excellent as smooth crook-hero and sensuous heroine. Sensational voyage, ardent love, deftly directed and acted, good comedy and suspense, logical tragic ending. Glamorous crooks dominate film.
- (A) Very good of kind
- (Y) Doubtful
- (C) No

**The Plot Thickens** (James Gleason, Zasu Pitts) (RKO) Rollicking, merrily improbable farce. Heroine out to marry money and immensely rich hero gives himself endless trouble in winning her by not revealing his wealth. Broderick's hilarious slang and Flore's masterful "valet" are the high comedy. 12-8-36
- (A) Good of kind
- (Y) Amusing
- (C) Prob. good

**Woman Alone** (Sylvia Sidney, Oscar Homolka, John Loder) (G-B) Unusual, skillfully told, gripping version of Conrad story of Sabotage in London's industry. Sinister atmosphere, tense situations, grim deaths. Fine individual acting and pantomime, but ill-fitted roles make situation a bit unreal. 1-19-37
- (A) Good of kind
- (Y) Doubtful value
- (C) No
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