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WILLIAM R. SMITHEY
The Problem in Supervision

PAUL HOUNCHELL
Public Opinion about Schools

OTTO F. FREDERIKSON
War or Peace?

KATHERINE M. ANTHONY
Work and Discipline

The Reading Table
Film Estimates

Published at the
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of Harrisonburg, Va.

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WAR OR PEACE?

An Analysis of the World Situation

SOVIEI RUSSIA and the three great democracies—France, the British Empire, and the United States—contain less than half of the human race but they control three times as much wealth as all other peoples combined. These nations are satisfied with the status quo and ardently desire to be permitted to live in peace. A new world war would bring grave loss and possible disaster to them.

The three great military despotisms—Italy, Germany, and Japan—are comparatively poor in wealth and are seething with unrest. They are dispossessed with their limited economic opportunities and are determined that there shall be a redistribution of the world's natural resources. To this end they have accepted despotic government, have become fanatically militaristic, have disregarded solemn treaty obligations, have undermined the League of Nations as an agency of peace, have formed themselves into a loose cooperative pact, and have forcibly occupied the lands of weaker neighbors.

Fascism dominates Italy and Naziism is zealously adhered to in Germany. Each of these ideologies stresses militarism and completely subordinates the welfare of the individual to the state, which is ruled by a dictator and a party-dominated bureaucracy. The government rigidly controls private enterprise, public speaking, and the press. Only one political party is permitted in the state and adverse criticism of acts of the government are not tolerated. Naziism includes a racial philosophy not found in Fascism. It is held that Aryans are superior to other peoples and that Teutonic Germans are the chief Aryans. Non-Aryans (especially Jews) are excluded from positions in the state and from marriage with Teutonic Germans. The Fascist and Nazi ideologies are so similar that it is not inappropriate to call both Italy and Germany full-fledged fascist states. Japan, the third great Fascist nation, restricts freedom of the press and gives great emphasis to its fighting services, and, at this time, is largely dominated by the army. It is not, however, a completely Fascist state, for it permits considerable freedom in private enterprise, lacks an individual dictator, and has more than one political party.

The vital territorial ambitions of the three great Fascist powers combined with their extreme militarism and ruthless nationalistic philosophies constitute major threats to peace. Through conquest they also endanger free institutions.

The Fascist attitude toward the use of force in international affairs is summed up in the following words of Benito Mussolini: "We reject the absurdity of eternal peace which is foreign to our creed and our temperament.... The conquest of empire is not obtained by compromises.... That which always has counted and still counts among people is their war-making potentiality."

Adolf Hitler expresses the same general attitude as follows: "In eternal warfare mankind has grown great. In eternal peace mankind would be ruined."

During the past few years Fascism has been on the march. It has shown increasing boldness and arrogance. As a result, international relations have become more and more tense and fear of a new world war has become general. We are in the midst of a crucial period. Events are moving swiftly toward a climax.

The worst armament race of all time is in progress. Every major power is feverishly preparing for war. Even the minor powers are putting forth strenuous efforts to build up their defenses. Since early in
1933, when Hitler became Chancellor, Germany appears to have spent more for war preparations than she did in the forty years preceding the World War. The total outlay of all nations for armaments in each of the last five years was roughly:

- $4,000,000,000 in 1933
- $5,000,000,000 in 1934
- $9,000,000,000 in 1935
- $11,000,000,000 in 1936
- $12,000,000,000 in 1937

This year total armament costs may reach $16,000,000,000—a sum four times as great as that spent for armaments in 1933. The vastness of this race in war preparations is without precedent. In the armament race on the eve of the World War the total outlay of all countries for national defense increased only from about $1,500,000,000 in 1908 to approximately $2,500,000,000 in 1913.

The strain of war preparations upon government finances must be nearing the breaking point. Many governments, loaded down with almost unbearable debts from former years, are devoting thirty to fifty per cent of their national budgets to armament expenditures and practically all of these budgets are badly out of balance because of the enormous outlays for arms. In the closing week of April, the British taxpayer, already burdened with a normal income tax of twenty-five per cent plus surtaxes and other taxes, was asked to assume a large tax increase to support defense measures. In the opening week of May, Edouard Daladier's "national defense" government decreed tax increases of eight per cent in France to strengthen the nation's economy and finances, which were heavily strained by armament costs.

The special preparations against war that are being made in Great Britain may be significant. That nation is striving to supply its entire population with gas masks and full instructions about what to do in case of air raids. Already machinery has been prepared for rationing the food supply in the event of war. Sir John Simon, Chancellor of the Exchequer, recently revealed that the British government, for some time, has been operating in certain fields as if the nation already were at war. He announced that the government had recently bought sufficient wheat, sugar, and whale oil to supply the civilian population "during the early months of an emergency." These immense purchases were carried through without any sanction from Parliament. The House of Commons was not offended. Instead, it cheered this revelation of the forethought of the government. It is apparent that the British authorities see the possibility of a sudden "emergency" and are not averse to the employment of extreme measures to prepare against it.

During the past three years military aggression has become commonplace and at this moment five hundred million people—a fourth of all mankind—are at war.

In October, 1935, Italy attacked Ethiopia. Today that ancient nation, with a population a fourth as great as that of Italy and an area three times as great as that of Italy, is a mere dependency of Mussolini's government.

In July, 1936, a revolution broke out in Spain. Today the revolutionists, with the aid of Italian and German equipment and troops, are on the verge of victory, and Spain appears to be destined to become a new stronghold of Fascism. The position of France and Britain in the Mediterranean is probably permanently weakened.

In July, 1937, Japan renewed her invasion of China. Within six months nearly one hundred million Chinese were conquered. Never before in all history were so many people conquered in such a brief period. Should Japan gain control of China, she will be master of a fourth of the human race and of enormous natural resources. She will possess the world's greatest potential market and source of man-power for future wars. If China can continue to get munitions, the Japanese invasion will very
likely be halted, but Premier Prince Fumimaro Konoye of Japan holds that his country “will never give up an inch of the areas already occupied.”

In March of this year Austria was seized by Germany. This was accomplished by a sudden and overwhelming threat of force. Thus ended the independence of a country whose history extends far back into medieval times.

Fear is widespread that Germany is planning new aggressions and such fear is not without foundation. Germany is deficient in natural resources but her people are energetic and ambitious. Moreover, the Germans have been instilled with the Nazi doctrine that they are a superior race whose needs and aspirations must be satisfied no matter what the cost may be to other peoples. Finally, Germany has in its dictator Adolf Hitler a shrewd and dynamic and ruthless leader, who, in half a decade, through a few bold strokes, restored a defeated and prostrate nation to first rank among the powers of continental Europe.

Hitler repudiated the military clauses of the Versailles Treaty by constructing forbidden war equipment, reestablishing compulsory military training, and marching troops into the demilitarized Rhineland. Heavy fortification of Germany’s western frontier has made it possible for comparatively small forces to hold off the entire French Army. Thus the power of France to materially aid her allies in Central and Eastern Europe, in case they are attacked by Germany, has been largely nullified.

It is Central and Eastern Europe that is in most immediate danger of feeling the weight of the German war machine. Ten million Germans dwell in this region and in it are to be found the wheat lands, oil fields, and mineral resources that Germany needs to become self-sufficient in time of war and to lift standards of living in time of peace.

The seizure of Austria marked the beginning of the long-heralded Drang nach Osten. It brought Germany closer to the rich natural resources of Rumania and within fifty miles of the Adriatic. It gave her direct border contacts with Italy, Yugoslavia, and Hungary, and improved her strategic position with regard to Czechoslovakia, which now appears to be marked out as the next victim of the relentless “drive toward the east.”

That the easy conquest of Austria has whetted Nazi ambition for more victories, is evident in Czechoslovakia, where German agitation has been redoubled during the last two months. Of Czechoslovakia’s fifteen million people nearly a fourth are German and many of these are members of the Nazi political organization known as the Sudeten Party. Konrad Henlein, the leader of this party, demands that autonomy be granted to Czechoslovakia’s Germans and that they be permitted closer relations with Nazi Germany. He also insists that the nation’s foreign policy be revised in such a way as to favor Germany. For the government to comply with these demands would amount to sanctioning the existence within the Czechoslovakian nation of a Nazi state having special connections with Berlin and a preferred position in determining the foreign policy of the entire nation. Czechoslovakia is willing to make any reasonable concessions to her German minority, but she refuses to impair her freedom as an independent state.

Should Hitler give military support to the Sudeten Party, there is a strong possibility that Czechoslovakia would resist with all the force at her command. In that event France and Russia would be under treaty obligations to come to her aid. If they did so Great Britain also might be drawn into the maelstrom and Europe would be in the midst of a new general war. If France and Russia refused assistance, Czechoslovakia would be doomed; and it is probable that the Nazis would be so intoxicated with their success that they would soon create reasons for extending their conquests on to the Black Sea.
Fear and distrust of the Nazis are increased by the fact that they are spending large sums of money on propaganda and political party activities in foreign nations. Such activities are conspicuous in Rumania and other East European countries. In France two months ago Joseph Paul-Boncour, the Foreign Affairs Minister, reported that Nazi Germany was conducting a large scale propaganda campaign in Alsace-Lorraine.

The Nazis have gone so far as to extend their missionary zeal to the Western Hemisphere. For some months, Berlin has been broadcasting radio propaganda to South America with the purpose of destroying confidence in democratic forms of government and building up a receptive attitude toward the establishment of the German type of government. The boldness of Nazi agents became so pronounced in Brazil that recently President Getulio Vargas was obliged to order the expulsion of all foreigners engaged in distributing propaganda fostering minority claims in his country similar to the minority claims in Czechoslovakia. Argentine and Chile also have found it necessary to employ strong measures to curb aggressive Nazi activities.

In the United States there is an organization known as the German-American Bund, which is devoted to the propagation of Nazi philosophy to our people. In celebration of Hitler’s forty-ninth birthday, the Bund held a meeting in New York City attended by several thousand people who were guarded by numerous uniformed storm troopers. The Bund uses a flag with a swastika at its center as a sign of Aryan supremacy. An official propaganda paper for the United States called Deutscher Weckruf und Beobachter each week brazenly proclaims the necessity of educating all American children of German descent in the true Nazi spirit.

Naziism has become an international revolutionary movement of vast proportions that is almost fanatical in the zeal that it displays. It is dangerous to peace because of its anti-democratic character, its ruthlessness, its emphasis upon force, and its appeal to Aryan egotism, which stimulates the building up of restless minority groups within various countries. These minority groups are especially dangerous because of their connection with a powerful and ambitious foreign nation.

Although war and rumors of war are too abundant for comfort, there are forces at work which have a good chance of relieving international tensions sufficiently to prevent a major explosion in the near future. These forces are to be found in the growth of a more realistic attitude, on the part of the great democracies, toward the world situation.

Emotional pacifism is on the wane. Idealistic dreaming and wishful thinking in the international field is slowly but perceptibly being replaced by thinking geared to harsh realities. It is beginning to be realized that non-resistance does not stop aggressors or maintain respect for international law and order, and that spinelessness on the part of the peace-desiring nations is an important factor in encouraging war makers to attempt new conquests.

The majority of peace-loving people finally understand that determined aggressors, hungry for additional natural resources, respect force alone and are kept from fighting only by the conviction that they cannot win. Comprehension of this fact has caused democracies to set to work to safeguard their rich territories against attack by establishing military superiority. When this is accomplished, the temptation of the war-minded nations to seek conquests at the risk of a world conflagration will be materially reduced and they will be more disposed to utilize the legitimate channels of diplomacy to attain their ends.

A renaissance in British diplomacy, under the leadership of Prime Minister Neville Chamberlain, is decreasing the immediate danger of a world war. On April 16 an
agreement was reached between Great Britain and Italy covering most of the causes of friction between these two nations. The settlement is popular with both peoples and marks a decided improvement in the general international atmosphere.

Near the end of April Great Britain and France formed an alliance that almost amounts to a military and diplomatic union. This step unifies the power and influence of the two great European democracies and should be a major force for peace.

Otto F. Frederikson

THE USE OF THE PROBLEM AS AN APPROACH TO SUPERVISORY ACTIVITIES

SUPERVISION is a democratic, cooperative enterprise, designed to improve the learning and teaching situation, the curriculum as an instrument of learning and teaching, the administration of the school so that the stage may be set and kept for learning and teaching, and the coordination and direction of the entire program of the school.

If it accomplishes its objectives, it should produce in some measure the following results:

1. A clearer conception of the school's philosophy of education and supervision.
2. The acceptance of definite procedures for supervision.
3. The development of a program of supervision based upon the underlying philosophy of education and supervision, and a diagnosis of conditions requiring supervision. In the development of this program the functions of the various supervisory agencies are recognized.
4. The continuous development of the curriculum of the school.
5. The improvement of the learning and teaching situations.
6. The continued evaluation of the outcomes in secondary education.
7. Improvement in the organization and administration of the school for learning and teaching.
8. A more effective coordination and direction of the program of the school.
9. Stimulation and encouragement of teachers for creative and experimental work.
10. A continuous evaluation of the supervisory program for refinement and improvement.

If supervision is to be a democratic enterprise and if its final objective is the integration of and direction of the program of the school, the use of the problem as an approach to supervisory activities offers a real opportunity for all parties concerned to make it a cooperative affair. Just as teachers have found that the unit plan of teaching brings about a better learning situation and improves the teacher-pupil relationship, so those in charge of supervision have found that the unit plan of supervision improves the teaching situation and brings about a better supervisor-teacher relationship. When the problem method is used, all those concerned, if given an opportunity to contribute to the solution, will exhibit a finer spirit and will feel that they have had a part in a common enterprise. Teachers should be just as anxious to improve their teaching, to improve the curriculum to bring about a better functioning of the administration, and to improve the program of the school as the supervisory officers. If they are made to feel that they are a part of the supervisory enterprise and given opportunity to contribute to this enterprise in terms of their knowledge and goodwill, they will exhibit a better attitude towards the supervisory program than they would exhibit if this program were imposed upon them. The hostility that teachers exhibit to the supervisory program and the methods that they employ to insulate themselves against supervisors are the natural results of an autocratic, arbitrary, and undemocratic program of supervision.

The modern high school is a cooperative enterprise; and, since supervision is a vital part of the program of secondary education, the classroom teacher should have the privilege and the opportunity to contribute to the working out of a functional program
of supervision. The use of the problem as an approach to supervisory activities offers a fine opportunity for such cooperation. When a problem of supervision is set for solution, those in charge of supervision should call together the teachers for its consideration. The problem should be outlined, its nature explained, and its importance to the welfare of the school established. A committee should be appointed to study the problem and to report at a later meeting a proposed solution of it. Ample opportunity should be given all the teachers to contribute to the formulation of the final plan for attacking the problem. When substantial agreement has been secured for the method of solution of the problem, a way is provided for attacking the problem with the combined strength and resources of the supervisory and teaching personnel.

The following selected problems of supervision are susceptible to this kind of treatment:

1. Formulation of the philosophy of education for a particular high school and the evaluation of procedures and practices in secondary education in terms of this philosophy.
2. The formulation of a formula for measuring the teaching load in terms of the training and work required of teachers.
3. Specific methods for the supervision of a beginning teacher that will result in professional growth and development.
4. The character of professional faculty meetings for the improvement of instructional activities.
5. A rating scale for teachers.
6. The improvement of the morale of the teaching staff.
7. Causes of friction between principal and teachers that hinder satisfactory cooperative relationships.
8. An evaluation of the present high school curriculum.
9. The determination of proper aims and objectives for school subjects and divisions of school subjects.
11. How the organization and administration of the school may be improved for the furtherance of its instructional program.
12. How existing means and methods of supervision may be improved, such as classroom observation, individual and group conferences, teachers' meetings, demonstration teaching, visitation, teacher rating plans, curriculum study and revision, professional reading, the testing program, etc.
13. New means and methods of supervision that could be effectively used and desirable modifications of existing methods.
14. The advisability of having the supervising principal teach a class and use this class for demonstration teaching.
15. Working out a program for professional faculty meetings.
16. Adjusting instruction more nearly to the nature and capacity of the child.
17. The case of the integrated curriculum.
18. The promotion of teachers.
20. The promotion of teachers with their pupils in the subject of their specialization.

To illustrate how the problem may be used as an approach to supervisory activities, let us consider one of the problems indicated above—a rating scale for teachers. In the solution of this important problem that vitally concerns the welfare and spirit of the teaching staff, the supervisory officials should call a professional faculty meeting to explain the problem. At this meeting various methods and devices for rating teachers should be explained by the principal or by a person designated by him. A carefully selected bibliography covering this problem should be distributed among the teachers. A general discussion of the problem should be called for. The principal should appoint a committee representative of the best of his teaching staff—teachers that represent both the modern and the old point of view—to make a careful and exhaustive study of teacher rating plans, said committee to report at a later meeting a definite plan for teacher rating to be used in the school. The principal, of course, is an ex officio member of this committee and his opinions would doubtless have great weight with the committee. When the committee is ready to report, copies of their
proposed scheme should be distributed to the teachers in ample time for them to study it and form an opinion about it before it is presented to the faculty at a special meeting called for this purpose. At this meeting, after the report is presented, ample opportunity should be given for its discussion, revision, and modification, and the plan as finally agreed upon should have the substantial support of all parties concerned. After the plan has been adopted, a scheme for its operation should be agreed upon. It well might be that the following procedure would be decided upon:

1. The supervisory official will use the plan for evaluating the instructional status of the teacher by means of observation of teaching.
2. The rating of the teacher by the supervisory official on the basis of this observation.
3. An evaluation of the teaching status of the teacher by the teacher himself.
4. A private conference between the supervisor and teacher in which the evaluation of both supervisor and teacher is compared.
5. An agreement between supervisor and teacher as to strong points and weak points in teaching.
6. A program for the improvement of the teaching status of the teacher.
7. A further evaluation at a later period in the manner indicated above of the teaching status of the teacher and an additional conference for comparative purposes.
8. Continuation of the program throughout the session.
9. A final evaluation of the teaching status of the teacher by the supervisory officer, the teacher being apprised of this evaluation.
10. Opportunity for the teacher to protest the final evaluation to the superintendent.
11. Use of this evaluation for promotion, demotion, probation, or dismissal of the teacher.

William R. Smithey

A THEORY OF RELATIVITY

To make mistakes as we are on the way to knowledge is far more honorable than to escape making them through never having set out to seek knowledge.—Richard Trench.

WHAT DO THE PEOPLE THINK ABOUT THEIR SCHOOLS?

An Attempt to Summarize Public Opinion about Education and Suggest Some Implications for Students and Teachers.

Opinion about the public schools is a queer mixture of pro and con. No other public enterprise draws such united support and provokes such wholesale criticism. Public education as a whole is overwhelmingly approved, but its various component parts are condemned loudly and often by some part of the population. The underlying idea of public schools in America has grown steadily from colonial days, but it has met opposition every step of the way on grounds of religious tests, social contributions, cost, or usefulness.

At present there is no institution so typically American as the public schools. In contrast to systems in the different countries of Europe, the American schools are made up of so many diverse elements that the differences of opinion are a natural outcome. On the one hand a great dependence upon education pervades public opinion, and on the other so many doubts exist that it is sometimes hard to see how we go on making progress.

Last month in The Virginia Teacher we offered an analysis of periodical writings on education for general readers. In this article we attempt the more difficult analysis of public opinion, particularly that held by average citizens—those who do not write and who certainly read little or none. To some extent opinion can be inferred from
writing that appears, but it must also be sensed in other ways. A better barometer
of public opinion is to see what changes take place over a longer period of time;
what innovations come into the schools and persist or pass out; what support the people
will provide; or what human values are worked out with the passing of time. One
who has been a worker in the schools for a long time and has studied educational
events that have taken place, comes to feel public opinion and interpret it, at least to his
own satisfaction.

The writer of this article draws from thirty years of teaching and study, gleams
points from rather steady current reading, and attempts an analysis of the two bodies
of material which seem to him to represent fairly the state of mind of the average citi-
zen.

I. Some Diverse Threads of Thinking
   About the Schools

Below appear some statements of public opinion. As at first arranged in about
twenty-five separate items they appeared to be a mass of contradictions. By grouping
into likes and opposites according to features of the schools to which they refer,
the picture becomes clearer. The groupings appear around certain key questions which
seem to run through public thinking. The judgments vary as one would expect.

1. What are the schools trying to do?
   Some people think the schools do not teach the things worth most. A lot of people say
   it is hardly worthwhile to learn what is generally taught in the schools. There the
   agreement ends. Some say the schools must be classical and traditional; others just as
   strongly assert that education must be practical to prepare to live in the present world.
   Is education to prepare to live by using what has been learned? Is education living
   itself? Is education a spiritual and mental experience which leads out to wider ave-
   nues of living? The public does not know—has not made up its mind—likes to com-
mend what it likes and condemn the rest. The commendation or condemnation are not
consistent.

2. How do children learn? Some think learning should be by easy steps, and are ac-
cused by others of wanting to "sugar coat" education. Others insist that everything
worthwhile is hard to do. Some say the schools are too difficult for children, while
others say there is too much shallow work—not enough effort by pupils. Some want
more drill upon facts and skills, but others want children to do more things that have
meaning at the time. Mind-training versus hand-training is debated but never resolved.
   The public really believes that "practice makes perfect," but does not know what
   practice, nor how much, nor when. Because of this uncertainty the cocksureness about
   drill as a way of learning is somewhat tempered. Teachers are accused of being the-
  oretical, or easy, or hard-headed, or hard-boiled. A lot of mothers believe in their
   hearts that they know more of the learning process than the teachers. Perhaps they
do! Yet, no clear opinion is abroad as to how children really should learn. The pub-
lic does not know in any articulate way. It may be nearer the truth than it knows. As
long as children are happy and things run smoothly, the folks tend to fall in line every-
where except at clubs and in living-room discussions.

3. Should the schools change? Some people are worried about the rapid changes in
   what is taught, how it is taught, and modern trends that are working out in the
   schools. Others are just as certain that the schools are not in step with the times, that
   the lag between what we know and what we do is too great. The contrast between
   the attitude of wanting my-child-taught-as-I-was-taught and that of demanding the-
   latest-and-the-best is enough to put all school people on the spot. There is a way
   out, but the public hardly knows it. In Vir-
   ginia the biggest debate is new curriculum
against the old curriculum; and some of us know the lines along which that issue is being worked out. Over the years the schools do change, but hardly ever sharply or suddenly. The balance of opinion swings enough to prevent any uprisings or downfalls, except occasionally. Generally the public opposes outwardly but has a hankering for it inside. Mail order houses and chain stores have done much to make all America dress in fashion and like it! The complaint is made that city life and industry are given too large a place in the schools, but most rural people want to get to town and off the farms. Education should accomplish something of good manners and produce some refinements in living. All normal parents want their children to be fine, but they are naturally suspicious of change. Just don't let it be too violent or too fast or too all-at-once! Don't let's stand still, but don't stir us up too much!

4. Are the schools democratic? We quite often hear people say the schools are not truly for all the children but just for those who are bright or whose families have some influence. Just as often we hear others say that the public schools are so full of dull children lacking family background that all the products of the schools are bound to be mediocre. In many areas positions in the schools from the janitor to principal teacher are thought of as proper places for bread earners, often being thought of as on no higher level than pure political plums. On the other hand many school systems have removed the management from politics, have set up high professional standards for staff members, and really administer the schools on a merit basis looking to effective education of the children. The average citizen probably doubts the democracy of the schools, but he wouldn't like to risk any other arrangement. He is not sure what changes should be made but wants to be free to criticize the schools. They are public, aren't they?

5. Are the schools too expensive? Some people believe the schools cost too much. They say we have gone in for too many fads and frills that should be paid for privately. Teachers are looked upon with questioning by many people who do not earn as much as even the low salaries of teachers. The people are inclined to doubt the need of higher education for elementary teachers. On the other hand the parent of any particular child wants that child's teacher to be educated, cultured, of fine personality, well-mannered and well-behaved, a sort of model. Things at school are not too expensive for one's own children. There is often family pride, sometimes community pride, that demands the best, regardless of cost. Every school administrator knows how much easier it is to get money for a building people can see than a smaller amount for the really essential service of good teaching. It is too bad that many leaders have followed this line of least resistance. The emphasis upon the schools as free has probably been misplaced. The increased cost of education is the cost of increased education. The people want better schools, more benefits, increased education but they don't want to pay more until they are shown why. In their hearts they know they must. They generally do so when they can. The issue is clearer in practice than when people talk about it.

6. What relations between schools and citizens? Much is said about teacher-parent or school-community relationships. Some organizing to that end is frequently done. Parent-visiting days are a feature in some schools. Most parents do not visit because they do not want to. Teachers do not invite parents, or invite them hoping in their hearts they will not come. The parent does not know what to do when he visits. Older children do not want parents around and the parents know it. The P.-T. A. is often dominated by a few individuals who like to run things or by teachers who use parents.
Most parents know they do not really count. In the matter of school reports there is much lack of understanding on the part of parents. Many want the marks of success in children to satisfy their own pride. Report cards do not become a joint means of study for teachers and parents who should be really partners in human engineering. The average parent expects a high standard of moral practice, generally good policing, at school, but rather doubts that teachers can do much in actually teaching morals. In fact, they probably resent efforts of teachers at moral improvement of pupils. Parents who cannot control their own children expect the school to take care of all problems on some basis of reforming, ignoring, forgiving, or punishing. There is no rule or pattern of thinking. The public doesn't know, is not thinking clearly. Relations are hazy and ill-defined in practice and planning.

7. Should the schools be really free? While public schools are supposed to be free, most of them are far from it. All sorts of fees are tacked on and extras supposed to be voluntary are practically necessary. Children of very poor parents are subjected to social discriminations that tend to defeat the purposes of education. In Europe the general practice is for pupils who can to pay a sizeable tuition fee and poor children who are really bright go to school on publicly supported scholarships. America must have her schools free. But are they? The tendency is toward abolishing all fees, to provide materials of learning, including publicly-owned textbooks, but many people are unhappy about it. It is but one step more to serve a free meal in the middle of the day and to provide acceptable clothing for those who need or will accept it. The schools are not so far removed from being relief agencies. The public has not decided what to do about making the schools free and about the question of relief through the schools.

8. What reforms are needed? Any citizen in the community can point out things which need improvement in the schools. Sometimes a whole group of teachers are dismissed and a new start is made. Some demand older teachers, or married teachers, or home teachers. Others are sure younger, fresher, better-educated teachers from a distance are better. Long term as against a short term is debated. New curriculum versus old curriculum is an issue. The public is pretty sure something ought to be done—it doesn't know what. To take away the chance of reform would not be tolerated. Since reforms can be made, it generally seems all right to run along about as we have in the past. A sane and vigorous school leader generally gets public support. A passive or indifferent person in a place of leadership generally gets the schools mark time and the public is content with slow-going. The public wants progress but doesn't know how to get it—would rather drift than start something. The situation is much different when teachers or school leaders do things which antagonize the public. In that case the fire has been started and must be stopped. Nearly always the solution is that the offenders find another place to work.

II. What's Back of Public Opinion About Schools?

Shifting attention away from the public's opinion of the schools, which for the most part is lacking both in clarity of thought and in any articulate expression in action, let us approach the problem from another angle. Perhaps the background of public education provides the reason for muddled thinking and indecisive action.

In his book entitled *The American Road to Culture*, published eight years ago, Dr. George S. Counts says:

"... It has been truly said that there is no system of education in the United States. Moreover, under the dynamic conditions of American life, nothing is stable, nothing is permanent: all is
change. Thus the so-called traditional system of schools here described, which could scarcely be said to have taken form before the close of the nineteenth century, is cracking at a hundred points under the strain placed upon it by industrial society. Today it has entered well into a period of radical reorganization which is profoundly modifying its structure. . . .

Dr. Counts would probably say that impending changes are not far enough developed that we know where we are. Until that point of certainty is reached people will cling to their former belief that education is all right as it is. The growing pains are felt, but what we are to become is so uncertain that we want to stay put. In looking for the causes of this situation, Dr. Counts further says:

“At the base of the theory of education in the United States is a profound faith in the potentialities of the individual man. . . . This faith in the potentialities of the individual has gradually taken the form of a faith in education. The Americans regard education as the means by which the inequalities among individuals are to be erased and by which every desirable end is to be achieved. Confront practically any group of citizens with a difficult problem in the sphere of human relations and they will suggest education as the solution. Indeed, this belief in the general beneficence of education is one of the fetishes of American society. Although the processes of tuition may be but obscurely understood by the popular mind, they are thought to possess something akin to magical power. Perhaps the most striking aspect of this phenomenon, however, lies in the fact that education is identified with the work of the school. As a consequence the faith in education becomes a faith in the school, and the school is looked upon as a worker of miracles. In fact, the school is the American road to culture.”

President Hutchins in his recent series of articles in The Saturday Evening Post says:

“The American people have demanded more and more education for their children. Most of them have not cared what kind of education it was, just so there was plenty of it. The popular ideal has always been a seat for every child. What happened to the child’s head while his spine was being supported seemed to be of secondary interest. Responding gallantly to this demand, the educators have co-operated with the citizens in the erection of more and more schools and the production of more and more teachers to manage them. The universal part of Jefferson’s dream of universal education has come true in triumphant measure. But we have let our zeal for quantity overwhelm us.”

The present writer knows no better statement of effective public opinion than that offered by Dr. Hutchins:

“... The only reason we have education at all is that the people demand it. And the kind of education we have is the kind the people think they want. When they want something better, they will get it. If a democratic nation wants better schools, it will ask itself several questions: What kind of schools will preserve and improve democracy? What can the nation expect of such schools? How much, in dollars and in other things, will they cost?"

Numerous writers of authority could be quoted to show that thinking about education is far from clear. Periodical writings cover a long array of topics and with no certain conclusions, as was shown in these columns a month ago. The nearest to a certain conclusion we can reach from reading is that there is interest by both professional school people and laymen in the next steps that affect schools.

III. Some Conclusions on the State of Public Opinion

The foregoing analysis of how the public thinks around some central points that have to do with the schools, together with some background statements just quoted that seem to have merit, leads us to generalize as follows:

1. There is genuine interest in education as a public enterprise. The people have invested much in public schools and want the best results possible. They will not easily surrender the ideal they have formed. Public faith in the schools is deep-rooted. It is a dependable basis for constructive accomplishments to come.

2. Public opinion is not clear-cut. The people are willing to be shown, to learn. Complicating principles of practice and contradictory trends of thought are confusing. The schools are a product of many forces which do not always run parallel. Thinking is confused.

3. Public opinion is definitely not unfavorable to the schools. Too many bond issues have been approved and too large an investment made in numerous other ways—perhaps not always wisely—to leave any doubt that the public believes in the schools. Opinion may become unfavorable, but to this
time the evidence is all on the plus side. In every decade more schools have been established, more children have attended, better educated teachers have been provided, longer terms have been arranged, and more money has been spent than in any previous decade.

4. Influences can be brought to bear to make public opinion on education. These may act either favorably or adversely to the present system. Change is in the air. What results in the near future may be, none of us can tell. Any enemy of democracy would sensibly strike at or through the public schools.

5. Public opinion about education in America has a definite basis in the history and social development of the nation. Education is not something apart, but has been made part and parcel with the life of the country. Whatever affects the schools shapes the United States of America one short generation away.

6. The schools must be related to all other social undertakings. Too often there is the tendency to assign work to the schools that belongs to other agencies. The schools can not substitute for the home or church. They can neither solve the trade problems of training all youth for a world of work nor organize that work so as to carry on. Nor can they carry the total load of education that must go on continuously in the lives of ambitious and enterprising people of adult age. The schools cannot do everything. School education is not a panacea.

IV. Some Suggestions to Teachers

1. Take courage. Teachers have every reason to be encouraged by the interest the people have shown and continue to show in the schools.

2. Expect criticism. A few people will condemn teachers and school undertakings. Most of them will praise when there is anything of merit. Many will be indifferent, especially if the school is indifferent or sort of so-so.

3. Lead on. Most of the people will follow earnest, sensible, energetic school leaders and teachers.

4. Encourage visiting. School visiting has merit when there is work worth seeing which citizens will understand. Better have something to see or not expect visits. Ordinary classroom work has no appeal to adults.

5. Let them know. School publicity is valuable. It must be done modestly, emphasizing accomplishments of children or community, never that of teachers who are, after all, paid workers.

6. Emphasize children. Children are the center of the public's interest. People will do for their children. All problems in the schools have to be solved by deciding what is good for children. Some teachers know this. Others must learn it.

7. Count on people. The people are definitely not opposed to the schools. They find fault because they care. Many things in the schools need to be found fault with. The people know that the schools must measure up. They are disappointed with shortcomings.

8. Enlist support. Teachers should study their public and enlist support wherever possible. A good reputation is most valuable to a school or a teacher. The public likes to be visited, cultivated, have its opinion asked and heeded. Good teachers will not overlook the important matter of creating good-will.

PAUL HOUNCHELL

I desire to see the time when education, and by its means, morality, sobriety, enterprise, and industry shall become much more general than at present.

ABRAHAM LINCOLN
THE VIRGINIA TEACHER

THE TEACHER’S JOE MILLER

ERGO
Teacher: “An Indian’s wife is called a squaw. Now who can tell me what an Indian’s baby is called?”
Pupil: “I know, teacher—a squawker.”

ORGANIZED
Teacher (looking over Tim’s homework): “I don’t see how it’s possible for a single person to make so many mistakes.”
Tim (proudly): “It isn’t a single person, sir. Dad helped me.”

VOCATIONAL GUIDANCE
“Now, I want Albert to have a thoroughly modern and up-to-date education,” says his mother, “including Latin.”
“Yes, of course,” said the headmaster, “though Latin is, as you know, a dead language.”
“Well, all the better. Albert’s going to be an undertaker.”

FLUENT FAMILY
Note from teacher on Betty’s report card: “Good worker, but talks too much.”
Note from father over signature on back of card: “Come up sometime and meet her mother.”

HE KNEW BEST
Freshman: “What is the date, please?”
Teacher: “Never mind the date. The examination is more important.”
Freshman: “Well, sir, I wanted to have something right.”

A METAPHOR
Little Jean (getting her first sight of a peacock): “Look quick, Auntie. One of your chickens is in bloom.”

NOT A HEAT WAVE
Teacher: “How do you account for the phenomenon of dew?”
Student: “The earth revolves on its axis every twenty-four hours, and, in consequence of the tremendous pace, it perspires freely.”

MAYBE HE RIDES THEM
Teacher: “Are there any more questions you would like to ask about whales?”
Small Girl: “Teacher, what has the prince got to do with them?”

SEMANTICS
“Doctor, if there is anything the matter with me, don’t frighten me half to death by giving it a long scientific name. Just tell me what it is in plain English.”
“Well, sir, to be frank with you, you are lazy.”
“Thank you, doctor. Now please tell me the scientific name for it. I’ve got to report to the principal.”

STILL KEEPING UP WITH LIZZIE
“It isn’t hard to live on a small salary,” said the college professor, “if you don’t spend too much trying to keep it a secret.”

INCURABLE
“Where have you been for the last four years?”
“At college, taking medicine.”
“And did you finally get well?”

SO WHAT?
The number 37 has some peculiar properties. If you multiply it by 3, or any multiple of three, you will get all of the digits from 1 to 9 in successions of 3, thus:
37 37 37 37 37 37 37 37 37
3 6 9 12 15 18 21 24 27
111 222 333 444 555 666 777 888 999

NOT A HEAT WAVE
Teacher: “How do you account for the phenomenon of dew?”
Student: “The earth revolves on its axis every twenty-four hours, and, in consequence of the tremendous pace, it perspires freely.”

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EDUCATIONAL COMMENT

READING INSTITUTE BEGINS JUNE 20

The first annual Reading Institute to be held at Madison College will occur during the second week of the summer school beginning June 20. Campus laboratory classes will demonstrate reading procedures, the library staff will hold a general exhibit of children's books, and publishers will display basal and supplementary readers. Other special features are a lecture by Dr. Nila Banton Smith, nationally known reading expert, open forums on reading problems, and laboratory demonstrations of the new machines for studying eye-behavior.

The College now owns a telebinocular, an ophthalmograph, and a metronoscope; these will be in use all summer with the faculty committee in charge. During the Institute the companies originating these machines will have trained experts on campus. Students and visitors will have opportunity to consult these specialists concerning their own eye problems. Teachers wishing to bring elementary or secondary school children for diagnosis will have the opportunity to do so. Requests for appointments should be sent to Miss Katherine M. Anthony, Director of the Training School.

THAT THEIR EDUCATION MAY CONTINUE

The valedictorian of the graduating class of every senior high school in the United States this spring will receive again a year's subscription to The Reader's Digest with the compliments of the editors of that publication, according to an announcement in its May issue.

The editors of the Digest are repeating last year's offer in furtherance of their expressed desire "to encourage education as a continuous and expanding process, carried on long after the classroom is left behind." They believe that the need among the young people soon to graduate from the high schools of the country for vital contact with the living, quickening thought of their day will be greater than ever. That the Digest can help fill this need has been made clear, they feel, by the enthusiastic response to their last offer received from nearly 8,000 high school principals, and from parents and students.

There will be about 20,000 senior high school valedictorians this year, and the Digest, anxious to present a year's subscription to each one, urges that the attention of all high school principals be called to this offer.

MEETINGS OF INTEREST TO ENGLISH TEACHERS

For the benefit of the many teachers of English who will attend the National Education Association convention in New York City the week of June 27, the National Council of Teachers of English will conduct conferences on English the first three afternoons of the week. On Monday afternoon this will take the form of a joint meeting with the Department of Secondary Education, of which Ernest D. Lewis is chairman.
The topics for Tuesday and Wednesday afternoons, announced by Max J. Herzberg, program chairman, are "Socializing Trends in Secondary Education as they Affect English Teaching," and "Matter and Manner in English Teaching." Dean Henry W. Holmes of Harvard University Graduate School of Education, Dr. H. Wayne Driggs of New York University, Professor William Y. Tindall of Columbia University, Jules F. Seebach, program director of the Mutual Broadcasting Company, and others will be heard at the conferences.

An additional program feature will be a spelling bee to be conducted by Paul Wing of the National Broadcasting Company. Mr. Herzberg has also arranged to have available for teachers attending the National Council conferences a limited number of guest tickets for broadcasts of the leading radio companies.

An exhibit of early English books and of autograph manuscripts of English authors will be held by the Morgan Library for visiting English teachers during the convention week. The New York Public Library, The Grolier Club, and Teachers College Library will also have special exhibits.

The Teacher's Letter Box

Dear Letter Box:

My eighth-grade boys seem to be getting worse and worse in class. They are so smart-alecky; and when I tell them they must stay in or give them any other form of punishment, it only makes them worse. Some of them need a whipping, but my principal says corporal punishment isn't permitted. What advice can you give us?

Sallie Smith

Dear Sallie Smith:

Someone has said that mischief is the pupil's protection against idleness and boredom, and after long years of observation I agree with him. So that is the place I should begin in working with these eighth grade boys. That is, I would make the school-work so real and worthwhile that there would be neither time nor desire for "smart-alecky" conduct.

Now for some practical suggestions for first steps. Study your children, especially the ones that seem to be the leaders. Make written notes as to their interests outside of school. Then study your community thoroughly, listing all educative opportunities, aesthetic, social, historical, and industrial. Pour over the Aims of Education in Tentative Course of Study until you have definite plans for guiding each and every one of your pupils. From the list of objects and processes in your environment check off those which best meet these three conditions:

1. They relate to the interests of eighth-grade pupils in general and yours in particular.
2. They offer opportunity to use at least some of the subject matter in the books available.
3. They furnish a starting point for activities needed to provide best possible growth.

Your next step is to get some real jobs started. There is no set way. Take the pupils into your confidence, hunt something that needs to be done in the school or community, make a rough plan, collect needed information, get together and discuss your partial results, and so on. That is, go at it with the children's help and in a simple, natural way. To illustrate what I mean by things needed, you might study methods used for heating homes. You might map your community for places of interest and get ready to give accurate, complete directions to visitors. Your county newspaper would welcome a series of short articles about such places. Your county fair would make a place for kodak collections, picture maps, homemade guide books, and collections of old objects.

Such activities as described above cannot be well done without much subject matter. Nor can the pupils do an honest job characterized by good craftsmanship without growth in fundamental work tools such as computing, drawing, speaking, and reading.
You will notice that I have discussed your discipline problems in terms of the work going on. But interwoven with this is the other basic attack, making your classroom into a place where children and teacher live together. One quick way to get this feeling of "oneness," of group solidarity, is to find everybody a job. And do give the "smartest aleck" of all one of real responsibility. Then get him off for a conference. Ask him for his ideas and use them whenever it is at all possible. Have him present his plans to the group. Then let him feel that you are absolutely depending upon him. You'll soon have a fellow-worker instead of a mischief-maker.

Punishment with the least trace of getting even or repaying almost unfailingly makes things worse. In fact, any discipline in terms of relationship with the teacher is weak. There are only two justifications for interfering with a child's behavior—to make a better learning situation for the group or to guide him into wiser use of his own time and thereby secure better growth conditions for him. Once the teacher honestly believes this, she attacks her management problems very differently. And almost immediately children sense her changed attitude and begin to co-operate. This results gradually in a friendly, homey sort of relationship where the group morale is the strongest factor in good conduct. Don't think it won't work with your boys, because it will. But two new books might help you into the state of faith necessary to budge this particular mountain. They are: Dewey, *Education and Experience* (The Macmillan Company), and Wetzel, *The Biography of a High School* (American Book Company).

THE READING TABLE


This fictionized biography paints the background of the Revolution through the exploits of one of its lesser known heroes. In a forty-mile ride over rough country in the dead of night, Jack Jouett warned the Virginia Assembly of Tarleton's raid and saved many of the greatest Revolutionary leaders. This little-publicized ride received tardy recognition in Jouett's lifetime and, as the author points out in a foreword, is receiving tardy praise in this book. Perhaps if a raconteur such as Longfellow had chosen this true story of heroism for a poem, instead of Paul Revere's Ride (which never occurred), Jack Jouett would be as famous in history as he deserves to be.

Jouett's actual deeds are the thread which holds the story together. Even more important is the picture of Colonial life which forms the background. Although there is no proof of the details of his life as shown here, the happenings are told convincingly, and battles are correctly placed in time. The great leaders of the day, many of whom Jouett doubtless knew, are accurately drawn.

The author, Hildegarde Hawthorne, who is a grand-daughter of Nathaniel Hawthorne, has told a stirring story simply and vividly.

A. F. B.


This book presents for the untired teacher of high school English a clear conception of the evident everyday problems in a small high school, and procedures for their immediate management. In correlating English with other subjects, Miss Dakin has constructed a beneficial plan for those teachers who may discover this an annoying problem. She deals with disciplinary problems, with extracurricular activities, and with personal relations both in and out of school, as well as such routine matters as grammar, theme writing and theme correction, and the teaching of types of literature.

L. P.

Three characteristics of this volume commend it: it proceeds from the more familiar to the less familiar; the material has been influenced by investigations and publications of recent date; and its clear style makes it readily learnable.

Much information which teen-age persons find interesting and about which they make inquiry is included. Many land features are explained, surely an advantage in this age of much traveling. Life responses have been given much consideration.

The text deserves favorable consideration in schools having physiography in their curriculum; for others it will be a helpful library reference for such topics as rocks and minerals, streams, land forms, air behavior, and air contributions.

Raus M. Hanson


The handbook sections of the same author’s Elementary English in Action are here published separately, Book I for grades 3 and 4, Book II for grades 5 and 6.


Actuated by the findings of the National Council of Teachers of English as published in the Experience Curriculum in English, this three-book series of language books for junior high school substitutes for isolated lessons and exercises a number of closely knit units. These units generally encourage activities by offering these parts: (1) presentation of new materials, (2) appeal to individual initiative by suggestions of other interesting but related things to do, (3) stimulation to further exploration through book-lists, etc., (4) review, test, and practice.

The editors of the series point out that “the tools of expression are separated from the expressional activities,” that “the texts try to teach a few fundamental things thoroughly,” and that the “functional items of grammar are taught through—not merely for—use.”

This is a rich and stimulating course in language, soundly motivated.


The first of these instruments is a non-reading test. It attempts to measure the pupil’s capacity to read entirely apart from his reading achievement. The second instrument attempts to measure actual powers to read. The exercises more nearly approximate an actual reading situation than do those in the usual reading test. A smaller score on the second test indicates that lack of intelligence is probably not the chief cause for reading disability.

K. M. A.


This instrument consists of a battery of individual diagnostic tests, a set of Reading Paragraphs, a cardboard Tachistoscope, and a Manual of Directions. It follows the Durrell-Sullivan Reading Capacity and Reading Achievement Tests, but can be used alone.

K. M. A.


This monograph reports an investigation into how and what non-academic Americans read after having been out of school for a number of years. Suffice it to say that the performance of children in good schools of today need not cause us any undue worry!

After measuring the reading power of
these adults Dr. Buswell set up remedial classes for certain groups. In the practice exercises the subjects were told to read for meaning and checked for comprehension. But by means of timed exposure and mechanical devices they were led to read rhythmically rather than in their habitual jerky manner. The improvement made was not startling, but Dr. Buswell says, "With the exception of duration of fixation pauses, the changes in the factors considered were sufficient to show that the methods used had some merit."

Dr. Buswell feels that (1) improvement of basic reading habits is possible in high school and with adults, (2) most remedial programs should be simplified by focusing on essential factors, and (3) we should reserve the term reading for "those fields common to all people." That is, he would not apply the term "learning to read" to the mastery of a new field. "Mastering a new field is not learning to read; it is learning a new subject."

K. M. A.


Dr. Rinsland has produced another guide-book for the preparation, not only of the more common type of short-answer tests, but also of those that are much less common. Much ingenuity has been shown in the illustrations of such tests and scoring keys which accompany them. The author frankly states that he has definitely utilized the graduating theses of his students.

Had this book appeared ten years ago it would have been received with more enthusiasm by the profession than now, when the atomistic viewpoint is tending to give away to the organismic; indeed, several studies show that students do less permanent learning when preparing themselves for short-answer questions. The changing philosophy of the progressive school is beginning to take root, and there are those who are inclined to predict that these materials will find the best use only where the teacher, apparently unlike the author, considers short-answer questions as occasional teaching devices rather than examination devices. Not the least significant but a rather disappointing feature of the book is the lack of discussion of the essay type of question, because they are not "scientific" or "objective," and the acceptance of traditional and worn-out types of marking sys-
tems. The best feature is the fact that perhaps three-fourths of the book is given to illustrative materials.

W. J. Gifford


This textbook for the preparation of a high school principal is different. The author with the aid of a number of men engaged in secondary school administration has developed his text around some two hundred problems and case situations covering all phases of a principal's work. Much of the discussion is in dialogue and it is all written in a rather personal narrative form. In most cases the student is not given the solution, and therefore there is need for discussion along with the reading. A wealth of questions and problems is scattered throughout the text.

The method has much to commend it, even though some of the problems seem to the reviewer to be bizarre and unusual. The usability of the text will be established only by the classroom. The author may be especially commended for his effort to relate theory closely to practice.

W. J. Gifford


While this book presents the work done in a kindergarten not restricted by the rules and regulations which—from necessity—are a part of public education, yet the principles underlying it can be applied to any school which gives opportunity for the best all-round development of the children.

Neither is it limited only to the kindergarten. Teachers of beginning children will find the chapters dealing with the curriculum especially valuable, since in many of our public schools much emphasis is placed on readiness for school. The section on records should be valuable to teachers even in the upper grades.

The authors stress the importance of teachers using the environment of the children for a starting point, and planning the work in the light of the possibilities and limitations of the environment.

Comparing city and country children's interest in machinery, the authors say: "Children in the Five-Year-Old Kindergarten gain an idea of machinery through a visit to the engine room; the children in a rural school can watch a threshing machine. A curriculum that tries to haul in subject matter which has nothing whatever to do with the children's interests is artificial, confusing, and without educational value."

One should not overlook the introduction written by Patty Smith Hill, who by her untiring work has made the lives of young children richer and fuller, and who has been the inspiration of many kindergarten teachers throughout the world.

Mary Louise Seeger


A worthy attempt to present, in a unified logical sequence, the elementary aspects of science as they are met in the common experience of high school students. The style is lucid and easy. Many problems are posed for the student to solve by appeal to his experience in and out of school and by reasoning from observation rather than by the dicta of authority. Many aspects of nature are treated and their interrelationships set in relief. Unfortunately the admirable plan is marred by too many inaccuracies of statement of concrete facts.

A. M. S.


A handy tabulated list of essentials needful for the preparation of the research paper. Concise explanations of each point and specific directions for its use are given.
NEWS OF THE COLLEGE

Heralded by a blare of trumpets, Virginia Blain, Clifton Forge, was presented as queen of the May Day pageant, accompanied by her court of twelve maids-in-waiting, the crown bearer, Ruth Schafer, Mt. Vernon, N. Y., and the Glee Club. Her gown was of white silk marquisette, fashioned with large puff sleeves buttoned tight above the elbow and a V-neck with collar standing high in the back. The bodice was shirred and the skirt full with a long train.

Members of the court, wearing pastel shades, were Helen Willis, Clarksville, maid of honor; Virginia Becker, Virginia Turnes, and Anne Thweatt, of Petersburg; Alberta Faris, Crewe; Fannie Slate, South Boston; Carrie Mae Turner, Chase City; Annie Lee Stone, Dorothy Lee Winstead, and Marjorie Grubbs, of Norfolk; Jennie Spratley, Dendron; Hilda Finney, Pen Hook; and Evelyn Vaughan, Lynchburg.

The pageant, based on the ancient legend of Siegfried, hero of the Niebelungs, was presented the afternoon of Saturday, May 7, on the side of the slope south of Hillcrest, against a background of spruce trees.

Patricia Minar, Arlington, by means of an amplifying system, narrated the scenes. The first episode found Siegfried, played by Billie Powell, of Hopewell, frolicking among the dwarfs. In the second scene he encountered a bear and in the third one he met a group of scheming sirens. The next trial of the hero was with a dragon, which he fought and killed. The closing battle was with a group of knights. Emerging victorious, Siegfried had the honor of escorting the queen from the stage.

The May Day celebration closed with a dance in Reed Gymnasium Saturday night, at which Bob Riley and his orchestra from Winchester played.

Plans for a new $60,000 heating plant authorized at the last session of the General Assembly are under way. It is expected that the new heating system will be in use next winter. The building is to be constructed northeast of the outdoor swimming pool near the railway track. Wiley and Wilson, contractors of Lynchburg, are drawing the plans for the mechanical part of the system, while J. B. Walford, architect of Richmond, is responsible for the construction of the water house and the stack.

A silver medal bearing the image of President James Madison and an 1812 newspaper containing an official document issued by him were presented to the College by the Bluestone Cotillion Club and The Breeze, respectively. They are the first items to be donated to the collection of relics associated with Madison which will be accumulated.

The medal, which is three inches in diameter and weighs five and one-half ounces, was given by President Madison to an Indian chief in an effort to preserve peace between the Indian and the white man. The obverse side displays a half-length bust of Madison with the legend “James Madison, President of the U. S. A., 1809.” On the top of the reverse side are a tomahawk and a pipe of peace, crossed; in the center, clasped hands of an Indian and a military officer. The inscription is “Peace and Friendship.”

The newspaper, Liberty Hall, a wartime issue, was a weekly, and is dated July 21, 1812; it was edited by John W. Brown in Cincinnati, O.

With graduation not so far away, Mrs. Bernice R. Varner, of the Home Economics department, has been busy placing seniors in hospitals where they will take a training course in dietetics. Placements so far include Florence Pond, Wakefield, in the Henry Ford Hospital, Detroit; Anna Laura Crance, Clifton Forge, and Catherine Falls, Noruna, in the Virginia Medical College,
Richmond; Evelyn Terrell, Baltimore, in Vanderbilt University Hospital, Nashville, Tenn.; Louise Davis, Raccoon Ford, in George Washington University Hospital, Washington; Margaret Briggs, Homeville, in Duke University, Durham, N. C.; Hazel Blair, Gretna, in Warrenton Hospital, Warrenton, N. J.; and Ethel Najjum, Roanoke, in the Michael Reese Hospital, Chicago.

Leslie Purnell, Salisbury, Md., represented the College as princess in the court of Queen Shenandoah XV at the annual Apple Blossom Festival held in Winchester April 28 and 29. She was chosen by secret vote of the student body to appear at the Festival along with princesses from other schools in Virginia and nearby states.

Virginia Hull, Goshen, a Junior, also attended the Festival as princess, representing the Pennsylvania Horticultural Society.

Not only representing the College but also acting as one of the two maids of honor from the state of Virginia, Virginia Blain, May Queen, was in the court of Miss Virginia Compton, Pomeroy, O., queen of the Blue and Gray Trail, in dedication ceremonies May 2. Miss Blain joined the motorcade of over 100 in Harrisonburg, May 3, and accompanied them as far as Elkins, W. Va.

Dr. S. P. Duke, who is vice-president of the Trail Association, spoke at the dedication dinner held at Massanutten Caverns. The highway extends from the Great Lakes to the Atlantic Seaboard.

Miss Nellie Walker, supervisor of the kindergarten, accompanied by Anna Goode Turner, Suffolk, Lettie Huffman, Middle- town, and Isabelle Dunn, Free Union, attended the annual international convention of the Association for Childhood Education in Cincinnati April 18-22.

At another convention—this one of the women's branch of the Southern Intercollegiate Association of Student Government, meeting at William and Mary April 14-16—were Virginia Blain, retiring president of the college Student Government Association, and LaFayette Carr, Galax, the present head.

Miss Ferne R. Hoover, president of the local chapter of the American Association of University Women, Mrs. Nancy Byrd Ruebush, Mrs. H. K. Gibbons, and Dr. W. J. Gifford attended the annual state conference of the University Women in Roanoke, April 8 and 9.

Two students, Martha Fitzgerald, Crewe, and Doris Fivecoat, Portsmouth, presented an experiment in physics at the annual meeting of the Virginia Academy of Science at V. P. I. May 6. Other members of the Curie Science Club also attended the convention.

Dr. M. A. Pittman, professor of physics, Dr. H. G. Pickett, professor of chemistry, Dr. George A. Williams, professor of biology and chemistry, and George W. Chappel-ear, professor of biology, were the faculty members present.

Jane Lynn, Manassas, chosen in a recent election, will be president of Alpha Chi Chapter of Kappa Delta Pi for next year. She will succeed Agnes Bargh, Cape Charles, who has served a term this school session.

Other officers chosen are Elizabeth Alexander, Waverly Hill, Ga., vice-president; Janet Miller, Harrisonburg, recording secretary; Dorothy Sears, Appomattox, corresponding secretary; Mildred Garnett, Harrisonburg, treasurer; Elizabeth Coupar, Brooklyn, N. Y., historian; and Jane Logan, Harrisonburg, sergeant-at-arms.

The list of honor students for the winter quarter has just been announced in the Registrar's office, as follows:
First Honors

Seniors: Evelyn Bywaters, Ruth Matthews, Mildred Miller, Patricia Minar, Elizabeth Patterson, Geraldine Selby, Helen Shular, Margaret Smiley, Lurlene Walker, Evelyn L. Whitmire.

Juniors: Maxine Cardwell, LaFayette Carr, Mildred Garnett, Earle Hitt, Jane Logan, Mary E. MacKarsie, Janet Miller, Hazel Powell, Willie Lee Powell, Mrs. Margaret Winder.

Sophomores: Alma Blatt, Ellen Jane Beery, Bernardine Buck, Corinne Carson, Geraldine Douglass, Anna Miller, Frances Marie Walker.

Freshmen: Julia Ann Flohr, Florence French, Mary Heimlich, Martha McGavock, Martha Lee Martin, Frances Plunkett, Juanita Rhodes, Margaret Weil, Vern Wilkerson, Mary J. Wright.

Second Honors

Seniors: Elizabeth Alexander, Agnes Bargh, Margaret Briggs, Clara Bruce, Margaret Byer, Margaret Cockrell, Eleanor Cole, Catherine Falls, Hilda Finney, Mary Elizabeth Ford, Sophia Fry, Mildred Garrison, Jessie Gearing, Blanche Griffin, Helen Hardy, Shirley Jacobus, Elsie Jarvis, Mildred Lapinsky, Catherine Marsh, Lena Mundy, Rebecca Myers, Ethel Najjum, Evelyn Patterson, Florence Pond, Leslie Parnell, Susan Quinn, Isabel Roberts, Mary K. Sale, Mary Ellen Smith, Elizabeth Strange, Agnes Thompson, Evelyn Vaughan, Frances Ward, Ann Wills.


Freshmen: Evelyn Baggett, Doris Buhrman, Esther Cain, Harriet Chilton, Margaret Dawson, Margaret Derrick, Shirley Goldspiner, Dorothy Grubbs, Margaret Hedges, Marjorie Hill, Margaret Hogg, Senora Hurt, Dorothy Larrick, Clarice Logan, Pearl Louderback, Frances McClung, Marjorie McKnight, Mae Matthews, Elizabeth Millard, Mary Alice Moore, Martha Newcomb, Frances Parrish, Marjorie Pitts, Marjorie Proffitt, Evelyn Selden, Lucille Webb, Virginia Lee Wilcox, Frances Wright.

Two Seniors of the Music Department gave their graduate recitals in organ during May, Lena Mundy, Harrisonburg, on May 3 and Elsie Jarvis on May 11. They were assisted by two violinists, Hazel Cline, Mt. Sidney, and Louise McNair, Herndon, respectively.

Three out-of-town concerts made up the spring tours of the Glee Club under the direction of Miss Edna Trout Shaeffer. On April 26 the chorus sang at the Front Royal High School under the sponsorship of the Parent-Teachers Association. A trip to Richmond May 5 and 6 included a concert at Randolph-Macon College, Ashland, a half-hour program over radio station WRVA, and a program at Westhampton High School.

ALUMNAE NOTES

MARRIAGES

Doris Aileen Lohr, '35, of New Market, was married to Lieut. Fletcher Holt Richardson, of Richmond and Natural Bridge,
on April 16 at the Emmanuel Lutheran Church in New Market.

Mrs. Richardson has been a member of the New Market School faculty. Lieut. Richardson is a graduate of V. P. I., and at present is commanding officer at the CCC at Natural Bridge, in which place they are making their home.

On April 17, Elizabeth Lillian Wise, '35, and Mr. Henry I. Tusing, both of New Market, were married in the Emmanuel Lutheran Church in New Market. Mr. Tusing is field representative in the northern states for Endless Caverns. Mr. and Mrs. Tusing are living in New Market.

Ethel Long, '36, is located at the Masonic Orphanage, Oxford, N. C., as dietitian for the children between the ages of four and seven years.

Eleanor McKnight, '37, has been made dietitian of the Melford Hospital, Melford, Del. She will begin her new work July 15. At present she is completing her training at the Pennsylvania Hospital, Philadelphia, Pa.

OUR CONTRIBUTORS

OTTO F. FREDERIKSON is professor of history in the State Teachers College at Harrisonburg.

WILLIAM R. SMITHEY is professor of secondary education at the University of Virginia.

PAUL HOUNCHELL is professor of education and assistant director of the training school at the State Teachers College at Harrisonburg.

ENGAGEMENTS

The engagement has been announced by Mr. and Mrs. Stewart L. Forney of their daughter, Catherine Frances, '34, to Mr. Robert D. Glaize, both of Winchester. Since her graduation Miss Forney has been a member of the faculty of the Handley Schools in Winchester. The wedding will take place late in the summer.

Mrs. Sidney B. Trott, of Staunton, has announced the engagement of her daughter, Anne Radford, '31, to Dr. William G. Talmadge, of Petersburg and Succasunna, N. J. The wedding will take place the latter part of May.

After her graduation Miss Trott taught in the Arlington County Schools for several years. During the past few years she has been supervising WPA relief work, first with headquarters at Staunton, and for the past year she has had charge of the work in Southwest Virginia with headquarters at Abingdon.

Nancy Smith, '37, was in charge of the costumes for the school children taking part in the recent Apple Blossom Festival. Nancy teaches home economics in the Handley Schools system.

CONTINUAL PROGRESS

"Cain did his murder with a club; the Hebrews did their murders with javelins and swords; the Greeks and Romans added protective armor and the fine arts of military organization and generalship; the Christian has added guns and gunpowder; a few generations from now he will have so greatly improved the deadly effectiveness of his weapons of slaughter that all men will confess that without Christian civilization war must have remained a poor and trifling thing to the end of time. . . .

"In five or six thousand years five or six high civilizations have risen, flourished, commanded the wonder of the world, then faded out and disappeared; and not one of them except the latest ever invented any sweeping and adequate way to kill people. They all did their best—to kill being the chiefest ambition of the human race and the earliest incident in its history—but only the Christian civilization has scored a triumph to be proud of. Two or three centuries from now it will be recognized that all the competent killers are Christians; then the pagan world will go to school to the Christian—not to acquire his religion, but his guns. . . ."—MARK TWAIN, in The Mysterious Stranger.
FILM ESTIMATES

Recognizing that one man's meat may be another'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.

ADVENTURES OF TOM SAWYER (Tommy Kelly, Jackie Moran, Ann Gillis) (UA) Elaborate Technicolor screening of Mark Twain classic, with relative emphasis on episodes much changed for theatrical effect. Expertly done. Most pleasing to those knowing book least. Strong in spots. (A) (Y) Very good (C) Unless too strong

ARSENE LUPIN RETURNS (Douglas, Williams, Bruce) (MGM) Famous gentleman crook, long supposed dead but living honestly and incognito, deftly recovers jewel stolen from eminent family whose daughter interests him. Smooth, suspenseful, intricate mystery-romance, with good dialog, comedy and no gore. (A) (Y) Very good of kind (C) Beyond them

BATTLE OF BROADWAY (McLaglen, Donlevy) (Fox) Rococo, uncouth farce, reverting to years ago. Two rowdy roughnecks and their doddering boss, supposedly "American Legionnaires," bawl, wrangle, doublecross each other over "dames," smash crockery, furniture and heads. Asylum wedding for climax. Glorified crudity. (A) Crude (Y) Certainly not


DANCE OF THE VIRGINS (Music accompaniment and titles) (Bennett Pictures) Sedate, charming little romantic tragedy, made in Bali with native actors, in Technicolor. Highly informative on Bali's lovely landscape, flowers, customs, elaborate temple dances, and interesting Balinese ethics. (A) Novel (Y) Good (C) Too mature

DAVID PRACTICE AT THE WATERFRONT (Burns, Allen, Raye, Hope, Horton, etc.) (Para) Delirium of vaudeville horseplay in present-day taste, with meaningless music and dance desperately Africanized; unresolved by sense or sanity save some real comedy by Gracie. Great fun to many; others will think it artistically demoralizing. (A) Depends on taste (Y) Amus. but doubt.

DRILLS FOR SCANDAL (Lombard, Gravett) (Warn) Penniless French marquis, incognito, chases and is chased by whimsical American movie queen through Paris. Plot and action thin and flimsy but merrily played. Notable charm and cleverness in two roles. Ralph Bellamy sadly miscast. Some rhymed dialog, alas! (A) Good of kind (Y) Perhaps (C) Hardly

HER JUNGLE LOVE (Dorothy Lamour, Ray Milland, Lynne Overman) (Para) Fantastic absurdities, silly falsities, weird efforts at bizarre thrills, all in Technicolor! Aviators, natives, African animals on South Sea islet, maudlin romance, gruesome deaths and earthquake. Eye-filling, expensive, stupid. (A) Depends on taste (Y) No (C) No

JEZEBEL (Bette Davis, Fonda, Brent) (Warn) Tragic, tensely interesting role by Bette as willful society belle of old South. New Orleans of 1852 lives again. Fine restraint in tempo and division. Sets, acting, direction of the best, but "plague" footage is over long. (A) Notable (Y) Mature (C) Beyond them

JUDGE HARDY'S CHILDREN (Lewis Stone, Mickey Rooney) (MGM) Fine old country judge, called to high-paid job in Washington, gets self and family badly tangled with lobbyists. Loud, rowdy, overacting son steals picture with his girl-kissing prowess and makes "culture" the butt of comedy. (A) Perhaps (Y) (C) Dubious taste and effect

LENIN IN OCTOBER (Russian, English titles) (Amberson) Vivid, generally convincing picture of the real Lenin and his master coup of October 1917. Complex preparations in dingy, primitive quarters end in triumphant storming of Winter Palace and full victory. Well done despite crudities. Usual propaganda. (A) Good of kind (Y) (C) Undesirable

MAD ABOUT MUSIC (Dorothy Lamour, Patric Knowles) (M-G-M) Glamorous, Parisian thief, guardian of young heroine, is briefly dazzled by rich adventures. Her cast-off roue turns to heroine, who shoots him. Spectacular trial brings startling results and happy ending. Rather good thriller. Made in Paris. (A) Good of kind (Y) Mature (C) No

MADMAN IN A TEACUP (Good British cast) (G-B) Plans of domineering provost of little Scottish town seriously changed by engaging dog and his pals, with help from keen journalist and provost's daughter. Dramatically uneven, confusing, conclusion arbitrary, but mostly thoroughly amusing. (A) Novel (Y) Fairly good (C) Fair

TEST PILOT (Gable, Loy, Tracy) (M-G-M) Powerful picture, superb technique with three notable roles expertly done. By turns clever, delightful, stirring, nerve-wracking. Some tense dramatic moments of real life, some unreal. Wholesale drunkenness seems vital to aviation. Vast appeal, uncertain effect. (A) Outstanding (Y) Doubtful (C) No

WALKING DOWN BROADWAY (Claire Trevor, Whalen) (Fox) Hectic acts and deafening dialogue by six chorus-girls show how gay life can be for cheap people. Accident, two-timing, suicide and murder thin out the group till the one with a brain marries the hero. Smartaleck raucousness. (A) Cheap (Y) No (C) No
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Located in the heart of the Shenandoah Valley at an elevation of 1,300 feet, Harrisonburg enjoys a beautiful mountain environment. Its 9,000 inhabitants, people of culture and refinement, are deeply interested in the welfare of the College and its students.

APPLY TO THE PRESIDENT