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D. C. Heath AND COMPANY
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THE TOTTERING BLOCK HOUSE
OF CULTURE

WHO has not watched a child build a house of blocks? And who has not seen the structure fall when more and more blocks were thoughtlessly added? The added blocks may, all of them, be pretty, but their effect on the whole structure is detrimental.

In this simple everyday incident lies a parable for those interested in the purveying—or in the preservation—of culture. Is it not true that no man or woman can play a respectable part in the work of the world, whether in business, profession, labor, or the home—can take the minimum of outdoor exercise required for health—and can at the same time acquire even the thinnest, most transparent veneer of culture—as it is offered today by its various vociferous promoters? Is it not true that students in high school and college are confronted with more masterpieces and with the names of more creators of masterpieces than they can possibly become profitably familiar with in the time at their disposal?

Let art and architecture, music and the rest be ruled out as not germane to this inquiry, and let the inquiry be confined to imaginative literature. Here alone, the amount—even of the thoroughly worthy—is so appalling as to turn back any save the most intrepid adventurer. Almost any reference book or high school or college textbook—except a few which are fortunately limited to “chief,” “major,” “leading,” or “great” writers—will serve as an example. A circular advertising a useful reference work, British Authors of the Nineteenth Century, lays claim to the book’s including a thousand authors! How many are there then worthy of similar serious biographical and bibliographical treatment in Britain before 1800 and since 1900—and how many are there in literature produced in English on this side of the Atlantic? The sum total could scarcely be under four or five thousand! In perfect fairness let it be emphasized that the book under discussion is a work of general reference rather than a text or a trade publication. Yet it is symptomatic. An ably edited and widely used sophomore anthology offers busy young American collegians actual representative selections from the works of 194 writers prominent in the “literature of England.” A currently popular book offers high school students 124 writers in the same field. Again, a carefully edited recent anthology offers to American college sophomores selections from the works of fifty-nine presumably important authors of Victorian England. In the first and second instances add a corresponding number of American authors; in the second instance, add not only the Americans but the Englishmen from other periods, and the student is confronted by a minimum of perhaps four hundred English and American authors whose work he is supposed to know. And the four hundred names do not include the sovereigns, statesmen and other men of affairs, the artists, musicians, and scientists, and foreign authors so influential in English that some knowledge of their work is necessary to understanding important classics in English.

But the anthologies referred to are not exceptional—they are typical of the inclusive anthology. And the textbooks on literature conform. The admirable history of English literature by John Buchan—good novelist and, as Lord Tweedsmaur, Governor-General of Canada—contains more than 3000 authors and titles deemed sufficiently worthy to be listed in the index to the volume.
The truth is that critics—academic and otherwise—have been adding names to the roster of culture according to the hobby or the specialty or the whim or the faith of the critic with no regard for culture as a unit—national or otherwise—and with no regard to changes wrought by the passing of the years.

As Henry Adams pointed out in his *Education*, change in human events can be best gauged by fixing two points in time and then studying the straight line determined by them. In the present instances, let the two points in time be 1906 and 1939—two years a third of a century apart.

In 1906 an American to have a minimum of culture—as gauged by required college courses in literature—was supposed to know books and their authors to a number which may here be recorded by the algebraic symbol $x$. In 1939—as the most cursory glance at the textbooks will show—he is supposed to know all of $x$—plus a great many old books and plays (here to be referred to as $y$) resurrected by the recent effort of specialists, plus (here to be referred to as $z$) a reasonable amount of good literature, British and American, produced in the last third of a century.

In other words the culture aspirant of 1906 had to read $x$, whereas his or her son or daughter in 1939 has to read $x + y + z$.

The 1939 formula $x + y + z$ would be frightening—even if there were no complications. But the world has changed to a degree stunning to those who remember '06—and unrealizable to those born since. The automobile with its monopoly of time was hardly a factor in 1906; in so far as it was known at all in most parts of the country it was a rattling chain-driven curiosity. Radio broadcasting was unknown. And motion pictures were not yet being offered to the general American public.

The 1939 aspirant for culture is forced then to pursue his $x + y + z$ in an environment filled with distractions undreamed of by his predecessor who had enough to do with $x$ three and thirty years before. But motor cars are here to stay; radio has programs no one can afford to miss; and the recently perfected talking picture, despite its propaganda, is a valuable factor in education and instruction in the middle third of the century.

Time will not stand still—much less move backward. With the car, the radio, the cinema—and, for collegians, the lures of ever more widespread co-education and "working one's way"—the time left for literature is less by far than in '06—yet the student is offered more. The club-woman is offered more. All aspirants for culture are offered $x + y + z$—when they have no time for even as much as $x$ was in '06.

The situation is perilous—for culture. Patently unable to approach the minimum required for being "cultured"—one pretends indifference and turns to bridge or some other unfortunate hobby. The old affectation of "nil admirari"—"to admire nothing"—comes back with a vengeance. One doesn't admire—or wonder at—the classics of the race; one doesn't even scorn them. Worst of all, one is unaware of them.

Now a nation needs the stimulus and the unity which are fostered by a common culture. And culture flourishes best if a talker's reference to a great character or passage stirs a remembering glow in the listener's mind. Literary culture demands that the hearer understand when one refers to Beowulf, Macbeth, or Tam O'Shanter, that all the adult partners to a talk know such lines as Milton's:

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Virtue could see to do what virtue would
By her own radiant light though sun and moon
Were in the flat sea sunk....
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or Pope's:

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Act well your part: there all the honor lies.
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The present ignorance of the finest expressions of the finest thought of the race is then perilous. But what is to be done? A solution of the problem is to be found only in a drastic reduction of supposedly
classic literature—literature which a cultured person is presumed to have read. Let us then look again at our formula \( x+y+z \), with the idea of subtracting from it.

First and foremost, \( z \) must be retained. In the welter of books produced by writers living or recently dead, it is, of course, hard to make a certain choice; impossible to make one that will be undisputed. Friendship for particular authors, adherence to certain schools of propaganda, honest divergences of taste enter in, to such a degree, that Brander Matthews was partly right in his widely quoted statement that the appraisal of one’s contemporaries is not criticism but conversation.

But—hard as it is—the task must be resolutely faced. A work of literary art can to no future generation mean as much as to the sympathetic contemporaries of its author. Holding the “mirror to nature” is more valuable when nature is contemporary. As much as a twentieth century reader reveres the greatness of Hamlet, he must know that it means less to him than to the man of three centuries ago for whom its poetry was as good as it is now but to whom ghosts, revenge, and the intrigues within a royal house were lively topics of the day. Likewise, Paradise Lost, with its lofty study of the relations of man to woman and of the twain to God, remains the chief monument of our literature; but it meant even more to its own seventeenth century readers for whom no footnotes were needed on the theological and scientific passages. Surely it would have been tragic for the best minds of the seventeenth century to have missed the new works, Hamlet and Paradise Lost.

The principle holds good for the twentieth century. However much one reveres the great classics, one must admit the necessity of reading some of the good literature of the last third of a century. Shaw’s Arms and the Man and Major Barber; Barrie’s What Every Woman Knows, Dear Brutus, The Admirable Crichton, and Farewell, Miss Julie Logan; the lyrics of William Butler Yeats; a substantial body of the prose and poetry of Kipling; the timeless plays and stories of Lord Dunsany; the Father Brown stories and some of the poems of G. K. Chesterton; the youthful, humorous books of P. G. Wodehouse; Galsworthy’s The Patrician; something from Milne, De La Mare, and the poet laureate, Masefield—are not these obligatory from Britain—and might not the list be easily extended? From America too, must not one beyond question read many of the poems of Frost and Robinson, Wilder’s The Bridge of San Luis Rey, Willa Cather’s Death Comes for the Archbishop, Rolvaag’s Giants in the Earth, a few plays by George Kelly; the public addresses of Nicholas Murray Butler; the stimulating and independent criticism of William Lyon Phelps, and—finally—a few works by the Nobelmen, Lewis and O’Neill, if only to make up one’s mind whether the laurel-wreaths on their “idealism” are European jibes at America?

Yes—and more, too!

We must then conserve \( z \) in our formula, limiting it to the best, according to the ablest judgment we can find to follow.

With \( y \), the problem is easier. The old works of literature—dead in 1906 and dug up since with a teapot tempest of rediscovery and repopularization by some specialist—should all be relegated to the oblivion whence they were rescued. In 1931 Witter Bynner edited The Sonnets of Frederick Goddard Tupperman. In a review of the volume, the writer of this paper wrote:

As archive material or Ph.D., dissertation material, Mr. Bynner’s book deserves all praise. With the statement that Tupperman “is a poet permanently important in any literature” Mr. Bynner enters, however, upon debatable ground. Why should the “general reader” trouble himself with Tupperman’s poems? Easily found are numerous better poems on the same themes. A few years ago the American Rose Society urged its members not to give the public any more “new” red roses unless the new ones were actually superior in some way to existing red roses. Is there not a suggestion here for teachers, editors, and book reviewers? Twenty-five years ago col-
lege students and others presuming toward culture were supposed to know all the books known by the past generation plus numerous notable recent books plus such rediscoveries as this by Mr. Bynner. Now literary culture is like a child's block house. If too many blocks are used, the structure falls. But one must beyond question read some of the good poetry written by one's contemporaries. Is it not then the critic's task to diminish judiciously rather than increase the amount of literature to be read by the "general reader"—particularly in the still unweeded garden of the years 1800-1900?

In other words the present-day world is interested in Mr. Bynner—or any fellow of his—if he can give us great original work, or if he can lead us more surely to a proper appreciation of the masters of the past. But a deaf ear must be turned when anyone cries out the rediscovery of an old poet less worthy than his fellows or his successors. Let the scholars have him, let the hobby-men have him, but do not pretend that a knowledge of him is essential to the possession of American culture. And this goes even for the re-emphasis currently placed on the writings of such minor masters of the past as Donne and Blake. From the \( x + y + z \) formula, \( y \) is then to be completely excluded—unless, of course, there is a truly great discovery such as that of *Beowulf* in the nineteenth century.

With \( x \) comes the important problem. The goal is to have English-speaking people read and receive strength and guidance and joy from the great classics of the race. The value lies not only in possession, but in common possession. But the likelihood of people knowing the same masterpieces is lessened if the supposed body of common culture classics is too large to read—in fact, as stated above, the likelihood of knowing any masterpieces, much less the same ones, is decidedly lessened if the field is large enough to discourage entry.

The \( x \) in the formula must then be decidedly reduced. The idea is nothing new. Few readers of this page could name a book written between 1200 and 1300, for instance; but books were written then in abundance. These books, however, have been wisely rejected—thrown from the field of the classics. Similarly, the many long poems of the century between 1400 and 1500 are in the discard. Even in more recent centuries, such once awe-inspiring names as Cowley, Denham, and Garth are dead—as are all the laureates of the eighteenth century to and including Pye. Repeated injections of the pallid blood of favorable academic appraisal is keeping too many dramatists of the years 1590-1700 barely alive, but rejection in literature has in general been fairly well accomplished down to 1800. And this rejection was accomplished before 1900. As the 19th century neared its end the laureates of the 18th were as dead as they are nearly a half-century later.

Now by the same laws of analogy and reason, rejection by 1939 should have been effected similarly for the years 1800-1839, but such is not the case. The garden of romanticism has not been pruned. It has not even been weeded. And the aspirant for culture today is offered almost the whole respectable output of the early 19th century—down to the accession of Victoria in 1837—instead of the sorted best.

In reducing \( x \) then, we should first turn ourselves resolutely to the Romantic period and throw overboard much that we have been schooled to regard as classic. Excellent as is some of their work, we must forget Campbell, Southey, Rogers, Peacock, Hazlitt, DeQuincey, and others of their degree of excellence.

But of the "six great poets," Wordsworth, Scott, Coleridge, Byron, Shelley, Keats—can all be kept?

This is the main point. Here the case will be won or lost. Wordsworth is inevitable. Every Englishman and American, whether he knows it or not, is Wordsworthian in greater or less degree. Like underground streams of water the ideas of Wordsworth run in our minds. Scott must be retained: he exerted a vast influence on English, American, and Continental literature, and school children of today love his
verse narratives—as well as his novels. Keats is likewise of lasting importance—intrinsically for restoring the Miltonic purple to English poetry, and also for his influence on Tennyson and Rossetti and on imagism wherever it has since flourished. But the others—Coleridge, Byron, and Shelley—should go. All will be remembered at least throughout the twentieth century for their six or eight best short pieces—even as Lovelace and Suckling are still remembered. But let them now be rejected as far as their whole message for the whole body of readers is concerned. Let Coleridge linger in the notes on Wordsworth—not otherwise—for the lyrics already "passed." Except for his glorious rhetorical lyrics and the best descriptive passages in Childe Harold, III and IV, Byron is already dead. Shelley will be remembered because his Adonais is on Keats, and for his eight best lyrics. Are more necessary? With the prose-writers an even more drastic cut might be effected. Should any Romantic essayist except Lamb be still regarded as important in the stream of English culture? And in the novel should anyone be added to the poet-novelist Scott except Jane Austen whom Sir Jack Squire calls "the first perfect novelist and in many respects still the greatest of them all...?"

With the Romantic period reduced to Wordsworth, Scott, Keats, Lamb, and Austen, what a boost culture would receive! How the literary traveler lost in the "tropical forest of Romanticism"—the phrase is again Squire’s—would hail the chart to the five greatest goals of his adventure. Would not everyone rush to master the five writers—if an agreement on the five could be achieved? And how the stock of culture, common, would soar upward if readers really knew the works of these four great men and this great woman!

But what of the writers of the Victorian period? A hint may be drawn from the recent history of redistricting the states for representation in Congress. Congress is supposed to allocate congressional representation according to population on the basis of each decennial census, but as no reallocation was effected in 1920, the reallocation in 1930 covered twice the normal period. Likewise since nearly a half century has seen no discarding, the Victorian period may be trimmed along with the period of Romanticism. But, as the Victorian period is closer to the middle third of the twentieth century, the pruning will have to be less close. Perhaps seventeen Victorian writers should be saved as classics.

In the field of poetry Tennyson and Browning are impregnable. Tennyson was the voice of his age, and Browning remains unsurpassed for his compact dramatic presentations of character. To these should be added Austin Dobson, the Shakespeare of his field, the pleasant field of light verse. Swinburne is still a challenge in matters of technique. Though Rossetti is a doubtful case, his images will perhaps save him. But all the other poets should go. Arnold with his piteous cry; Clough, who never quite rang the bell anyhow; Morris, damned by his own accurate phrase, "the idle singer of an empty day"; Christina Rossetti, despite the excellence of some of her poems for children, for Milne’s are better; Mrs. Browning, though a few may still cling to her love-sonnets; and the others who held sway in the middle third of the century: the fire of their messages has gone out, and they should be ready to depart. What indeed have any of them to offer to the middle third of the twentieth century?

In prose the novels of Dickens show signs of being alive forever. Thackeray, Eliot, Hardy, and Meredith will surely live at least a little longer in a few novels each. The others must go. And let the non-fiction prose be cut drastically too—a further lease on life being granted only to those writers (perhaps Carlyle, Ruskin, Mill, Huxley, and Newman) that are necessary for a proper understanding of the twentieth century.

Two playwrights need to be saved: Tom
Robertson whose *Caste* took up the thread of English drama where Sheridan dropped it in the eighteenth century, and the inimitable W. S. Gilbert who lifted light opera into the realm of high art and—along with Dickens—is perhaps the most vitally alive of any writer from the years 1830-1890.

Saved then are five poets; five novelists; five other prose writers; two dramatists—for a total of seventeen, though, of course, another list—and doubtless a better one might be made which might include as few as a dozen names—or as many as twenty.

But let us stick to the figure seventeen. Too many—for the theory of necessary rejection? No! For it must be remembered that the Victorian Age is much nearer than the Romantic is. And, in any case, seventeen is a happier number than the fifty or more offered at present by those who seek to purvey the culture of the reign of Victoria.

Is reduction to seventeen too drastic, with reference to the accepted canons of today? Yes! But no prohibition is to be laid on persons who wish to read Morris’s *The Earthly Paradise*, Bulwer-Lytton’s *Richelieu*, Pater’s *Marius the Epicurean* and all the rest of the good minor classics of the Age of Victoria. But henceforth, let not a mastery of these and like works be deemed essential to the possession of a common culture.

In conclusion, let it be stressed that nothing arbitrary is intended by this paper. If Shelley and Leigh Hunt should be added to the list and Lamb dropped, the author would voice no protest. Nor would he militantly oppose the throwing overboard of Swinburne and Rossetti and the rescuing of Arnold. The point is that the nineteenth century must have its hundred or so writers of masterpieces drastically reduced—to a dozen or two—if, in general, the people who constitute America are going to pay any attention to them as masterpieces.

The nineteenth century is the test case. If it can be successfully trimmed, the number of blocks in the block house of literary culture need not be so great that the structure will fall.

John O. Beaty

**EDUCATION IN A DEMOCRACY**

A DESCRIPTIVE STATEMENT OF THE PRESENT STATUS OF EDUCATION IN AMERICA, WITH SOME ANALYSIS OF PROGRESS TO THE PRESENT

EDUCATION is an undertaking so thoroughly accepted in the United States of America that we would not know how to go on without it on some such basis as at present. There are, however, as many kinds of notions about the operation of the system of schools and the products of operation as there are people affected. It is appropriate to take stock of the educational establishment from time to time to see what we have and how we come to be that way.

**I. Some Signs of the Times**

Where schools are so generally carried on, there must be some fundamental agreements which all accept. At least some tacit understanding of main principles must exist. What things distinguish American education? A few elementary points are here stated as they seem to apply in the present.

1. **There is public demand.** Education has become the American way. Being “born free and equal” has come to mean just as much the opportunity to get an education as the enjoyment of certain political privileges and immunities. Education is an important figure in the pattern of any life, a definite step up the hill in the direction of success, an open sesame to all the closed doors for every youth possessing it. It matters not that education does not seem to light a rosy path for some youngsters, and that there is some sniping along many fronts by honest or dishonest agitators who see the shortcomings of the schools. These
are exceptional cases which scarcely count in the silent and overwhelming acceptance of education as a way to the fuller life. The faith of the people in their schools is little short of amazing.

2. Children do go to school. Statistics indicate that a great many children go to school—about one in each four people of the total population is a school child at school. It is the exception to find children under age fifteen or sixteen not in school. In some cities attendance is better than in others, but it is good in all; in cities it is better than in the country, but it is passably good even in the country; in some states that have good school systems more children go than in others where the schools are not so good. Over ninety percent of the children are enrolled the country over, and over ninety percent of those enrolled attend rather regularly. About seventy-five percent of those of eligible age are found in the high schools any school day, and the major part of these continue to some sort of graduation. During the past sixty-eight years the increase of the enrolment in relation to the eligible population has averaged one percent a year! Girls are accepted on a full-fledged basis in about the same numbers as boys. Just a hundred years ago they went but little, many of them on part time, and to only a few schools. It is a certain fact that American children do go to school, for ten or more years on the average, and for terms 152 to 195 days per year in different states.

3. Schools vary greatly in quality. There are good schools and others not so good. Below them in scale are numerous other schools that are quite ordinary or downright poor. It is unfortunate that many of the things that go to make a good school cost considerable money, more money than is available for schools in many localities; it is fortunate that the personal equation in education, mainly the teachers who do the real work of the schools, often produces a good school in spite of low salaries and but little of the needed facilities to work with.

The fact that wealth and income are so unevenly distributed between city and country, and between sections where industry or farming prevail, complicates the chances of adequate education of children. Some localities or even sections can maintain acceptable schools at one-sixth or one-tenth of the effort required in another section to maintain a poorer school. As a still greater difficulty, the sections least able to provide schools have the most children to go to school.

4. Still better schools are needed. Right now the outlook for increased education in all the states of the South, which make up the lowest quarter in any ranking of state systems of schools, is far from bright except through some plan of providing acceptable schools in all parts of America by national effort. The South is simply too poor to pay for the education of its greater percentage of children in the population. Many states are able to carry on at all, even their present systems, only because teachers work for salaries that are only thirty to fifty percent of the nation's average. It is also fortunate that plans are operating in many states that guarantee some distribution of funds so as to assure educational advantages below which no community in the state will fall.

5. Schools are a public affair. The struggle for public support of schools dates from colonial days. Control of the community school was a subject of debate in the town meetings three centuries ago. All localities and all states now pay some of the costs of the schools. The national government comes more into the picture each year with the support of special phases. There are many indications of more extended and general support of education in the states by the federal government. The principle of public support is fully established, however far the effort to support may fall short or however little the people realize the inadequacy of support. There
will not be further debate as to the principle, though plenty as to purposes, amounts, and which units of government shall pay.

With support goes inevitably the complementary principle of control. City councils, state legislatures, various bodies representing the public interest go on deciding educational issues, wisely or unwisely, fairly or for political advantage, because the schools are public in nature, supported and controlled by the public. Only the soundness of public opinion can make the schools constructive or save them from wreckage at the hands of governing bodies politically controlled. The schools right now are the greatest vested interest of the rank and file of the people. As such they are the public's most public affair.

6. The schools are nearly free. Starting with tuition fees, followed by education at public expense for children too poor to pay, through many variations in practice in different times and places, finally attaining outright public support, the schools are in principle open to all children without cost to the individual. As long as there are requirements that individuals pay any part of the costs, education is to that extent a private matter—even in case of such necessary items as books, writing materials, or school lunches. Schools that are actually free are more nearly attained each year. Some systems now provide completely free schools. They are not so far from reality in most parts of the nation. With the passing of all sorts of fees other more social restrictions are apt to disappear. Almost from the beginning religious tests have not been a barrier. In the three important matters of religion, social standing, and ability to pay the costs of schooling, education in America may be thought of as free, or nearly free, to all children.

II. Concerning Beginnings

The beginnings of education in America had their roots in European practices. Many later practices were also adopted from the old countries. The matter of European influence is only noted at this point. It could well serve as the basis for a separate article.

We are concerned with the past as it contributes in some tangible way to the present. Only the scholar finds the history of education an end in itself. By reference or implication present status or trends are sometimes made clearer in terms of the past. That is the attempt here. Some threads of the past which connect directly and causally into the present system of schools are mentioned briefly for what they may contribute to understanding.

1. The first three hundred years was a period of trial. The colonists in each location transplanted their chosen version of schools from one of the countries of Europe. In this way many patterns or modifications of educational ideas took root and were followed out in practice. Many of them died out with rapid changes in developments in the new land or were replaced with newer ideas from time to time. Forms of government and new political allegiances in the ever-shifting picture of colonial empire greatly changed the attempts at education in all but the strictly English colonies of New England and some parts of the South. Only in the hundred years of national growth following establishment of government under the constitution did America develop any tradition of uniformity or solidarity in educational practice.

By the process of trying out many ideas, by modifying the structure as needs dictated, by substituting to fit changing conceptions, and by adding to the set-up from time to time, American education took on form and direction by 1890. It may be said that permanent gains had been made by that time which served as a basis for the rapid growth and sweeping change of the last fifty years. It is inspiring to believe that developments came step by step as needed and that there was always the forward push to correspond with progress in national prosperity and in other fields of social striv-
ing, resulting in a system of education original in design and peculiarly adapted to American ideals and needs. The student thrills to the knowledge of struggle, the amount of personal sacrifice, even the essential element of crusade that marked some of the gains.

It must have been a sensation of the time when the town fathers of Boston laid the first tax on all householders to pay for the community grammar school, or when Ben Franklin announced plans for a new institution in Philadelphia to supersede the traditional Latin school. Few events have more appeal than that of Horace Mann’s tilt with the Boston schoolmasters and the consequent publicity in Massachusetts for common schools by public support. The epoch-making court decisions in the Dartmouth and Kalamazoo cases must have been recognized as landmarks even by the people of those times, and we certainly have much in the present that harks back to them as precedents.

2. Tremendous progress has been made from small beginnings. In America as in Europe there was no early conception of extended education, even for all those mentally able to go forward in the schools of the times. Education was a select affair, valued for its exclusiveness. The present widespread conception of universal education is less than a hundred years old, so far as any general acceptance of the idea goes. One has only to read the statements of leaders previous to 1840 to be convinced that the conception of the founding fathers has already been far surpassed.

In Franklin’s proposal of the academy as a reform institution about 1750 it is clear that he had in mind training for the professions of the ministry, law, and medicine, and incidentally business leaders. The subject matter proposed would be considered rather traditional today. It is plain no mass education was thought of and that there were strict time limits. He wrote:

“As to their studies, it would be well if they could be taught everything that is useful and everything that is ornamental. But art is long and their time is short. It is therefore proposed, that they learn those things that are likely to be most useful and most ornamental; regard being had for the several professions for which they are intended...

“All interested for divinity, should be taught the Latin and Greek; for physic, the Latin, Greek, and French; for law, the Latin and French; merchants, the French, German, and Spanish; and, though all should not be compelled to learn Latin, Greek, or the modern languages, yet none that have an ardent desire to learn them should be refused; their English, arithmetic, and other studies absolutely necessary, being at the same time not neglected.”

Take the following from Jefferson, written in a note to the Virginia legislature in 1799, a part of his plan for schools in the Old Dominion:

“...to lay off every county into small districts...and in each of them establish a small school for teaching reading, writing, and arithmetic. The tutor to be supported by the district, and every person in it entitled to send their children three years gratis, and as much longer as they please, paying for it...These schools to be under a visitor, who is annually to chuse the boy, of best genius in the school, of those whose parents are too poor to give them further education, and to send him forward to one of the grammar schools, of which twenty are proposed to be erected, for teaching Greek, Latin, geography, and higher branches of numerical arithmetic. Trial is to be made at the grammar school one or two years and the best genius of the whole selected, and continued six years, and the residue dismissed. By this means twenty of the best geniuses will be raked from the rubbish annually...At the end of six years’ instruction, one half to be discontinued (from among whom the grammar schools will probably be supplied with future mentors); and the other half, who are to be chosen for the superiority of their parts and disposition, are to be sent and continued three years in the study of such sciences as they chuse...The ultimate result of the whole scheme of education would be the teaching of all children of the state reading, writing, and common arithmetic; and turning out annually ten of superior genius, well taught in Greek, Latin, geography, and the higher branches of arithmetic; turning out ten others annually, of still superior parts, who, to those branches of learning shall have added such sciences as their geniuses shall have led them to...”

Jefferson’s plan provided only a free primary school of three years; twenty grammar schools for the whole state, where a selected pupil too poor to pay from each one-teacher school would be tried out for a year or so, with twenty per year from the
whole state to be carried on for six years; finally, ten scholarships a year at the College of William and Mary. Of course, the plan implies that the substantial people of Virginia who wanted an education for their children would pay for it in private schools.

3. Present high schools have absorbed all predecessors. For three centuries each development has merged into another one. The older Latin schools were designed to prepare ministers and professional men through a magic of mental discipline which first attached to Latin and in turn was assigned to each subject as introduced. The academy was supposed to liberalize education and make it practical through subject matter more useful and diversified, but in the end it formalized every subject in about the same way as the Latin school and taught as much Latin as before. The high schools for a hundred years have been reaching out for new subject matter. They have also been sloughing off some of the original ideas handed down, in the face of the more fertile teachings and experimentation of the newer psychology as to educational values. At the same time nearly all of the old subjects have been carried forward on a much revised basis and rather limited demand. All has survived that deserved to survive and much has been added. Within the past twenty-five years some most significant departures have been made. Of course, some ideas and practices currently held will be replaced in due time, as more of the older subject matter will disappear. Always there are the balanced tendencies to preserve, to discard, and to invent. The useful is not lost, the passing fads drop out, the valuable finds its way in. Thus it always has been in America, and the process bids fair to go on at a faster pace.

4. The greatest development in the schools is a changed spirit. The early schools were for the few—those intellectuals of a social standing which suggested they could do the work in the schools and use it in the ministry or higher professional endeavors. With all the changes in program and enrolment an exactly opposite situation has been reached in the present. Exclusiveness has changed to inclusiveness. Education has become a way of life. The schools are for all; the unfinished task is to make them count in the lives of all. On this monumental undertaking probably no more than a slight beginning has been made. It is bound to be the next development.

Until recently the schools were cast in the pattern of competition. This was the counterpart of business practice which is known by the catch-phrase of “rugged individualism.” As American frontiers have disappeared both ruggedness and individualism seem out of place in a world where all must co-operate in working out a scheme of living that is not possible through older practices of business. The consumer is more important than the producer; the buyer’s interests come ahead of the seller’s; the guest at the hotel can give pointers to the management. The health of all outweighs the profits of a few; the safety of the many must prevail over the personal liberty even of those who drive automobiles recklessly. These revised ideals can be learned by a nation through many agencies, but the chief of these must be the public schools. They are now entering upon such an undertaking.

The spirit of democracy calls for education of all its members, education that includes all people and all benefits, taught and learned in an atmosphere of co-operation. The educational ideals of Franklin, Jefferson, and Horace Mann—not necessarily their plans of operation—have grown into the ideals of the nation. As “the mills of the gods grind slowly, but exceeding fine,” so democracy is arbiter of education in the last analysis. No intellectual aristocracy can do more than contribute. As John Dewey stated in “Democracy and Education” twenty-five years ago:
"...We note first that the realization of a form of social life in which interests are mutually interpenetrating, and where progress, or readjustment, is an important consideration, makes a democratic community more interested than other communities have cause to be in deliberate and systematic education. The devotion of democracy to education is a familiar fact...A society which makes provision for participation in its good of all its members on equal terms and which secures flexible readjustment in its institutions through interaction of the different forms of associated life is in so far democratic. Such a society must have a type of education which gives individuals a personal interest in social relationships and control, and the habits of mind which secure social changes without introducing social disorder."

5. The schools become everything to everybody. As life becomes more industrialized, specialized, and standardized, the individual home has less opportunity of giving diversified training of youth for life's responsibilities. Where the home was once training ground as workshop, social unit, and religious center, it is fast becoming just a place for parking, filling, and resting in life's faster merry-go-round. The schools have had thrust upon them, for better or worse, the increased load of all-round training, as the home has abdicated its high place of former days. That the schools can ever succeed distinctly in the larger undertaking many thinking people sincerely doubt, but the issue is at least clear. If the schools do not, who will? Where once the main job of the schools was to provide "book learning"—some mastery of elementary skills and knowledge in fundamental school subjects—in a brief time borrowed from the active affairs of life, to supplement home and community efforts, now we see the schools taking on an increasing load from new areas in the attempt to provide complete training for citizenship, including homemaking, vocation, and cultured living.

The demand for vocational fitness as a product of schooling is central in the educational scheme, a steady growth and faith from Franklin's time to the present. Current thinking is not at all clear as to how the essential contradiction between practical training for a vocation jibes with the demands of scholarship as formerly emphasized. The theory of mental discipline has broken down, leaving a dilemma of proportions in education. Some people feel that scholarship dwindles as the demands for practical, socially valuable things are emphasized. It has always been argued so. The answer to this riddle is the unfinished task of the schools. We may be certain that the answer in America will be along practical and useful lines, probably closely related to the dollar sign, and not a harking back to traditional concepts held in the heyday of exclusive education.

6. Out of a background of trial solid ground has been reached. The schools have expanded upward, downward, and outward to embrace a great variety of interests. By the process of natural growth in response to popular demand and public support the educational ideal is widespread. No nation has ever before attempted education on such a broad scale. The schools may be said to represent in the present stages an organic effort of the nation to preserve its integrity and spread benefits to its citizens through the beneficent enterprise of education. Whatever the practical difficulties in working out, this may be thought of as the principal result of 300 years of beginnings of education in our democracy.

Paul Hounchell

SCHOOLS WORK TO REDUCE ACCIDENTS

One of the most serious problems confronting the communities of the nation is accident prevention. This is strictly a state and local problem which must be dealt with in the various communities. Nor is accident prevention confined solely to the highway. Every year there are hundreds of thousands of accidents in the home, in industry, and in many unthought-of places. While it is true that last year
marked progress was made in reducing the number of deaths from traffic accidents, an appalling number of persons still lose their lives in accidents which might easily be prevented if more care and caution were exercised.

SCHOOL'S RESPONSIBILITY

The problem of accident prevention is one with which the schools might directly concern themselves. In fact, large numbers of high schools throughout the country have already taken a hand in the campaign to reduce the number of accidents. It is certain that the activities of the high schools were at least partially responsible for the reduction, by more than 7,000, of fatalities last year from traffic accidents. Through traffic clubs, safety campaigns, and by other methods, they made a distinct contribution.

While the school is not the only agency through which to promote a safety program, it does share a major responsibility. The school is in an advantageous position to assume a large share of this responsibility, since it comes in contact with those persons who exert an important influence upon the prevalence of accidents. The big question is not whether the school should participate in a safety program but rather how best its teaching can become a reality in the everyday experiences of the young people who pass within its doors. Whatever is done by the school or, for that matter, by any other agency, must be done in a practical manner if the program is to be productive of concrete results.

Today there are few schools which do not do something in the way of educating for safety. A recent survey shows that the elementary schools surpass the high schools in respect to the proportion of teachers reporting participation in safety instruction. This does not necessarily mean less attention to the subject in the high school, but indicates, rather, that high school teachers are assigned by subjects and not by grade. As school systems increase in size, greater emphasis is placed upon the desirability of placing someone in charge of the safety program. In almost half of the cases, a classroom teacher is placed in charge, while the principal of the school ranks second. Other persons assigned to the safety program include the assistant principal, the physical education instructor, and the safety supervisor.

Various methods of instruction are employed in the school's effort to make the program meaningful to the student. Classroom forums and general discussion of accidents and safety problems and bulletin-board displays of posters and pictures are among the most common methods. A large proportion of schools are beginning to call upon traffic experts, policemen, and firemen for lecture and demonstration work. Excursions by pupils to factories and other places where accidents have occurred, and to congested highways, have been most successful as laboratory experiences in teaching safety facts. Motion pictures on safety constitute another means by which the school has endeavored to attack the problem.

A PRACTICAL PROGRAM

Other realistic situations are provided through the school monitor system in the control of corridors, stairways, and playgrounds, and through the auto-driving courses. These, together with the safety and traffic patrols organized in most of the schools of the nation, have been highly productive in making students safety-conscious. The attention which school authorities have given to the construction of school buildings, to the installation of safety devices about the school building, and their continuous efforts to remove safety hazards has indirectly, but nevertheless effectively, tended to make people conscious of the problems of safety.

Any program of safety education, to attain the best results, calls for the active co-
operation of pupils and teachers. To be effective, each group must make its contribution in a broad program of accident prevention. State departments of education, health, motor vehicles, forestry, labor, parent-teacher organizations, safety organizations, automobile clubs, automobile manufacturers, insurance companies, service agencies such as chambers of commerce, safety-device manufacturers, and the like all offer helpful assistance in the promotion of a program to make America safe from accident. The American Observer.

SUGGESTIONS FOR READING IN EDUCATION

A SUMMARY OF CURRENT MAGAZINE ARTICLES FOR GENERAL READERS


Parents of first graders are often greatly surprised that their children are not learning to read. To their query, "What is the first grade for, them?" a new answer is being given. Reading must be based on experience to be of value. A complex of capacities—social, mental, physical, and emotional—must exist in the first grader before reading experiences can be of any value to him.


Professor Mearns gives several case studies of boys and girls—"ugly ducklings," as he calls them—who have made good through the patience, faith, and hard work of understanding teachers. The writer feels that the only way to handle such cases is to believe that each individual has one thing he can do better than others. This type of child requires a teacher with more professional skill than ordinarily found and one who will help him and credit him with his excellence. The ugly duckling does not like faultfinders, but will follow wholeheartedly those who guide carefully and make an attempt toward understanding him.


Not every boy or girl has the type of mind which makes college a rewarding experience. Schools and communities in about twenty states, recognizing this, are carrying out a co-operative arrangement in which students in the last two years of high school may attend classes in school half of the day and apply that learning in an actual life situation for the rest of the day. Such a program binds the school and the community in a common interest as nothing else does.


Do we avoid thinking seriously? The author says that people want everything in a shortened form, filled with humor, and without mental strain attached. The demand for shorter magazine articles and choppy radio programs, the popularity of the "weeklies"—all these show that the public is refusing to concentrate. He blames the schools for not teaching children to think. Increase in the complexity of life in this modern world makes it necessary for one to be able to think.


In the early stages of school education, the three K's met human needs practically and efficiently. But in time, as life has changed and the influence of education itself has been felt more and more, new subjects have been added. The times demand psychology as a new subject. Miss McCall stresses the need of psychology in the schools to "teach them more about themselves. The need is there. Let us do something about it; but let us be sure that it is something efficient."

Wasn't the Regular School Good Enough for Us? Maxine Davis. Good Housekeeping, February, 1939.

The little red schoolhouse is being remodeled, but the architects don't agree. Conservative architects say that the children in our schools get too little discipline and not enough facts; and instantly the progressive architect argues that too much discipline interferes with natural development of the child and that the facts which the children are taught are at least practical and may be applied to life situations. The author challenges parents to realize the importance of cooperation between the home environment and the school.
Teach Democracy, by William F. Russell.  
*Parents' Magazine*, January, 1939.

Children should learn what democracy is and how and why we have it. They should learn what the ideologies are, how they are practiced in the world today, and how they compare with ours. We should instill in our children a love for democracy and loyalty to it. Support the schools and foster the study of history, government, and social life. The spirit of democracy is more important than the learning of the rest of the school subjects.

Hutchins vs. Cowley. An editorial in  

Dr. Hutchins, young president of the University of Chicago, advances the theory that colleges should concentrate on developing the students' minds, to make them thinkers first of all. Dr. Cowley, the new president of Hamilton College, thinks colleges should turn out well-rounded persons, trained mentally, spiritually, and physically to meet life's complexities. The article says that these two men with similar backgrounds but different ideas will both make worthwhile contributions.

Taken from current reading of students in Education 332, and arranged by the following as committee members:

Janet Coffman, Geraldine Douglass,  
Mary Cifers, Lucille Gillespie,  
Helen Rector, Ruth Walker,  
Perry Darner, Janet Kierstead,  
Ardis Hopkins, Ellen Bristow

**PROVERBS OF AN ENGLISH TEACHER**

The best English teachers are the ones who know the most about everything else.  
Great English does not come from below the elbow.  
There is no way to cheat and get an education.  
Every class is a class in English.  
Sentence sense is necessary to clear, logical thinking.  
English must first of all communicate.  
Enjoyment of literature is a highly personal matter.

Meet increased teaching load with increased pupil responsibility.  
Every class is an examination, and every examination is a class.  
The wise teacher prepares his pupils for the leisure that certainly will be theirs.  
Sloppy diction usually means sloppy thinking.  
I can encourage learning. I can give some opportunity for learning, but the learning is the pupil’s.  
Both mind-set and drill are necessary before correct speech habits can be formed.  
Diagramming is to grammar what graphing is to mathematics.  
Words have personalities. Speak-easy words do not belong in drawing-rooms. Man has capitalized woman’s curiosity as scientific research.

by E. C. Beck  
Head of English Department  
Central State Teachers College  
Mt. Pleasant, Michigan.  
Reprinted from the  
*Michigan Education Journal*

**CORRECTION: GHOST LIMPS REGULARLY**

“Teachers are a specially favored class. Whether times are good, bad, or indifferent they have permanent jobs and the ghost walks regularly...From the teachers the people have the right to look for intelligence, reason, moderation, sound and unselfish and not class service, and cooperation.”—The Scranton (Pa.) Times.

Men grow when inspired by a high purpose, when contemplating vast horizons. The sacrifice of oneself is not very difficult for one burning with the passion for a great adventure. And there is no more beautiful and dangerous adventure than the renovation of modern man.—Alexis Carrel.
THE VIRGINIA TEACHER

THE TEACHER'S JOE MILLER

New Teacher: "How do you spend your income?"

Other Teacher: "About 30 per cent for shelter, 30 percent for clothing, 40 percent for food and 20 percent for amusement.

New Teacher: "But that adds up to 120 percent."

Other Teacher: "That's right."

Caller: "What is your dear little boy going to be when he grows up?"

Weary Mother: "I don't know. Judging from the wall paper and everything else he touches I think he will be a finger-print expert."

FAST TIME

"Mother, isn't it nearly time for lunch?" asked little John.

"No, lunch will not be ready for nearly an hour," returned the mother.

"I guess my stomach must be fast," ventured the six-year-old.

OFF THE GOLD STANDARD

Fond Mother: "I hope my little darling has been as good as gold all day."

Nurse: "No, ma'am. He went off the gold standard about four o'clock."

"When I meet a man whose name I cannot remember," Disraeli said, "I give myself two minutes; then, if it is a hopeless case, I always say, 'And how is the old complaint?'"

REMEMBERED TOO LATE

Professor: "I forgot my umbrella this morning, dear.

Wife: "How did you remember that you had forgotten it?"

Professor: "Well, I missed it when I raised my hand to close it after the rain stopped."

PLACE GEOGRAPHY

"Yes, stamp collecting is educational," said the fond mother to the visitor. "For instance, where is Hungary, son?"

Without looking up from his stamp book the young philatelist answered promptly: "Two pages in front of Italy."

DUSTY WEATHER

Walking along with his mother on a frosty morning, Billy noticed his breath on the cold air.

"Look, mother," he said, "I'm dusty inside."

SPEAKING OF EDUCATION

The genius of a local man had carried him to big success in business without much aid of education.

He was asked to distribute the prizes at a school, and made the usual speech of good counsel.

"Now, boys," he said, "always remember that education is a great thing. There's nothing like education. Take arithmetic. Through arithmetic we learn that twice two makes four, that twice six makes twelve, that seven sevens make—and then there's geography."

A SIMULTANEOUS EVOCATION, NO DOUBT!

Mrs. Gotrich (to caller): "Yes, our little Henry is wonderfully smart in school."

Caller: "What is he studying?"

Mrs. Gotrich: "He's studying French and Spanish and algebra. Henry, say 'Good morning' for the lady in algebra."

SPRINGS ETERNAL

First Student: "Are you still in school?"

Second Student: "Oh, yes."

First Student: "What year do you expect to graduate from college?"

Second student: "Every year."
EDUCATIONAL COMMENT
AN EDITOR SPEAKS HIS MIND ON DEMOCRATIC EDUCATION

"A survey recently was made by the Carnegie Foundation which shows a significant weakness in democratic education. A pamphlet has been published by the Public Affairs Committee of New York, summarizing the results of the Carnegie Foundation's 10-year study of higher education in Pennsylvania. One of the significant findings of the Foundation is that 'only about half the youth of outstanding ability are getting into college, and at least one-fourth of the college students who get there are below the average out-of-school youth in ability.'

"Which confirms the Gazette's ancient hunch that a good quarter and possibly a third of the students in our colleges are intellectual roughnecks who go there to learn manners, to join a fraternity that will help them in their business, to marry properly placed mates, and to swank around at football games as slightly squizzed alumni.

"We are taxing ourselves to educate a student body which is at least 30 per cent chumps and always will be chumps. Moreover this foundation report reveals that in some way we are barring from colleges, by reason of the expense of going to college, about half the American youth of high-grade mentality and first-rate ability.

"Democracy is clumsy, of course. Its ways are stumbling, in the nature of things. But by the Lord Harry, it just can't afford to go on keeping half the intelligent youth out of college by reason of their economic position and filling up the ranks of at least a fourth of the college students with uneducatable dumb clucks who have nothing but money to put them in school and nothing but a brass veneer to back them up when they get out of school.

"While we are defending liberty in this fair land, let us not forget that liberty is not a perfected engine of progress. It is the best the world knows, but it certainly needs a few more gadgets to make it hit on all six."

William Allen White,
in the Emporia Gazette

EVALUATION MEASURES NEEDED

"The curriculum revision movement, which has taken the country by storm, has in too many communities been actuated by the incentive of keeping-up-with-the-Joneses rather than by definite and worthy purposes of reorganization," Harold Spears, director of research and secondary education in the Evansville, Indiana, public schools, said at the twenty-eighth annual meeting of the National Council of Teachers of English.

"To revise the curriculum has become the popular thing to do. It is doubtful if a school system can get much advantage out of curriculum reorganization unless the program indicates sooner or later a definite philosophy or point of view. Otherwise, revision is apt to become mere tinkering."

Among the weaknesses of the curriculum movement, Dr. Spears mentioned: the fact
can continue to publish these materials, that changes in curriculum have not been accompanied by changes in administrative technique; lack of needed instructional supplies; and unwillingness to set aside the old. Curriculum reorganization must place more faith in the findings of research, he added.

A breathing-spell during which the rapid educational changes of the past decade can be appraised was recommended by Marquis E. Shattuck of the Detroit Public Schools and Wayne University, retiring president of the Council. "The doctrine of a changing world has been so generally accepted that we have been led into a line of reasoning which argues that change is ever for the better," he said. "To make the necessary appraisal, we must perfect our tools for evaluation and guard carefully the selection of those who use the tools and those who interpret results."

The new basic formula for modern education takes into consideration pupils' individual differences and their possibilities, Dr. Malcolm MacLean, director of General College, University of Minnesota, reported. "We are shifting our point of view away from snooping out and bearing down on the errors and blunders of our youngsters in English and learning to search for and foster talent in whatever direction it may rise. We will learn in time to take the youngster where he is, even if it be in a stage of absorption in the pulps, and help build for him a larger experience in the reading of current and classic literature, instead of damning him as a pulp reader."

The chief job in English, Dr. MacLean asserted, is the training of the great number of students, who will never become scholars, in skills they will need and use. He prophesied that eventually graduate schools will no longer require a reading knowledge of German or French of all students, since only an occasional person has need for these skills.

THE READING TABLE


In this unusual volume the editor has utilized the help of the W P A and the American Council on Education. He has also had the assistance of over 100 cooperating university teachers and psychologists who have reviewed various tests and books about tests. The amount of work involved is indicated when it is noted that the number of actual tests reviewed totals over 200, and the number of books on measurement, about 150. Some 150 English and American magazines were gleaned for suggestive reviews.

This study represents the continuation of the work of Dr. Buros in two earlier paper bound volumes and is a comprehensive guide to the whole matter of testing. It is divided into two main sections; the first dealing with the total output of mental tests in the last five years including tests in aptitude and adjustment, guidance, personality, and so forth, and the books on measurement, research, and statistics during the same period. Any one who uses tests at all or the results of tests will find genuine help and guidance in this volume.

One cannot work with the volume, even for a brief period of time, without learning that here is the work of a fearless young educator who recognizes the fact that the testing movement, which purported to be the scientific development in education, has turned out to be quite otherwise. The reviews of the cooperating reviewers were passed on to the authors and publishers of the tests for their comment before they were published. While many of the reviews seem to be rather colorless, many on the other hand are very critical of the procedures in developing a given test and of the information available for those who use the test. If it proves possible for the editor to carry on this work for a period of years as it is hoped, and if Rutgers University
there is no doubt that in a few years educational tests that are prepared will be much more carefully worked out and validated, and that the exorbitant claims, sometimes approaching those for patent medicines, will be greatly reduced. It is distinctly up to American educators and psychologists to stand definitely behind this genuinely fruitful and promising piece of scholarly investigation.

W. J. Gifford


When several years ago, the National Council of Teachers of English published *Current English Usage*, a survey made by the late Sterling A. Leonard and his associates—which revealed that many teachers of English and speech, linguists, editors, lexicographers, and other well-educated persons approved certain expressions usually condemned by grammars—various journalists raised a hue and cry. “English teachers are lowering their standards,” they proclaimed. “Teachers have surrendered to careless speech.”

Now, two language researchers, Albert H. Marckwardt of the University of Michigan and Fred G. Walcott of the University’s high school, have checked the findings of *Current English Usage* with the *Oxford Dictionary* and its Supplement, the second edition of *Webster's New International Dictionary*, and a few other recognized authorities. Their study, recently published by the National Council of Teachers of English under the title, *Facts About Current English Usage*, shows that the Leonard survey was far more conservative than dictionaries and the example of high-ranking writers, classical and modern, would encourage any one to be.

“You’d better go slow (on a curve),” for instance, was placed by the Leonard jury among “established usages,” to the pain of some editorial writers. Yet, according to this new study *slow* has been used as an adverb at least since 1500, and the users include Shakespeare, Milton, Byron, and Thackeray. So it does not appear that teachers who fail to correct their students for speaking of “driving slow” are being over-influenced by modern road signs.

The admission of “healthy climate” to the category of established usages was another shock for some critics. Yet the *Oxford Dictionary* lists this use of the word with examples from 1552 to 1871.

“None of them are here” was ranked as a disputable usage by the Leonard report, but the present study reveals that *none* with a plural verb has been in use since 888. “Try and get it,” which is usually frowned upon by teachers, is shown to have been used by such reputable writers as Milton and Coleridge, as well as by many others. “I wish I was wonderful” did not, apparently, seem wrong to Defoe, Swift, Fielding, Austen, Byron, Marryat, Thackeray, Dickens, Hardy, Meredith, Wilde, and others. And so on with many more supposedly ungrammatical locutions.

Nearly all the expressions ranked as disputable in the Leonard inquiry, the authors of *Facts About Current English Usage* point out, are recorded as having arisen in past centuries, twenty-four of them before 1500. “In other words,” they add, “the expressions about which puristic objections center are not so much neologisms as they are old forms and usages of the language which are struggling to survive. Finally it is evident that this analysis should dispose once and for all of the journalistic cry of heresy and radicalism so frequently raised against the Leonard report. A survey of fact rather than of opinion would, in all probability, have increased the number of established usages from a meager 71 to 177.”

For the benefit of those who are not familiar with the original Leonard monograph (it has been out of print for two years), the grammar section is included in
the new usage study. Teachers will find the report and the analysis of it, conveniently printed in one small volume, valuable to them both in their teaching and in their own use of the mother tongue. G. G.


This is another reader of the Unit-Activity Series, and follows *Round About You*, the second book. It may be used quite independently of the series, for it contains units which are of interest to all children between the ages of eight and nine. These units are: Travel in a City, Stories About Milk, Library Stories, Getting Ready for Winter, Stories About Dogs, Interesting Homes of Animals, and Stories of Happy Days. M. L. S.

**Six Supplementary Reading Pamphlets.** By Nila Banton Smith. New York: Silver Burdett Company. Each 12c.

The titles of these pamphlets are Balloons and Airships; Come and See; Rubber and Rayon; In a Department Store; A Big Airport; and Lindbergh's Flight.

One value to be derived from supplementary readers is the satisfaction which comes to the reader from having read an entire book. The books in this set are no exception. The stories are full of interest; the self-helps in word-getting are useful and the illustrations are good. M. L. S.


The physiological processes of exercise, the possibilities and probabilities of their causes and effects, are absolutely essential to the education of a teacher in any phase of Physical Education. This book is an authentic and stimulating source for that knowledge, and is indispensable as a reference or textbook for Physical Education majors. It is planned and the material is presented in such a way that it seems to stimulate an avid curiosity on the part of the students. As far as it can be done, in view of the intensive research and rapid discoveries in this inexhaustible field, this book satisfies this curiosity. Helen Marbut


This is the first book in a new basal series for the junior high school edited by William S. Gray. It offers easier reading materials closely aligned to the vital interests of junior-high pupils and a definite program of reading instruction. K. M. A.


This volume organizes the data of educational psychology around certain basic principles. The author's viewpoint is organicistic, but he has freely used "basic concepts which have evolved from many converging trends in biological and psychological thought." K. M. A.


Bulletin No. 306 is the fourth in the new curriculum series planned by the Michigan Department of Public Instruction. It contains a statement of viewpoint, criteria for evaluating a unit, digests of teaching practices of recognized merit, and reports on administrative practices bearing on the working out of the curriculum. K. M. A.


Although tests and scales are constantly used as instruments of research in education, the author is among the first to have examined the fundamental ideas that lie behind the construction of such instruments. He defines the general ideas that underlie the construction of the instruments which are used for the objective study of learning and its outcomes. That is followed by a description of the logical foundations or general principles underlying instrument
construction. Thus the author lays the foundation for the rest of his book, which is devoted to a criticism of the precision of educational measurement.

The author says, "Educational measurement will move in two directions; first, it will seek for those independent and homogeneous elements with which it can deal most successfully; and, second, it will rest content with the degree of accuracy it has attained and will attempt to adapt its techniques and procedures to the requirements of qualitative evaluation." P. H.


This is more than "just another" anthology of literature for children. Designed as a textbook for prospective teachers and as a source book for teachers, the material—both old and recent literature suitable for the first six grades and some even for junior high school—is arranged by types. The poetry is also classified according to theme.

An introductory chapter in each section defines each type and tells something of its historical development, its general characteristics and values. Although these are the features of all anthologies of children’s literature, this book seems superior because the selections represent children’s choices and because the format of the book is very attractive.

In addition to the well-chosen selections there are abundant bibliographies and reading lists, which include the most recent literature. There are also thought-provoking questions and suggestions for study and discussion and class activities. M. V. H.

**NEWS OF THE COLLEGE**

Dr. Chen Chang-Lok, counselor of the Chinese Embassy, addressed the student body and faculty on the subject, "The Struggle in China," on January 25. Dr. Chen, who was brought here by the local chapter of Kappa Delta Pi, has been associated with the Embassy in Washington since October, 1938.

"Japan’s ruthless warfare in China is a serious blunder," he asserted. "China has too many people of her own to accommodate invading Japanese; furthermore China’s development is not military, but cultural and educational. Japan doesn’t understand these finer phases of a higher civilization; its plans are only for its own selfish gains."

"Just because countries want the possession of other countries is no reason they have to fight," Dr. Chen said. "They should work out a system of neutral exchange whereby both countries would profit. But Japan wanted to fight, and the only thing China could do was fight back."

Selected by the student body as the outstanding girls on campus, eight seniors, four juniors, two sophomores, and two freshmen will have their pictures in the feature section of the 1939 Schoolma'am edited by Jane Logan, Harrisonburg.

Those students chosen by the student body to represent the senior class are Lafayette Carr, Galax; Jane Logan, Harrisonburg; Elizabeth Rawles, Norfolk; Billie Powell, Hopewell; Agnes Arnold, Nassawadox; Tish Holler, Camden, New Jersey; Peanut Warner, Richmond; and Emma Rand, Amelia.

Outstanding juniors are Mike Lyne, Shenandoah Junction, W. Va.; Virginia Gordon Hall, Ashland; Jean VanLandingham, Petersburg; and Geraldine Douglass, Grottoes.

Representing the sophomores are Margaret Hedges, Alexandria; and Anna Jane Pence, Arlington.

Freshmen chosen are Margaret Moore, Richmond; and Jane Dingledine, Harrisonburg.

As the first number on the Entertainment Course, the Hedgerow Players presented George Bernard Shaw's "Candida," and
Henrik Ibsen's "Ghosts" in Wilson Auditorium, February 7. The Hedgerow Company was under the skilled direction of Jasper Deeter, its founder.

Climaxing the annual observance of Standards Day on the Madison College Campus, the Standards Committee, headed by Olive Johnson, chairman, presented its annual fashion review in Wilson Auditorium, February 3. Mrs. Helen Langdon, commentator, of Thalhimer's, Richmond, was the guest speaker and discussed the latest spring style trends.

The review included styles of the entire year which are suitable for the typical college wardrobe and was participated in by 75 models. The show was arranged by the Standards Committee under the direction of Mrs. Annie Bailey Cook, sponsor of the committee, and Mrs. Adele Blackwell, Miss Ambrosia Noetzel, and Miss Lois Pearman of the Home Economics Department.

Members of the committee are Olive Johnson, chairman, Lucille Willingham, Sally Rusher, Mildred Glass, Jean Collier, Gladys Dickerson, Dorothy Nover, Bernadine Buck, Mary J. Wright, and Clarice Logan. The purpose of the Standards Committee is to help formulate and maintain proper standards of dress, conduct, and social activities on campus.

Against a background of silhouettes the Bluestone Cotillion Club held its annual Midwinter dances February 4, to the music of Skeets Morris and his Auburn Cavaliers from the University of Alabama.

Mildred Abbott of Victoria, president of the club, and her partner, Travis Du Priest of Crewe, lead the members of Cotillion in the figure. She was followed by the vice-president, Elizabeth Brown, accompanied by Harold Landis. Next came Gene Ballard, secretary, with Fred Timberlake; and after her, Emma Rand, treasurer, and escort, Joe Logan; Katherine Warner, sergeant-at-arms, with Harlow Ford; and Dorothy Day, business manager, with Randolph Gardner.

Dr. Henry A. Converse, registrar, recently announced the list of honor students for the fall quarter. Those in the senior class having grades nearer A than B are Elizabeth Alexander, Ellen Jane Beery, Lafayette Carr, Agnes Craig, Virginia Doering, Nancy Earman, Mary Flanagan, Martha Fitzgerald, Mildred Garnett, Earl Ruth Hitt, Shirley Jacobs, Janet Lee Miller, Margaret Pitts, Willie Lee Powell, Emma Rand, and Marjorie Stoutamyre.

Juniors attaining this honor were Bernadine Buck, Geraldine Lillard, Mike Lyne, and Frances Marie Walker.

Sophomores on the high roll were Dorothy Allen, Mrs. Maymie Bowman, Julia Ann Flohr, Martha McGavock, Marjorie Pitts, Marjorie Proffitt, Juanita Rhodes, Gladys Walker, Vern Wilkerson, and Mary J. Wright.

In the freshman class the girls with the best records were Genevieve Baker, Annette Bowles, Jane Ellen Dingledine, Martha Draper, Mrs. Vivian Fauver, Alice Griffith, Helen Hounchell, Elsie Rebecca Jones, Ruth Kiser, Sylvia Klein, Billie Liggett, Cora Reames, Edna Lee Schaal, and Margaret Shelton.

Election of Janet Wimer, Crabbottom, as captain of this season's varsity basketball team, was the result of a varsity squad meeting held recently. Wimer, a senior, and a member of the past season's varsity hockey team, plays guard for the local sextet and has taken an active part in athletics during her college career. She led the varsity in its opening game against the Harrisonburg Alumnus team from Sperryville. Three hundred sophomores came 'round the mountain dressed in the height of hillbilly fashion in patched green skirts and sun bonnets and carrying corncob pipes in observance of their second class day, Jan-
January 20. Headed by Chief Mountaineer Margaret Hedges, Alexandria, the class used as its theme, "A-leanin' toward larnin'."

The day's festivities, including a chapel program, formal dinner, and gay program in the gymnasium, were headed by president Margaret Hedges; vice-president, Katherine White; secretary, Julia Ann Flohr; treasurer, Anna Jane Pence; business manager, Frances White; and sergeant-at-arms, Faye Mitchell.

A fifteen-minute radio transcription was recently made to show the combined efforts of the Glee Club under the direction of Miss Edna T. Shaeffer, head of the music department, and the orchestra under the baton of Mr. Clifford T. Marshall, of the music faculty. Professor Robert Slaughter acted as announcer, introducing as stars of the program Geraldine Douglass and Marie Walker at the two pianos, LaFayette Carr, as soloist, Louise McNair as violinist, and Dolly Armentrout at the organ.

With Raye Frye and his Virginians supplying the music, the Harrisonburg chapter of the Alumnae Association held its annual dance in Reed Gymnasium, January 28. This dance is sponsored annually as a benefit for the educational fund of the local chapter. This year Miss Evelyn Wolfe, vice-president of the Harrisonburg group, was chairman of the dance committee.

Five girls completed the necessary requirements for the Bachelor of Science degree during the fall quarter. They were Mary Hutzler, Rockingham; Ruth Warner, Hamilton; Mary Darst, Moneta; Mildred Lapinsky, Brooklyn, New York; and Shirley Jacobus, Far Rockaway, New York. Betty Swartz, Louisa, was the only student to receive a two-year diploma at this time.

Kappa Delta Pi, national honorary fraternity in education for juniors and seniors, has elected the following new members: Ellen Fairlamb, Elsie Thomas, Judith McCue, Geraldine Douglass, Jennie Lee Massie, Judy Brothers, Margaret Weller, Bernardine Buck, Anna Miller, Doris Fivencoat, Rosa Lee Agnor, Virginia Shreckhise, Charlotte Heslep, and Katherine Robertson.

Sigma Phi Lambda, honorary society for freshmen and sophomores, announced the following new members: Annette Bowles, Alice Griffith, Margaret Shelton, Ruth Kiser, Vivian Fauver, Edythe Wright, Madelon Jessee, Jane Dingleidine, Martha Jane Draper, Helen Hounchell, Billie Liggett, Marguerite Buck, Gladys Walker, Martha Burroughs, and Genevieve Baker.

New members of Lee Literary Society are Antoinette Eastham, Jane Beery, Marjorie Pitts, Dot Grove, Gay Pritchett, Jinky West, Betty Wise.


Page took in the following girls at the beginning of the winter quarter: Nancy Dick, Sarah Conant, Ann Yost, Nancy Lee, Margaret Robinson, Polly Maniates, Kathryn Cowling, Jane Dingleidine, Margaret Moore, Eleanor Turner, Betty Sanford, Pauline Phillips, Linda Padgett, Catherine Ketron, Maxine Calfee, Helen Smith, and Eleanor Hollander.

Two performances of "Cinderella" were presented by the Clare Tree Major Children's Theatre on Saturday, December 10. This was the second lyceum number presented by this group at the college. The play was sponsored by the two P.T.A. associations of Harrisonburg.
Faculty advisers and mascots of the four classes are as follows: Seniors: Mr. H. K. Gibbons and Miss Dorothy Savage, Bobby Gibbons; Juniors: Dr. H. A. Converse and Miss Helen Marbut, Beatrice Ott; Sophomores: Professor Conrad Logan and Dr. Rachel F. Weems, Edgar McConnell; Freshmen: Professor R. C. Dingledeine and Mrs. Adele Blackwell, Betsy Gibbons.

ALUMNAE NOTES

Indications are that there will be many alumnae back on March 17 and 18 for the 1939 Home-Coming. Registration of alumnae will be in Alumnae Hall. Badge, program, and tickets are given each alumna when she registers.

The main feature on March 17 is the presentation by the Stratford Dramatic Club, under the direction of Dr. Tresidder, of Noel Coward’s play “I’ll Leave It to You.” The college orchestra under the leadership of Mr. Marshall will furnish the music.

The program on March 18 will be similar to that of last year. In the morning, at eleven o’clock, the local chapter will have an “Open House” in Alumnae Hall to which all alumnae and faculty are invited. This is one of the most enjoyable features of the week-end, as it gives opportunity to greet former classmates and faculty members.

Instead of a banquet this year, there will be a luncheon in Bluestone Dining Hall at one o’clock. Mary Brown Allgood, president of the association, will preside, and Dr. Duke will be the main speaker. The business meeting in the auditorium of Wilson Hall will follow the luncheon. The election of officers will constitute one piece of business. Because Mary Brown Allgood has accepted a position in Ohio and will be unable to keep in close contact with the organization, she is asking that another person be elected president to complete the second year of office. The officers whose terms expire this year are the vice-president, Pam Parkins Thomas, of Toledo, Ohio, and the treasurer, Mary McNiel Willis, of Culpeper.

This is the year for the reunion of the classes of ’14, ’19, ’24, ’29 and ’34; members of these classes are planning special meetings in the interval between the business meeting and the dance.

At eight-thirty a movie will be shown in the auditorium of Wilson Hall and the dance in Reed gymnasium will begin. The dance will be restricted to alumnae and members of the senior class. The music for the dance will be provided by the Virginians, who played for the dance last year.

WEDDINGS

Class of 1937: Martha Way, of Kenova, W. Va., to Charles Oliver Weaver, of Harrisonburg, Va.; on February 4 in the Presbyterian church, at Kenova.

Since her graduation Mrs. Weaver has been a member of the faculty of the Roosevelt High School in Charleston, W. Va. Mr. Weaver is a young business man in Harrisonburg. On their return from a trip to Florida Mr. and Mrs. Weaver will make their home in Harrisonburg.

Class of 1938: Rose Maxine Cardwell, of Arlington, to Raymond Leighty, of College Park, Md.; in Arlington, on Saturday, December 24, 1938.

Mr. and Mrs. Leighty are living at 355 College Avenue, College Park, Md. Mr. Leighty is an instructor at the University of Maryland.

OUR CONTRIBUTORS

JOHN O. BEATY is professor of English and head of the department at Southern Methodist University, at Dallas, Texas. An author and collaborator in numerous textbooks, Dr. Beaty’s recent story of the first Englishman, called Swords in the Dawn, has met with a gratifying reception.

PAUL HOUNCHELL is professor of education in Madison College, Harrisonburg, Virginia, and assistant director of the college training school.
ALWAYS IN TROUBLE (Jane Withers, Jean Rogers) (Fox) Preposterous, over-acted comedy with dash of melodrama. Jane again incredibly resourceful and cleverer than adults. Her conning's get family in precarious situations including encounter with smugglers, outwitted by Jane in their kidnapping scheme.

(A) Absurd (Y) Depends on taste (C) Doubtful interest.

ZAZA (Colbert, Marshall, Lahr, Westley) (Para) First of another series (cartoon strip) offers hilarious insanity about ultra-stupid salesman, his nice little wife, and endless mistakes and farcically compromising situations. Meritorious for little noise, much funny pantomime, and generally laughable stuff.

(A) (Y) Mostly entertaining (C) Good of kind.

TARNISHED ANGEL (Sally Eilers, Lee Bowman) (RKO) Gambling-house-entertainer-heroine, forced by detective to leave town, turns fake evangelist and "converts" crowds with big financial success. Finally believes her own gospel and marries detective, her old nemesis. Supposed expose of religious racketeering.

(A) Ordinary (Y) Doubtful value (C) No interest.

GREAT MAN VOTES, THE (John Barrymore) (RKO) Distinctive, often engaging role by Barrymore as former Harvard scholar, after wife's death a drunken, but still pedantic night-watchman, finally reformed by his two ultra-preocuous children and crude politics. Largey artificial, unreal, and sometimes absurd.

(A) (Y) Mostly entertaining (C) Little interest.

OUT WEST WITH THE HARDYS (Mickey Rooney, Lewis Stone) (MGM) Another good Hardy film. Family jaunts West, father to help old friend's legal troubles, Mickey to be shown up as tender-foot. Mickey dominates whole, but he should learn from Lewis Stone to drop mannerisms when they become too pronounced.

(A) Good (Y) Very good of kind (C) Little interest.

TRESPASSER (Richard Arlen, Martha Mansfield) (MGM) Grim melodrama with relatively strong character interest, laid below-decks of Shanghai-San Francisco freighter. Doctor and nurse fight cholera, chief engineer fights to keep up steam with dying crew. Grisly cremations of dead add to depressingly entertaining struggle.

(A) Very good of kind (Y) Dbtl. value (C) No interest.


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


(A) (Y) Mostly entertaining (C) Good of kind.

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