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Education and Social Stability

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China’s Grim Struggle

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Contrasting Patterns in Education

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EDUCATION AND SOCIAL STABILITY

A recent address before an important national educational convention opened with the sentence: "The kind of education we shall have in the future depends on the kind of society we shall have." That can be true only if education is limited by a very narrow definition and philosophy. Education is a tragic failure unless it grasps the philosophy and catches the vision that will rewrite that sentence into: The kind of society we shall have in the future depends on the kind of education we shall have.

The kind of society we have today—confused, disorderly, bewildered, and rebellious—may be due in large measure to the failure of education to grasp that philosophy and catch that vision, to the willingness of education to accept a place as the servant of society instead of maintaining its proper place and dignity as the master, to the tendency of education to yield to the clamorous demands of transient popular opinion.

In a profound essay, Thomas Hann* deplores the bewildered and confused retreat of older cultural groups before the masses in revolt and foresees the complete collapse of civilization unless there is a militant revival of humanism. This seems to me another way of saying that humanistic education is in retreat and that civilization will collapse unless it turns and gives battle.

The kind of education which has been substituted for humanistic or liberal education has been so busy “educating for a changing civilization”—and repeating the catch-phrase ad nauseam—that it has almost entirely overlooked the fact that most of the fundamental elements which make civilization do not change. We have demeaned education into a chameleon-like something changing its color with every change of location and trying to adjust itself to every ephemeral situation. Instead of lifting the masses up by education we have been dragging education down to the masses. We have taught people to read but have not enabled them to understand, we have educated the masses to a sense of their power but not to a sense of the responsibilities that go with power, we have equipped people to make a living but not to live disciplined lives.

With what result? I quote from Mann’s essay to which I have just referred:

“...Modern man is at once the product and the prey of wild, distracting impressions which assault him, intoxicate his senses, and stimulate his nerves. The amazing development of technology, with its triumphs and disasters, the noisy sensationalism of sports records, the fantastic adulation and overpayment of popular stars, the boxing bouts before hordes of people for million-dollar stakes—these things and more like them make up the picture of our time, together with the decline and obsolescence of civilizing, disciplinary conceptions such as culture, mind, art, ideals.

"...Many things were now possible which the stricter humanism of the nineteenth century would not have tolerated; all sorts of occult sciences had slipped in, to the blaring jazz accompaniment of the time—half-sciences, charlatanry, obscure sects, and silly backstairs religions, sheer humbug, superstition, and quackery. They had hordes of believers; they set the tone of the time. And many educated men saw in all that not modern vulgarity, not cultural blindness, but a mythical rebirth of deep living forces and a lofty manifestation of the folk soul.

"...This half-educated pseudo-knowledge, stimulated to the top of its bent, flings about its malicious propositions and mystagogic rubbish unchecked; while true science stands there, in part intimidated, in part shockingly sympathetic, and now and then weakly ventures a soft rejoinder. It will not be long before this kind of thinking will hold the field alone, and arrogantly rejoice in its power to translate its ideals into history.”

* Mankind, Take Care!, Atlantic Monthly, August 1938.

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All this sort of thing is the inevitable result of substituting propaganda for education, of playing on the emotions instead of disciplining the intellect, of replacing education with some sort of "activity." In consequence we must now—clearly and unmistakably—reckon with revolution—a revolt of the masses. We cannot reckon with it to advantage unless we analyze and understand it. Assuredly "this sort of thinking will hold the field alone" unless it is met with a better and sounder thinking.

Two concepts seem to dominate the thinking of this mass revolution: the concept of collectivism and the concept of change as something desirable per se. To one or both of these may be traced all the hasty and strange expedients and experiments of our age in government, in education, and in the social order. Unfortunately, education, or what we have been calling education, has capitulated to these concepts and, to a considerable degree, has been functioning in the social machine as an accelerator when it should have been serving as a balance wheel—or as a brake.

It is significant that an acceptance of the general idea and spirit of collectivism has followed so closely on an aggravated individualism that many people are still explaining its evils as the result of over-emphasis on individualism. The pendulum has swung as far in one direction as it formerly did in the other and is still just as far from the steadiness of dead center. To the spirit and concept of collectivism may be traced the great national experiments in both communism and fascism and innumerable other experiments in governmental systems and procedures throughout most of the world. But its influence doesn't stop with political relations. To it may be traced the various Youth Movements, the alignment of class against class, the decline of the sort of religion whose philosophy emphasized individual accountability, and similar tendencies so obvious to anyone who reads the signs of the times.

In the group, the individual finds escape from the risks and obligations of individual responsibility. More and more significant, he finds escape from the obligation, and the necessity, to think. The collectivist intoxication satisfies needs which were formerly satisfied by "culture" in its broadest and best sense. Instead of seeking to be attuned with the Infinite, the individual merges his personality into and seeks to be attuned with the State, the party, or some such collectivist group.

The effect which this spirit has had on education is more or less obvious. There has been much insistence on the part of a considerable and highly vocal group of leaders that our educational procedures should be governed by it or conformable to it. But when we fill our school rooms with happy little boys and girls all a part of a highly socialized group where there is no competition, no failure, and no anything else that belonged to the unenlightened days of individual responsibility and original sin, we may well give some thought to whether we are laying the foundations for a life that will make them happy as adults and able to do an adult's part in a world that will need all that is possible of culture and character to keep it civilized. If we carry kindergarten methods and mentality into our elementary schools, secondary schools, and higher institutions, we will certainly carry them into life and develop a social order on a kindergarten level.

The concept of change as something desirable per se is the product of shallow thinking, which reasons that because progress involves change, change itself is progress and, therefore, all changes are beneficial. The gradual and more or less orderly mutations of history are made the excuse for all manner of capricious, hasty, and violent alterations and substitutions. Sometimes they are made the excuse for mere destruction of the old with no substitute to replace it. When Tennyson wrote "Let the great world spin forever down the
ringing grooves of change,” he surely did not envisage a world spinning dizzily in this direction and that, without convictions or standards, regardless of all the lessons of history or philosophy.

Change is so much the obsession of our times that it is the word most used to describe them. If we read a book, listen to a lecture, engage in a discussion, or talk over the back fence with a neighbor, we meet the repetitious phrases “changing world,” “changing times,” “changing social order,” and the like. These phrases do not arise from the normal growth changes necessary in social evolution, but from the development of a spirit of change to the abnormal proportions of an obsession. One reason this spirit is allowed to play havoc in government, in education, in moral standards, and in the social fabric is because it means, as does the spirit of collectivism, escape. For when people become accustomed to constant changes and form the habit of making them readily, they more easily discard irksome restraints, forgetful that those restraints are based on sound reason learned by bitter experience; they more easily abandon time-tested fundamentals, adopting in their place ideas and procedures whose only merit is that they are new and superficially attractive. People find it so much easier to try something new than to master the techniques and submit to the disciplines required by the old.

This accounts for the persistent and widespread error of a large number of educators who think that doing something means doing something different, and who, unconsciously, perhaps, but none-the-less certainly, promote the fallacy that whatever is old is bad and whatever is new is good. This accounts, too, for the popularity in certain educational circles of purely destructive criticism of all accepted and established practices and procedures, and for the confusion of cheap sneering at traditional standards with originality. Thus does education allow itself to be shaped by the spirit of the times. It is easier than the effort to shape that spirit.

The unrest of the world, the preoccupation with change, has naturally given great impetus to chimerical enterprises which have always engaged the imagination of a few. Common sense, and the failure of countless experiments, tell us that the perfect state, the perfect social order, the Utopia is an ideal something ever to be held before us but never, in the human sense, to be attained; and that it is folly, therefore, to upset existing social and economic orders merely to try out others theoretically better but entirely unproven. Yet the world is doing much of this right now. The assumption that a sound social, economic, or political order is something that can be constructed rather than something that must grow and evolve gives opportunity to the extremist, whether he be crack-pot visionary or ambitious megalomaniac.

In the former class are found many sincere and patriotic souls who are so afflicted with a reformer complex that they can see no good at all in what is and no weakness at all in what is proposed. They must “grasp this sorry Scheme of Things entire, . . . shatter it to bits—and then remould it nearer to the Heart’s Desire.” Usually they are more successful with the first half of this enterprise than with the second. Like a child with a watch, they make a pretty thorough job of taking it to pieces but must give up in despair the effort to put it back to keeping time. One definition of Utopia is “an ideal place or state with perfect laws,” but another definition is “a visionary, impractical system of political or social perfection.” The world knows the first cannot be attained, but still is willing to experiment endlessly with the half-baked philosophies and ill-digested ideas of the second.

Education which should be a strong defense against this sort of thing is conspicuous for its hospitality to visionary and impractical proposals. It is all too ready to
fit in with the popular tendency, long ago remarked by Herbert Spencer, to see "what seems an immediate public good without thought of distant public evils." About a century ago, when such community experiments as Brook Farm, Fruitlands, Oneida, Harmonic, and the like were being tried out in America, Emerson wrote to Carlyle: "We are all a little wild here with numberless projects of social reform. Not a reading man but has a draft of a new community in his waistcoat pocket." With as much truth we might say today: "Not an educator but has a draft of a new system of education in his waistcoat pocket."

There is no educational Utopia. Education must fulfill its purpose in some less perfect state. To do this it must focus its attention less on what is wrong with education and more on what is right, what is practicable and usable and effective in a world of reality. A transition sentence in Milton's immortal Tractate reads:

"I shall detain you no longer in the demonstration of what we should not do, but straight conduct ye to a hillside, where I will point ye out the right path of a virtuous and noble education; laborious indeed at the first ascent, but else so smooth, so green, so full of goodly prospect, and melodious sounds on every side, that the harp of Orpheus was not more charming."

With all of the philosophers of the past as our guides, we may let the experience of the past be a hillside vantage point from which we can attempt to find that path. Let us give attention to some of the guide-posts which will help us on our way.

The effort to achieve the good life through education may be compared to the effort to achieve it through democracy. For a long time the world has been struggling toward democracy. Present discouraging setbacks notwithstanding, it is still, thank God, struggling toward it. But its achievement is still far in the future. Its progress is a constant succession of ups and downs but its general direction is forward. So with education. Because the accomplishment of its purposes, the realization of its hopes and dreams, is so painfully slow, and because its limitations and inadequacies are so painfully evident, impatient elements clamor for a new system. This is not the cure. What is needed is not a hastily constructed new system replacing one destroyed, but a growing, evolving, old system better understood and better applied.

The needs of an unstable world cannot be met by an unstable education. When the world is stodgy and conservative, education can afford to be radical and experimental; but when the world is in a period of rapid and bewildering change, education's chief concern should be with the preservation of social stability. It is a primary function of the schools to preserve calm in the midst of confusion, thinking in the midst of thoughtlessness, sanity in the midst of madness. Their responsibility for preserving and passing on the social heritage—for understanding and conserving the experience of the past—is most evident and most pressing in an age when the world is most disposed to ignore or forget the lessons it has had to learn. So in our time education should be something stable in an unsteady world. If it is not a pole-star, it will be a will-o'-the-wisp.

A stable education cannot be guided in its methods and provisions by the immediate and impulsive interests of the students. Its emphasis must be on needs rather than whims. In spite of some quibbling that the school itself is life, reactionary and radical alike agree that it is the business of the school to prepare for life and life situations. Now life is not easy. We all must constantly exercise restraints, face the unpleasant, do what doesn't enlist our interest, do the hard job. So the school must have remote objectives, hard tasks, compulsion, authority, penalties. Else it cannot prepare for life because it will be unreal and unlike life.

Neither can it be chiefly guided by the
apparent immediate interests of the times. Here again the emphasis must be on needs, and education must know those needs from history and philosophy. The interests and problems of the moment change too rapidly for any system of education to keep up with them: the principles underlying the intellectual training and accurate thinking which should be brought to bear on the interests and problems of any moment are relatively permanent. Changing education for changing times is another illustration of the vicious circle. Each changes because the other changes. There is a great deal of activity and effort with no worthwhile result, like a dog chasing his tail.

A stable education must be a liberal education, i.e., “one that liberates, one that releases the mind from ignorance, prejudices, partisanship, or superstition, one that emancipates the will, stimulates the imagination, broadens the sympathies, and makes the student a citizen of the world.” Mere training tends to specialize rather than liberalize, to concentrate rather than liberate. Education for the moment does not broaden one’s horizon and set him free. It focuses his mind on immediate perplexities and enslaves him to fashion. Educating for the moment too frequently fails to produce an appreciation of the permanent moral and social values that are the unchanging elements in civilization; too frequently loses in the search for immediate facility the larger search for fundamental truth. If we would be free we must still heed the ancient injunction “Ye shall know the Truth and the Truth shall make you free.”

This means that we must have education for culture. Culture does not mean a cheap dilettantism or pedantry. It does not mean a smattering of Latin and Greek. It does not mean a sort of education that separates a man from the interests and problems of everyday life. It means, rather, a refinement—an enlightenment and discipline acquired by mental and moral training—an intellectual, aesthetic, and spiritual development. Matthew Arnold defines it as an effort toward perfection “through all the voices of human experience which have been heard upon it, of art, science, poetry, philosophy, as well as religion.” It seeks to achieve its purpose by preserving and transmitting the best that has been thought and said in the world on all matters of human concern. It is not satisfied with mere knowing, but insists on doing—for the betterment of mankind.

There is no antagonism, as is often falsely assumed, between culture and realism in education. Instead of being in opposition to the practical, culture is in itself intensely practical in that it qualifies a man to face the problems of life with a poise, an equanimity, a moderation, and a background impossible to the uncultivated man. It enables him to reason from safer premises and to base his actions on sounder conclusions. It recognizes that we must teach with the old humanities the new science, that manual and vocational skills should be developed, that we must fit boys and girls to fill useful places in the world in which they will live. But it insists that the whole of our education shall not be vocational, that all of our educational material and procedure shall not be tested by the question of its immediate, practical use in a material sense, by the notions of any noisy cult or “school,” or by the ephemeral enthusiasms or transient “trends” of an unsettled age.

We will not “educate our pupils for a changing world” if we merely feed them on the pap of current ideologies. We must enable them to drink deeper from the Pierian spring—to learn from the philosophers, the law-givers, the poets of the world. And as we pursue this course we shall say to those who insist on some more “practical” and more “modern” approach to the problem of education that the humanists are the ones who are really practical, who are really modern, in an enduring sense. They are “practical” because they deal in those fundamentals which are essential to any suc-
cessful living; they are "modern" because they deal in those verities which are "the same yesterday, today, and forever"—so modern that they come to grips with the present and anticipate the future.

So far as we know, no minerals were mined and no timber was cut from Helicon. Hippocrene floated no commerce and turned no mill-wheels. But their spirit governs all that is best in our world today. Education must continue to be a Mount Helicon to which men may go to learn the meaning of mythology, to know poetry and philosophy, to learn to winnow the eternal from the ephemeral, to join with all the philosophers of all the ages in the only enterprise which can give a satisfying meaning and purpose to life—the unceasing search for Truth.

HENRY G. ELLIS

CHINA'S GRIM STRUGGLE

We are witnessing today the employment of force by a few aggressor nations to secure territories and privileges from weak and helpless countries. The great champions of law and order have been able to raise only feeble protests. Yea, some of them for the sake of preserving peace have even condoned such aggressive acts. This unwillingness to be embroiled in war has spurred the aggressor nations to more unbridled depredations and marauding expeditions. The weaker nations are being sacrificed to the insatiable greed and lust of these aggressors. Abyssinia and Czechoslovakia have been made victims, and China is still ravaged by Japan. For more than sixteen months the army of Japan has been devastating, plundering, and bombing the large extent of territory in China, wounding and killing more than a million of her population and rendering more than thirty millions homeless and on the verge of starvation. Many simply look on and pass by like the Pharisees of old. Sad to say, some even supply Japan with sinews of war to make China's sorrow more difficult to bear.

After years of patience in the face of unceasing provocations, interference, and high-handed actions at the hands of Japan, China was forced to resort to arms in defense of her very existence and independence as a nation. In many respects her position is similar to that of America in her struggle for independence. Like Washington, General Chiang Kai-shek possesses an army poorly equipped compared with the highly mechanized modern army of Japan.

But despite the gloomy clouds, reverses, and evil forebodings, China is not without gleams of hope and encouragement, for General Chiang Kai-shek, like Washington, is a military genius of consummate sagacity and the Chinese soldiers are men of great valor and self-sacrifice. The Chinese people as a whole have immense capacity for suffering and an uncanny spirit of cheerfulness in the face of great odds. The reverses in the North during the first weeks of the encounter, the losses sustained in the three months' gruelling defense of Shanghai, the great debacle in Nanking, the six months' thrilling defense of the Lung-Hai Railway, and the strategic retreats from Canton and Hankow may be compared to the Battle of Long Island, August 1776, and the slipping away from Brooklyn Heights, to the storming of Fort Washington, November 16, 1776, the capture of Philadelphia 1777. The capture of an enemy's capital does not necessarily end the control of the system of administration nor does it make it a decisive blow. The Chinese victories at Tai-er-chwang and many other places compare favorably with the Battle of Bennington, Oriskany, Washington's masterly campaign in New Jersey and Burgoyne's surrender.

Thus despite China's severe losses of both men and territories, Japan today, like
the British Army in America, conquers nothing save the ground on which they are actually encamped. The Chinese army, like Washington's militia, is being rapidly drilled, disciplined, and rendered efficient. General Chiang Kai-shek is given full and complete authority to command for the duration of the war. He will, like Washington, employ all the native strategy and studiously avoid the earlier blunders of others that characterize the fallacy of John Adams's toast "A short and violent war." Japan proclaimed vauntingly that she could crush China in three weeks while foreign military experts voiced China's collapse in less than six months. It is now nearly seventeen months and China's army is still intact and growing daily in numbers as well as in efficiency. China has her Valley Forge but Japan's plan of campaign cannot be said to be sound, because she has stretched her forces on a very wide and long front extending from Manchuria down to the Yangtze river as far as Hankow and separated another big force down to the extreme south in Canton. This gives General Chiang Kai-shek the advantage of operating on interior lines and the initiative to strike where and when he chooses. Like Burgoyne's march from Ticonderoga the army of Japan is exposed to flank and rear attacks from Chinese guerilla forces and hostile yeomanry. General Chiang Kai-shek is baffling the Japanese military command and coolly preparing his army to turn the tables upon the enemy. China's Yorktown may yet be brought about by this superb Chinese Commander-in-Chief. Who knows? As the raw militia in America discovered they could be more than a match against the seasoned veterans of English grenadiers and Brunswick regulars, so the Chinese peasant soldiers have shown to the seasoned soldiers of Japan and the military experts of the world ample proofs of their mettle. Henceforth it is not going to be easy work to crush the Chinese army by force nor is victory so easy to be won. It is going to take years and years to bring China to her knees from a military standpoint, but before that day comes Japan may not have a man left to run her factories or till her soil.

Before America could obtain the Yorktown victory three factors at least had to be present: (1) The financial assistance of France; (2) The military and naval cooperation of France; (3) Other sources of trouble to England like the war in India, the encounters with the Spanish fleet, agitation in Ireland, and so on. What a tribute to Benjamin Franklin as he toiled on in France for financial loans which France could ill afford to lend at the time. Without the millions of French livres the financial condition would have been dire in the extreme. Cartloads of greenbacks would not suffice to pay for a sack of flour. Without LaFayette and the French army, without Grasse and the French squadron, the victory of Yorktown might not have been recorded in history. Without the many troubles facing England in other places, America could scarcely have withstood the whole weight of the English army and navy. China today must seek financial assistance. Who can afford to lend her this assistance? Who can appreciate China's dire necessities better than America at this time? France under the influence of her philosophers and traders stood solidly for independence and was thrilled with the part America played in struggling to win independence from England. America has never ceased to make known to the world her firm faith and policy that nations should deal justly and equitably among each other and that the integrity and independence of each nation should be jealously guarded and protected. Today China is fighting for her very existence and independence. As Washington and Franklin appealed to France so General Chiang and the Chinese Government look to America for every assistance, cooperation, and support.

Though Japan, like England of old, has other troubles besides the war in China, yet
she has advantages and opportunities which England did not possess, for England had to meet all single-handed so to speak. Japan has the Berlin-Rome-Tokio axis and she has the facilities for buying her sinews of war from many countries. Against overwhelming odds, China has put up a tremendous resistance. Japan is paying dearly for her aggression. China can keep on indefinitely until she has completely exhausted her foe, but China cannot keep up the fight for very long if other nations continue to supply Japan with all her military equipment and allow her a free hand in China. What has Japan not done? She has repudiated all treaties solemnly signed; she has defied all civilized rules of war; she has ignored all belligerent rights whenever it suits her purpose, and she has proclaimed to all and sundry to keep their hands off China and the rest of Asia, because she is to dominate. Where is the justice or wisdom in helping Japan to get the withal to prolong the war in China? If America, England, France, and Russia would just say the word, Japan would have to recall her army back to Japan in no time.

Today China's cities are being reduced to ashes, her institutions of learning have been bombed and razed to the ground; her industrial plants have been completely destroyed. Yet millions and millions of refugees would rather starve than remain under Japanese control. These unfortunate ones and especially the women and children are being directed to the interior. They stand in need of food, clothing, and medicine. Every effort is being made by the Chinese Government and by the people to render them every care and protection, but the call for help is urgent. These are trying days for China; though dark the clouds, the dawn is not far off. Chiang Kai-shek is still looking for Grasse and his fleet and Yorktown.

CHANG-LOH CHEN

CONTRASTING PATTERNS IN EDUCATION

A STATEMENT OF EUROPEAN INFLUENCE ON EDUCATION IN AMERICA, ESSENTIAL DIFFERENCES IN PAST AND PRESENT PRACTICES THERE AND HERE, AND SOME DEFINITION OF THE AMERICAN IDEAL.

THE student of the educational system in America is concerned with what has happened in Europe for several reasons: first, there has been a direct transplanting, adapting, and borrowing from Europe at many times and along many lines, so that old-world influence as a whole is important to consider; second, the essential contrast of ideologies in education as held in older countries and in America in the recent past are always interesting for analysis; third, the present developments in Europe and America are amazingly profound in the connections which seem to have been made between education and systems of government. It is well to examine these phases in the order indicated.

1. European Influence in America

One who is inclined to treat truth fancifully can make out a good case for Shakespeare as an American author. In a similar way the beginnings of education in the new America were found in the old nations from which settlers came. Any old-world effect came to be less as time passed, and a product indigenous to the soil of America came into fruition. A varied picture of this European influence, working itself out in point of time, is the only true one.

1. The colonists brought education with them. From different countries came varied versions, each transplanted from the mother country. Sometimes adaptations were made from the first, especially in case of groups of religious refugees or political dissenters. What would fit or work in the new land survived, but much that was attempted
could not stand up under pioneering conditions.

2. Educational conceptions changed under political pressure. As the colonies consolidated under the British flag, the English influence grew, in the schools as in the other activities of the people. As the yoke of Britain was removed with revolution, and the formation of a government under a constitution took shape, English tradition in education lost its hold correspondingly, especially as new ideas came from non-English sources. Great admiration was felt in America for the French Revolution. The ideas of liberty, equality, and justice were powerfully suggestive to a people just become independent and in the act of establishing government on a broad scale. French ideas of central government and administration did much to shape early state systems of schools as forerunners of present farflung activities.

3. Visitors took note of the foreign scene. Franklin spent the better part of ten years in Paris, after setting in motion the academy movement. He taught the French and learned from them. Jefferson was there longer and at a later time. His conception of a state school system and a university owed much to French practices. Other and numerous visitors abroad brought back impressions. By 1825 considerable writing was done by this group. Even the ideas of Rousseau and Pestalozzi were talked in select circles.

4. Many European ideas were adopted outright. By 1850 the trying of European ideas became a mark of progress. As a sort of natural expansion influenced by German practice, such subjects as geography, history, literature, and nature study began to find place in the schools by the time of the War Between the States. Everywhere, except in the war-torn, poverty-stricken South, the movement to expand the curriculum and lengthen school terms was pronounced by 1875. The teacher-training movement, as adapted from German, became an influence by the same date in many northern states. Through such institutions as Oswego, Cook County Normal, and St. Louis Public Schools the German influence was a powerful stimulant by 1890. European ideas and educational patterns were quite effective during the last half of the nineteenth century. The German influence was felt most keenly in teacher-training and expansion of subject matter, including the subjects already named, as well as music and art.

5. American leaders got German education. Superintendent Harris, of St. Louis, Colonel Francis Parker, and other influential leaders went in deeply for the German philosophers, including Herbart on teacher-training, Froebel on kindergarten, and Hegel on logic. About 1890 a number of young men, educated in the German universities and imbued with Herbart's ideas on training teachers, became influential through writings, lectures, and professorships. This group can be represented by the McMurry brothers, Frank and Charles, who profoundly influenced teaching at the turn of the century and on to the present. John Dewey, though not German educated, started his works in philosophy nearly fifty years ago with a treatise on Hegel, and by 1899 brought out The School and Society, first stating his main thesis of the real relation of education and democratic living. This was followed in 1916 by Democracy and Education, the best analysis of the American ideal to that date.

6. Foreign ideas were Americanized into a distinctive product. Starting on a basis of German thinking and education, these leaders adapted ideas to American conditions and produced far-reaching effects. It served to bring into trial and permanent placement many things from Europe, but each had to stand the test of American practicality and fit in with the conception of free and universal education. The influence of European thought and practice...
has been great, but the total result is distinctly American. Since the turn of the century America has seemed capable of doing her own thinking and of building school systems that have little resemblance to old world patterns.

II. Some Figures in the European Pattern

In a number of ways, schools in the nations of Europe differ radically from what has been worked out in America. Not only are practices different, but the ideas that control would not be accepted by many Americans. With the present armament turmoil and unsettled political conditions in all the larger nations, we do not know much of what is happening in education. But, at least, we know that education in Europe is not a major undertaking and that it has not been since the World War opened in 1914. To that time we have a fair picture of the schools in all the leading countries. The educational undertaking was clear-cut and made sense. Some main features at that time, together with current information available, can be used to point the contrast with American conceptions. Though described in present tense, the picture following is probably truer of 1914 than now.

1. There are two systems of schools. The common people send their children to a common school. It leads only to some type of further practical training, not to higher education. The secondary school starts at about age nine and goes to university. To it go children of the upper classes, those who want higher education and who can pay for it. The systems do not typically cross or relate to each other, though some variations exist in different countries. Education is along two tracks, common and select. Opportunity for higher education lies at the upper end of only one track. The masses of the people do not get it, do not expect it, probably do not want it. There is some tendency, particularly in England, to provide that bright pupils in the common schools be transferred to the other track, but it has never been very effective.

2. Only a few get any advanced education. In Europe one of six of the population at any given time is enrolled in some sort of school, while in America one person in four is in school. Of all school children, one in four in America is in the upper four years of high school or college, but in Europe only one of six or seven gets any schooling, except in the common schools, even in a most enlightened country like England or Switzerland. In an average country, such as France or Belgium or Denmark, only one in fifteen or twenty school children goes to a secondary school, while in a backward country like Italy less than one child in twenty-five gets any advanced education.

3. Tuition fees are regular for secondary schools. Usually a large portion of the cost of advanced education is borne by means of fixed fees which are paid per pupil attending. The tendency in recent years has been to make the fees a smaller proportion of total cost of schooling, and some scholarships are granted for those qualified but not able to pay. Tuition fees serve the double purpose of support and of keeping out those classes of people not high enough in the social and economic scale to want or pay for advanced education. The plan for two tracks in education which do not connect is very effectively furthered through fees.

4. Higher education for girls is limited. Any considerable provision for advanced schooling for girls came only late in the nineteenth century in the leading countries of Europe. Except in schools with small enrolments in rural sections, the separate education of women is usual, and their enrollment is rather much below that for men in all larger countries. Some countries attempt different secondary education for women, tending toward the home-making occupations. It is safe to say that educational opportunities outside the common
schools are strictly limited for women. There is no solid tradition for equal education of men and women.

5. Examinations are effective selection hurdles. Rather rigid comprehensive examinations are given in most foreign school systems at two or three or even four points of progress. They are made so severe in requirements of mastery and thinking that many pupils cannot progress beyond definite limits. This is especially true in secondary schools at a point separating lower and upper years and before entering university. The examinations are frankly administered to the end of discovering and retaining as a class the intellectually elite. Social and economic restrictions through two tracks and tuition fees have already operated to eliminate other types of undesirables. By making the examinations or checking systems harder or easier, the exact capacity of the upper secondary schools and universities can be supplied. This is very precisely done in some countries where the ministry of education governs rigidly.

6. Education is defined as mental discipline. Advanced education in Europe is frankly for those intellectuals who have social and economic backgrounds that guarantee ability to profit from the disciplines attained. The secondary level of subject matter comprises mainly the fields of ancient and modern languages, mathematics, philosophy and ethics, history, sciences, with many variants among countries and types of courses. In some countries two ancient and two modern languages besides the mother tongue are required in the higher rating courses. Europeans generally believe that education is mind training through doing difficult things of an abstract and systematic nature, up to a standard of exactness and thoroughness that makes the individual razor-keen intellectually. The secondary school graduates rate high in scholarship. The European university man, as a survival product of several kinds of selection, merciless elimination, and thorough conditioning in certain kinds of intellectual gymnastics, is the last word in thorough education.

7. Teachers fit the systems where they teach. They are typically products of two systems that never cross, though there is a little variation in this respect. Secondary teachers in such countries as France and Germany have a university education that is most prolonged and specialized. Their whole attitude is business-like and scholarly, with pedestal-like separation from their pupils; they demand precise information in the classroom and use calculatingly cold-blooded methodology in getting results. There is no counterpart of this pupil-teacher relation in America, except with a few teachers who attempt to ape the Europeans. In Europe individuals, even the teachers themselves, are distinctly subordinated to the system that is to produce scholars. The teaching, as well as the setup in secondary schools, is designed to secure drastic elimination of those who cannot meet the highest standards. Teachers in the common schools fit well into doing what is intended—to have each child secure a modicum of very elementary training and to keep him in the track that leads to early employment, almost never to any higher education. Often teachers in elementary and secondary schools in America are thought to be rather sharply separated by distinctions of work, rank, and salary, but the lines of demarcation are mild in comparison with corresponding groups in Europe.

8. The place and purposes of education are different. In America education has become a way of life. In Europe it occupies distinct and detached positions: first, to provide minimum opportunities for all children to ages thirteen or fourteen; second, to educate a strictly limited number of leaders. The two things are so different in conception that they are essentially separate undertakings. In America hope is held out to all to go to the top, and the
set-up opens the way. So far as anyone knows, the particular child now occupying a seat in primary school is headed through high school and college. The chances are now more than three out of four that he will get some sort of high school education. In Europe the way is open to only a relatively few, those well-born and high in the economic scale, as well as superior in intellectual ability.

III. Present Educational Trends in Europe

We on this side of the Atlantic hear much of what is happening in Europe today. We do not know much for sure. Moreover, we are not very well prepared in attitude to interpret, even if we knew the facts. We can be certain that the main energy of every nation in Europe is national preservation in the immediate future, by means of armament, international diplomacy, encouraging or dispiriting propaganda, even by education. We are amazed at the reports of airplane building in Germany at the rate of over a thousand per month and at the recent statement from London that Britain will spend nearly $300 per capita within a short time for defense. How does education fit into such a picture?

1. Education in the great democracies is stalled. First energy in Great Britain and France must go into armament and diplomacy. Neither money nor personal effort can now be spared to expand education. England’s Fisher Act to extend secondary education to greater numbers has never been much more than a hope, and today is a dead letter. France must halt all efforts at expansion, even the half-hearted attempt to remove a few distinctions between the common and secondary schools that was in process following the great war. As new wars loom, education dries up in the great European democracies. They may be driven to make propaganda agencies of the schools, perhaps are now on the verge of this step. In that case extension of schools could be justified as legitimate war expense, but education would be reduced to the level of political chicanery in the commendable cause of national preservation.

2. The dictators can use education in their business. If we are able to believe reports coming out of Germany, each school day begins and ends with the Nazi salute to Hitler. We heard by radio recently that every school was held in session after regular hours to hear the dictator speak. We know that Nazism is mainly an organization of younger people, not long out of school. We hear much of student uprisings and youth on the move. Many people think the German schools of today are merely a branch of the propaganda ministry, known to the world for its efficiency. Every youngster is crammed full of the greatness of Germany—that-was and of still-greater-things-to-be. Secretary Wallace said recently in a Lincoln Day address:

“The dictatorial regime in Germany, masquerading its propaganda in pseudo-scientific terms, is teaching the German boys and girls to believe that their race and their nation are superior and have a right to dominate all others.”

The Jewish and Catholic persecutions show that all thought of religious freedom already is out of the picture in Germany and perhaps Italy. Mussolini has stepped up the requirements of school attendance so that more children are in school in Italy than at any time in history. News stories bring reports of public school students assiduously drilling for military service and of university students marching against the French legation in Rome. The element of propaganda in Italian schools is probably greater and more palpably open even than that found in Germany. In Russia the abolition of all religious practice and the set-up of the ministry of education and recreation guarantee the learning and practice of the dominant system of communism by each school child. As in Germany and Italy, many Russian practices emphasize the importance of the younger element of
the population, the most recent product of the schools. Power is in the hands of the post-war crowd. We may expect the incoming Spanish regime to follow the lead of their Italian and German masters and adopt a style of education that fits in with the needs of its dictator. Education is frankly capital for the dictators—a way of inducting all youth into the groups that wear shirts of the right color, black or brown or others still to appear.

3. The small nations are a little better off. Education in Switzerland, Belgium, Holland, Denmark, Norway, and Sweden follows the traditional lines, much as before the World War, a common school for all and a secondary school for the few. Each country works out its problems in its own way, but does not deviate greatly from the typical picture presented above. The Swiss common schools produce fine artisans, the Danish bring out the finest farmers in the world, and the others excel in other ways. Yet all are distinctly European, governed by European traditions. Certainly there is nothing in any one of these countries that closely parallels American one-track schools for all. Perhaps there is very definitely uneasiness as to what will be the outcome for the smaller nations if and when their more powerful neighbors clash. We can imagine their educational systems are already affected by impending struggle. Some of them have had financial difficulties recently, to the hurt of their educational status and policy.

4. The total picture is blurred and unpleasant. Impressions of education in Europe bring no hope or comfort. Perhaps the present mess is the result of wrong kinds of education. American education has borrowed heavily from Europe, one thing at a time in ways already indicated, but has built each item into a total conception of free schools for all as the American way. Are dictatorships a product of two-track education? It is difficult to say. At least, Europe has both.

IV. American Pattern for Education

A view of the schools in the United States through the different steps of development and levels of experiences reveals a steadily growing structure with many features peculiarly American. The main points of the system, many of them of European origin, have been built up into a total pattern that partakes of the quality known in the trade world as custom made. It is the best that Americans have known how to arrive at through infinite try-outs, when guided by the changing ideals that have prevailed in government and business at one time or another.

1. A single ladder reaches upward for all. The most accepted feature of the public school system is that all children belong. The poor and the rich, the weak and the strong, the well clad and the other kind, all go to graded school together. To an increasing extent the same is true for high schools, with three out of four of eligible age enrolled. The root idea that permeates the whole system is that education, basically the same for all, is open to each child without expense. Each child will get what he can as an individual, climb as far up the ladder as he can go, all in a single school. He can attend school each day and live under the home-roof each night. This is a system in great contrast with any found in Europe, unless of very recent date and for purposes radically unlike those accepted in this country.

2. The public schools are taught by their own product. In America it takes a million men and women, most of them women, to keep the schools open. It is no small undertaking to educate, select, place, and supervise this army of teacher privates. The pay scale is so low and the promise of promotion so small that many potentially able prospects for teaching among the young people reject teaching as a vocation, as do most of those who come of families well-to-do in this world's goods. The result of these factors is a corps of teachers not
much above middle-class people, intelligent enough to do the required schooling in order to qualify and of social standing high enough to have the ambition to teach as a form of work. At the lower end of the scale the very weak of intellect are cut off because of inability to go through high school and enough of college work to meet teaching standards. Persons very low in the economic and social scale do not often find it possible to continue in school long enough to become qualified, even if they have the ambition to teach; but as the schools become more completely free, we may expect more exceptions to this principle. Again the result is a decided tendency to secure teachers from the middle class of Americans.

Two other influences should be noted: first, salary scales vary from state to state, with most states depending upon their own citizens for teachers; second, some states are so poor that adequate standards for qualified teachers have not been imposed. The state spending more for salaries and holding a higher standard for qualification may get better educated teachers; the state with lower salaries and standards may get poorer teachers or just as good as the states spending more, depending upon the outlook and opportunities in other vocations. Some Southern states, even in the face of low salaries, are remarkably fortunate in those of their own people who decide to teach. The composite result for the schools, however, is teachers of middle class, devoted to the ideas of democracy and individual opportunity, willing to use the human touch and some degree of patience to help all the children along the way.

3. The schools try to give the children what they need. The schools in America try to do everything for everybody. Formerly the lower schools were to teach reading, writing, and number. In course of time, information subjects were added, finally the arts and such practical matters as health and use of the hands. The high schools gradually broke away from the dead languages and mathematics to history, science, and modern language. Then followed many additions along practical lines of vocational and commercial training, as well as civics and health, fine arts, athletics, and extra-curricular activities. It is not too much to say that the high schools of any sizable school system will now teach any course which a considerable number of people ask for. It is fair to say that Americans demand practical, usable education that is not too difficult, admitting of choices that seem to lead to adult vocations, and flexibility of arrangement and administration that pays each youngster off in suitable credits that lead on ever higher up the educational ladder. The ladder must be climbed!

4. Much trying out of new things is going on. One who reads consistently several educational journals, or even articles on education in general magazines, is amazed at the number of things reported as in process of being tried out in one school system or another. In spite of a general conservatism and prejudice against experimentation with children, enough departures are in the working out, for good or evil, to justify the statement that the schools are not standing still. One who attends a national meeting of educators and works himself in and out of general and group meetings with some tenacity for several days, or until his endurance is used up, is impressed that deliberate progress is being made by steps that rate rather higher than trial and error. Of the trying out of things there seems no end!

5. The American schools form an original pattern, not found elsewhere. The picture of a nation practicing at the ideal of education for all its children to age eighteen or twenty in a single unified system of schools, open to all and supported by all, is something new under the sun. It seems to have no counterpart in any other leading nation of the world. The schools are prob-
ably as uniquely American as the development of quantity production by machines that is technology, or the profits system that is business, or the conception that people shall not go hungry or cold in a land of plenty. The remaining step for education—it may not be so far away or even now—is further changing needed to make a harmony with other leading institutions and ways of living, those best adapted to the profits system and machine production. We may with certainty predict adjustments in educational organization and practice to fit in with the rest of national development. The possibilities here are too vast even for speculation. It has always been so!

Paul Hounchell

FOLK TALES OF OLD DOMINION PRESERVED FOR POSTERITY

A REPORT OF WORK IN PROGRESS UNDER THE DIRECTION OF THE WORKS PROGRESS ADMINISTRATION

FOLK tales and folk ways of Virginia are being recorded in final written form for eventual publication as the result of the completion of a study of Old Dominion folklore by the Federal Writers' Project of the Works Progress Administration. From every section of the Commonwealth has come interesting material to enrich the nation's knowledge of Virginia folk ways, it is stated in a report just received at Washington WPA headquarters. Among the hundreds of contributions received in the Richmond office of the Federal Writers' Project are folk-songs and ballads, occupational and sectional songs, Negro spirituals and songs, ghost and witch stories, legends and superstitions embodying the elemental traditions of the race.

Exploration of the folk ways of the state is only a part of the work being done by the Federal Writers' Project in Virginia, however. The Virginia Guide, the major undertaking, is now ready for publication. Sectional material for a History of Virginia is being gathered, and several sectional books are nearing completion. In addition, Negro workers have completed a History of the Negro in Virginia. Historical radio skits are being written by project workers and produced over a Richmond station. The project in Virginia is under the direction of Eudora Ramsay Richardson.

The work of coordinating the folklore material has been placed in the hands of Miss Miriam M. Sizer, Folklore Consultant. Miss Sizer is a native of Orange County and holds a B.A. degree from the University of Virginia and has done post graduate work at Columbia University.

It was while studying Chaucer and medieval life at the University of Virginia that Miss Sizer became interested in folklore. Later, while teaching a vacation school in the Shenandoah National Park area, near Skyland, she was given an opportunity to begin the studies of mountain folk, which have carried her into many sections of the Virginia mountains.

Miss Sizer's knowledge and understanding of the mountain people led to her appointment in 1932 by the National Park Service to conduct a survey upon which was made the present basis of resettlement for the mountain people forced to move from the Park area as Shenandoah National Park neared completion. Having heard in the mountain homes the songs and ballads, the old superstitions, witch tales, ghost stories, and legends, Miss Sizer is now classifying and editing the material that is being sent to the headquarters of the Federal Writers' Project by a score of workers throughout the state. After Virginia folklore is checked, it is forwarded to Washington, where it will be included in the several folklore books which the Federal Writers' Project expects to have completed in the spring.

The formation of a Joint Committee on Folk Arts to "explore the folkways of America" was announced in Washington
recently by Ellen S. Woodward, former Assistant Administrator of the Works Progress Administration. The committee will be made up of experts employed on the Arts Projects of the WPA, and its principal work will be to coordinate and develop the folklore studies of the Federal Writers' Project, the Federal Theatre Project, the Federal Music Project, the Federal Art Project, the Historical Record Survey, and the Recreation and Education Divisions of the WPA.

The materials already collected include legends and folktales, folk music, games, dances, rituals and folk art. Plans for the work include the use of recording apparatus by the Federal Theatre Project to record folk songs, folk tales, and conversations. The material recorded will be used in plays and broadcasts. The Archive of American Folksong, in the music division of the Library of Congress, has placed its facilities at the disposal of the committee so that the materials can be classified and indexed, and preserved.

Educational and artistic institutions, including Columbia University, University of Pittsburgh, and the Chicago Art Institute have offered to act as depositories for all or part of the original drawings and photographs made by the Federal Art Project.

THE AMERICAN'S CREED

The complete proceedings in regard to the official acceptance of "The American's Creed," on April 6, 1918, may be found in the Congressional Record, 65th Congress, 2nd Session (April 13, 1918), from which is taken the following explanation of the doctrinal origin of "The Creed":

"I believe in the United States of America"—the first clause—is from the preamble to the Constitution of the United States; that the second clause—

"A government of the people, by the people, for the people"—is from the preamble to the Constitution of the United States, Daniel Webster's speech in the Senate of January 26, 1830, and Abraham Lincoln's Gettysburg speech.

"Whose just powers are derived from the consent of the governed"—is from the Declaration of Independence.

"A democracy in a republic"—is in substance from No. 10 of the Federalist, by Madison, and Article X of the amendment to the Constitution of the United States.

"A sovereign nation of many sovereign states"—from "E pluribus unum," the great seal of the United States, and Article IV of the Constitution of the United States.

"A perfect union"—goes back to the preamble to the Constitution.

"One and inseparable"—Webster's speech in the Senate of January 26, 1830.

"Established upon those principals of freedom, equality, justice, and humanity"—from the Declaration of Independence.

"For which American patriots sacrificed their lives and fortunes"—from the Declaration of Independence and Lincoln's Gettysburg Address.

"I therefore believe it is my duty to my country to love it"—in substance from Edward Everett Hale, The Man Without a Country.

"To support its Constitution"—from the oath of allegiance, section 1757 of the Revised Statutes of the United States.

"To obey its laws"—from Washington's Farewell Address and from Article VI of the Constitution of the United States.

"To respect its flag"—the national anthem, The Star-Spangled Banner; Army and Navy Regulations; War Department circular on Flag Etiquette, April 14, 1917.

"And to defend it against all enemies"—from the oath of allegiance, section 1757, of the Revised Statutes of the United States.

—Congressional Record, Vol. 56, Appendix, p. 287.

"If I had my life to live over again, I would make it a rule to read some poetry and listen to some music at least once every week; for perhaps the parts of my brain now atrophied would thus have been kept alive through use. The loss of these tastes is a loss of happiness."—Charles Darwin.
DETOURING
Teacher: “Why don’t you talk louder when you recite?”
Pupil: “A soft answer turneth away wrath.”

TREND TO SIMPLICITY
Tommy’s Sister: “Tommy, what is a synonym?”
“A synonym,” said Tommy wisely, “is a word you use when you can’t spell the other one.”

WHAT JOHNNY THOUGHT
Little Johnny, aged seven, had been taken to the Zoo to see the animals.
He stood before the spotted leopard’s cage for a few minutes staring intently.
Then, turning to his mother, he asked:
“Say, Ma, is that the Dotted Lion that everybody wants Dad to sign on?”

EVOLUTION
Teacher: “Who can tell me what the former ruler of Russia was called?”
Class (in unison): “Tsar.”
Teacher: “Correct; and what was his wife called?”
Class: “Tsarina.”
Teacher: “What were the Tsar’s children called?”
There was a pause, and then a timid voice in the rear piped up: “Tsardines!”

PRESENT TENSE, “SPINK”
Papa: “Bob, if you had a little more spunk, you would stand better in your class. Now, do you know what spunk is?”
Bob: “Yes. It’s the past participle of spank.”

“James, have you whispered today without permission?”
“Only wunst.”
“LeRoy, should James have said ‘wunst’?”
“No’m, he should have said twict.”

Two small girls were playing together one afternoon in the park.
“I wonder what time it is,” said one of them at last.
“Well, it can’t be four o’clock yet.” replied the other with magnificent logic, “because my mother said I was to be home at four, and I’m not.”

JUST SOAKING
The teacher had forbidden the eating of candy and chewing of gum during school time. One day she became suspicious of a lump in Jimmie’s cheek.
“Jimmie, are you eating candy or chewing gum?” she asked.
“No,” replied Jimmy, “I’m just soaking a prune to eat at recess.”

Pop (a socialist): “What do you mean by playing hookey, staying away from school?”
Son: “Class hatred, Pop.”

WHERE?
All the pupils were ready to begin with the written test.
“Where’s your pencil, Wally?” asked the teacher.
“Ain’t got one, teacher.”
“How many times have I told you not to say that? Listen: I haven’t one, you haven’t one, we haven’t, they haven’t——”
“Well,” said Wally, “where are all the pencils?”

Absent-minded Professor: “Waiter, half an hour ago I ordered some lamb chops. Have you forgotten them, or have I had them?”

Father: “Sonny, why don’t you get the habit of going to the dictionary when you want to know how to spell a word?”
Sonny: “I do sometimes, but somehow the dictionary always has it wrong.”
EDUCATIONAL COMMENT

WILL CHEAP BOOK POSTAGE BE PERMANENT?

A magazine weighing half a pound is carried through the U. S. mails at a cost to the publishers of 1/32 of a cent; until recently a book of the same weight cost its publishers 4 cents in postage. Such a discrepancy has always seemed hard to understand.

While the policy of subsidizing newspapers and magazines has been justified on the ground that the press is a medium of education for the masses in a democracy, it has always seemed that the same reasons would apply to the distribution of books. One explanation has been that newspaper and magazine publishers have been more vociferous than book publishers, and the oil has gone to the wheel that squeaked the loudest.

Now an executive order has been issued by President Roosevelt providing that a cheaper rate for books—1½ cents per pound, and 1½ cents minimum—be applied in the period from November 1, 1938, to June 30, 1939. During this eight-month period studies will be made to determine the effects of cheaper book postage.

It is a boon to schools and libraries as well as to book clubs and book publishers that this cheaper rate should be in force, and its continuance should be a matter of real concern to all teachers. The magazine publishers have kept the authorities informed of their wishes; let book publishers and book readers do no less.

OFFICE OF EDUCATION RADIO SERIES

Many teachers are beginning to depend regularly on radio for classroom or outside work. One of the great needs, however, of the teacher and school administrator is reliable and advance information on educational radio series. Advance listings of some of the Office of Education radio series are given here:

THE WORLD IS YOURS
Every Sunday from 4:30 to 5:00 p. m. EST. Coast-to-coast, NBC Red Network with the Cooperation of the Smithsonian Institution.
Purpose—To dramatize significant areas of human knowledge.

APRIL 2—GEMS AND GEM LORE—Stones—treasured by men for their beauty and their power to bring good luck! Stones—precious in terms of fortunes and lives! Brothers kill each other for the Koh-i-nor diamond, which now adorns the crown of England's king, and a nineteenth century novel changes the opal from a good luck talisman to an omen of evil. Listen to stories of famous jewels and legends from gem lore.

APRIL 9—HEAD HUNTERS—Smithsonian scientists come out of the jungles of northwest South America with an argosy more thrilling than fiction. Soldiers, settlers, and missionaries have told many tales of the Jivaros Indians. This true and amazing story is told for the first time in the World Is Yours.

APRIL 16—TRAIL BLAZING WITH SCIENCE
—Each year a world-wide network of scientific expeditions is thrown out by the Smithsonian Institution to round up new knowledge of our earth and its inhabitants. Highlights of 1938 will be broadcast in this program.

*April 23—First Ladies’ Fashions—Gowns worn by Presidents’ wives, daughters, sisters, and nieces—from Martha Washington’s handpainted reception gown to Mrs. Coolidge’s short velvet dress—illustrate the fashion of the day. Dolly Madison’s stubbornness saved her yellow brocade from British soldiers. Mary Todd Lincoln wore her pansy velvet to the Ford Theatre. Mrs. Pierce’s inaugural gown—black because of the death of her son—contrasts strikingly with the white wedding dress of President Buchanan’s niece. Here is the life and the gay talk and the music of the White House through generations.

*April 30—New Frontiers of Physics—What discovery—by Galileo about three hundred years ago—was one of the most important achievements in the history of human thought are marked the beginning of the science of physics? How has our picture of the universe changed since then? What clew—brought to this country only a few weeks ago by a notable scientist—started a feverish activity in several physical laboratories here and may result in the most important discovery in science in this generation? Listen to the answers on this program.

Consult your daily newspaper for change of schedule to daylight saving time.

WIT AND WISDOM

Professor Joseph Wood Krutch of Columbia University: “Too many men are becoming increasingly willing to die for too many different ideas, and the worse the idea is the more eager they seem to be to die for it. In the publications of the Modern Language Association...I have never come across an idea which I, or I think anyone else, would want to die for; and that, under the circumstances, seems to be decidedly a point in its favor...As I see it, the Modern Language Association...does not aim to do anything to anybody. Its only object is the accumulation of useless knowledge, and of useless knowledge at least one thing may be said—it never did anyone any harm.”

Dr. Frederick G. Keyes, of the Massachusetts Institute of Technology: “The great state universities will be cited as examples of politically supported institutions. But does anyone suppose that they would stand at their present level, in serious activities, were it not for the example, performance, and competition of the independent universities that still serve as models?”

SUGGESTIONS FOR READING IN EDUCATION

A SUMMARY OF CURRENT MAGAZINE ARTICLES FOR GENERAL READERS


One of the blights upon today’s normal childhood is the abundance of privileges and advantages our children are showered with. “Give more of your own time and interest to your children’s affairs.” They are quick to appreciate the difference between lavish gifts and your companionship. Many children get the idea at home that physical work is degrading. From earlier years they should be given regular household tasks and made to carry them through. Of course, children should have warm clothes and proper play equipment, but the most precious experience of a child’s life—the opportunity to yearn for something—should not be taken from him by giving him unasked-for gifts.


Learning is a reciprocal relationship between child and parent. This also applies to learning with one another. Successful child training results from this “two-way learning,” as it is called. We live to learn and learn to live. As long as we live, so long do we learn. A need, a situation, and a relationship built up between need and objective make up learning. Learning is based upon a satisfaction of basic needs.

This article stresses the poor organization and inadequacy of firedrills and states that ninety percent of our schools are firetraps. In America there is an average of five fires a day in schools. The hazards and dangers of fires should be studied in schools, and students should be prepared to meet the fire emergency that sooner or later comes to every school. "A decent firedrill twice a month costs nothing and is the best device yet invented for getting children out of a 'quick burner' in time."


By request, President Hutchins reviews the arguments and states his position with regard to the report of the President's Advisory Committee on Education made last February. He deals especially with the arguments against federal support of education in the states, over control of education in the states through a Washington bureau, and with the time-honored principle of separation of church and state. Dr. Hutchins overcomes to his own satisfaction all the arguments against the recommendation for federal subsidy to carry on education in the states. His main argument centers around the inability of the southeastern states to support an adequate program for education and the fact that all the people in these states are Uncle Sam's children.

COLLEGE IS NO PLACE TO GET AN EDUCATION, by Albert Jay Nock. American Mercury, February, 1939.

Since the students of a certain college have started to voice their dissatisfaction with their professors, the author debunks all colleges for having professors who are "not men of all around culture" or of "first-rate intelligence." Ninety percent of our secondary and college pupils are not capable of education in the right sense of the word. Students will not attend college for fun and amusement when those institutions are run to accommodate only those capable of education. The writer quotes George Bernard Shaw, "Those who can, do; those who can't, teach," and agrees with Shaw that the colleges are too democratic and equalizing in effect—that education is no longer regarded as an end in itself, but as a mechanical job getter.


It is the belief of American women that parents should make real sacrifices to send their children to high school and even to college. A degree of homework is wise for both elementary and high school pupils. For high school children not planning to attend college, vocational training should be increased. Children should have instruction in music and painting. Discipline in today's school is about right. In giving employment, American women feel that too much stress is laid on a college education. If servants were given decent hours, attractive uniforms, and called "Miss," more girls would enter domestic service.


A new day demands a new education. A new America demands a new progressive system of education. Change is the keyword to this age, and the human body must be able to adjust itself. The Three R's are no longer sufficient; we must think in broader terms to prepare our children to meet the coming conditions of life, to prepare our children for complete living.


"For all who wish to learn" is the motto of the Denver Opportunity School. This amazing free school takes students of any race, age, or color who may study whatever they want to learn. There are no rules, grades, admission requirements, diplomas, or graduations (except in the accredited high school), but a card from this school is as good a recommendation as one can get. Its creed is a noteworthy one: "Unlimited faith in the capacity of every human being, if given a fighting chance, to become a self-sustaining, self-respecting, happy member of society."

NEWS OF THE COLLEGE

Dr. Theodore H. Jack, president of Randolph-Macon Woman's College, Lynchburg, was the speaker at Madison's convocation exercises on Monday, March 20, when the officers of Student Government were installed.

Marguerite Bell, Suffolk, succeeded Lafayette Carr, Galax, as president of the Student Government Association. Other officers for the coming session are Marion Killinger, vice-president; Marlin Pence, secretary-treasurer; Eleanor Shorts, recorder of points; and Marie Smith, editor-in-chief of the Handbook.
Marie Walker, Kilmarnock, becomes president of Y. W. C. A. following Elizabeth Rawls, Norfolk; her associates are Geraldine Douglass, vice-president; Marjorie Proffitt, secretary; and Margaret Young, treasurer.

Frances Taylor, Ashland, is the successor of Mike Lyne, Shenandoah Junction, West Virginia, as editor of the Breeze; associated with her as business manager for the year just beginning is Brooks Overton, of Sanford, N. C.

Anna Gordon Barrett, of Lynnhaven, has been elected editor of the 1940 Schoolma'am, succeeding Jane Logan, Harrisonburg, who is editing the 1939 volume; the business manager of the 1940 annual will be Betty Thomas, Bedford.

Officers of the Athletic Association also take over their responsibilities next fall. Jean VanLandingham, Petersburg, will succeed Billie Powell, Hopewell, as president. Jane Pridham has been elected vice-president; Marjorie Pitts, business manager; Lorraine Fisher, treasurer; and Ruth Jobe, varsity cheer leader.

For the purpose of determining the rating of this institution as a representative of the American Association of Teachers Colleges, Dr. Katherine Rogers Adams, of Washington, chairman of the National Committee on Membership and Maintaining Standards of the A.A.U.W., recently visited Madison.

Madison is one of the colleges recommended by the American Association of Teachers Colleges to be examined by the American Association of University Women in considering whether or not members of the A.A.T.C. will be admitted to the list of colleges and universities approved by the A.A.U.W. The findings of this committee will be presented at the national meeting of the A.A.U.W., which will be held in June at Denver, Colorado.

Featuring the reunion of the classes of 1914, 1919, 1924, 1929 and 1934, the annual Home-coming celebration of Madison College Alumnae was held March 17 and 18. The entertainment program for the visiting alumnae opened on Friday night when Stratford Dramatic Club presented Noel Coward's "I'll Leave It To You." Entr'acte music was provided by the college orchestra.

Open House was held in Alumnae Hall, where old students and faculty members met. The annual Alumnae luncheon was on Saturday in Bluestone Dining Hall and was followed by a business meeting at which Mary Brown Allgood, Richmond, president of the Alumnae Association, presided. The class reunions were held Saturday afternoon. The festivities were climaxed by the Alumnae Dance at 8:30 p. m.

Madison ended its basketball season March 2 when the varsity squad won a 27-13 victory from the Shepherdstown Teachers of West Virginia.

Prior to this the home team had defeated the Salisbury, Maryland, Teachers 50-10, and Radford State Teachers 29-15. They played one of their strongest competitors when they met and defeated Farmville by a score of 24-19. One defeat, the 19-16 loss suffered at the hands of East Stroudsburg, Pennsylvania, and one tie, 22-22 with Westhampton, conclude the other scores.

Bright and early the morning of February 17, the junior class appeared on campus dressed in golden money bag jackets and coin hats, announcing that they were the gold diggers of 1940. Their slogan: "Digging for a Golden Opportunity." Virginia Gordon Hall, class president, conducted the morning assembly which featured the talents of several members of the junior class.

The class officers besides Miss Hall are: Almeda Greyard, Norfolk, vice-president; Nellie Dunston, Norfolk, business manager;
Geraldine Lillard, Madison, treasurer; Corrine Carson, Sterling, sergeant-at-arms, and Anna Miller, Jerome, secretary.

At luncheon the class received favors from the others classes; in the evening a banquet was followed by an entertaining program in Reed Gymnasium.

Transformed into a veritable ice palace, with music by Roy Hicks and his Winter Carnival orchestra, Reed Gym was the scene of the German Club Winter Dances on Saturday, February 18. Dressed in snowy white, the German members with their dates danced the figure in a wonderland at the card dance at 8:30 p.m.

Virginia Hull, Goshen, president, with her date, Charles Burks Griffin, Denton, N.C., led the figure, followed by Sammye White, vice-president, Chatham, and her date, Bobby Pence of Harrisonburg.

Next appeared Tish Holler, New Jersey secretary, and her partner, Bud McNelly, of Rutgers University. Jean Norwood, Chase City, with her escort, James Cowen, from Washington, followed.

Margaret Clarke, Norfolk, business manager, and her date, Ed Church, Salisbury, N.C., preceded Ruth Hardesty, Shepherdstown, sergeant-at-arms, with her partner, Woodward Marsh, from Arlington.

The famous Roth String Quartet was heard Monday night, February 20, in Wilson Hall. Composed of four young Hungarian virtuosi, all from the same school, all born in the same country, the quartet possessed extraordinary unity of mind, spirit, and temperament.

The performance included some of the world’s masterpieces of chamber music, by Haydn, Mozart, Beethoven, Brahms, Schubert, Wolf, Tchaikowsky, and Debussy.

Feri Roth, first violin and founder of the group, Jeno Antal, second violin, Ferenc Molnar, viola, and Janos Scholz, cello, have enjoyed ten years of concert achievement.

The Madison College Orchestra was recently organized as a complete unit of college activity. The officers of the organization are: Geraldine Douglass, Grottoes, president; Ruth Spitzer, Harrisonburg, vice-president; Lillian Knight, Buffalo Ridge, secretary-treasurer; Louise McNair, Hollender, librarian; Margaret Eaton, Suffolk, publicity manager, and Clifford T. Marshall, conductor.

According to its newly drafted constitution, the purpose of the orchestra is “to perpetuate the musical activities of our college, to represent the highest ideals in college work and general activities, and to maintain high standards of interest and achievement in orchestral work.”

Started by Mr. Marshall with eight pieces in 1937, the orchestra now has 24 members, and plays for various college activities.

Margaret Young, Lynchburg, was presented in an organ recital in Wilson Auditorium on Saturday, March 4. She is the pupil of Professor Clifford T. Marshall, of the music faculty, and was assisted by the two-piano team of Geraldine Douglass and Marie Walker, who played “Waltzes, Opus 39” by Brahms.

Following the recital there was an informal reception given in Alumni Hall. Included in Young’s program were “Fugue in G-Dur” by Bach; “Andante Cantabile” by Tchaikowsky; “The Bells of St. Anne de Beaupre” by Russell, written in three movements—Andante, Maestoso and Adagio; “Symphony Number 5” by Widor in five movements.

Dr. Edward N. Calisch, Rabbi of the Congregation Beth Ahabah, of Richmond, spoke on the “National Conference of Jews and Christians,” in chapel recently. “A wholesome religious life can be one of the biggest contributions to a democratic government,” he said, explaining that the purpose of the national conference is to “make America safe for religious differences.”
"Religious intolerance is one of the crudest, most destructive forces in human emotions. It has established in foreign countries war, disorder, and exile. Germany's false accusations against the Jews would charge them with undermining German ideals."

Of all the Nobel awards given up to the time of the World War, Rabbi Calisch pointed out, Germany led all other nations with 37 awards, of which 12 were received by Jews.

The question, "Resolved: that the United States should cease spending public funds (including credit) for the purpose of stimulating business," was examined by the Madison College Debating Team in two non-decision debates recently.

The first, with Hampden-Sydney, was held in Wilson Auditorium February 25; the second, with Bridgewater College, was at Bridgewater February 28. Geraldine Ailstock, Clifton Forge, and Aileen Brillhart, Troutville, upheld the affirmative side of the question against Hampden-Sydney, and on the same evening, Maria Bowman, Staunton, and Marjorie Pitts, Smootz, represented the negative side against Hampden-Sydney. Jane Lynn, Manassas, and Earle Hitt, Heywood, composed the affirmative team against Bridgewater.

Approximately one hundred and fifty honor roll students were guests February 16 at a tea given in Alumnae Hall by Kappa Delta Pi, honor society in education. In the receiving line were Jane Lynn, Elizabeth Alexander, Janet Miller, Dot Sears, Mildred Garnett, club officers, and Miss Katherine M. Anthony and Dr. W. J. Gifford, sponsors.

**ALUMNAE NOTES**

Miss Sue Ayres, '31, supervisor of the Prince William county schools, was chosen to serve as secretary of the Virginia Council of Administrative and Executive Women in Education at a recent meeting in Richmond of the board of directors of the council at the Hotel John Marshall.

Elizabeth Greaves Page, of Coke, Gloucester Co., president of the class of '16, writes: "I wish I could be back at 'Blue Stone Hill' for Home-coming, but I can not yet. Cecil, Jr., is a freshman at V. M. I. I am proud of him, as he made the Honor Roll for the first term. Betty Nelson, 10 years old, is also doing well at school in Gloucester. Give my best love to all the old girls who knew me."

**MARRIAGE**

**Class of 1935**

Helen Irby, of Blackstone, to John M. Pilcher, of Petersburg, on February 11 in the Crenshaw Methodist Church, Blackstone.

Mrs. Pilcher taught in the public schools in Covington, Virginia, and in Capitol Heights, Maryland. Mr. Pilcher, after receiving B.S. and M.S. degrees from V.P.I., engaged in research work at Battile Memorial Institute, Columbus, Ohio, where both are now.

The engagement of Marion Elizabeth Huffman, '38, of City Point, to Charles Edward Powell, of Petersburg, was announced recently. The marriage will take place in April.

Announcement has also been made of the approaching marriage of Helen Willis, '38, to Joseph Howerton, of Lynchburg, in June. This year Helen has taught in the Amherst elementary grades.

**OUR CONTRIBUTORS**

HENRY G. ELLIS is superintendent of schools in Petersburg, Virginia.

CHANG-LOH CHEN is counsellor of the Chinese Embassy in Washington, D. C.

PAUL HOUNCHELL is professor of education and assistant director of the training school, at Madison College, Harrisonburg.
FILM ESTIMATES

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.

ABSENT BULLDOG DRUMMOND (J. Howard, Heather Angel) (Para) Drummond, thickly involved in spy ring plot over new, pseudo-scientific “death ray” machine, postpones his wedding, incurs grave suspicion, but deftly solves all. Well-acted, agreeably puzzling little thriller more amusing than scary.

(A) Good of kind (Y) (C) No


(A) Fine of kind (Y) (C) By no means

DEVIL’S ISLAND (Boris Karloff) (Warner) Wrongly sentenced to Devil’s Island, great doctor endures governor’s brutality, saves and saves his daughter by operation. Still narrowly avoids guillotine after escape-attempt fails ironically. Bestial cruelty and hideous sufferings for thrills. Karloff’s acting chief merit.

(A) Depends on taste (Y) No (C) No


(A) Entertaining (Y) Excellent (C) Good

FEUD TO THE LAST (Chinese-English titles) Chinese production showing ruthless Japan decimating unprepared China. Story centers around appealing Chinese family, all dying grisly deaths. Technically poor, with dizzy transitions and montage, but vivid, horrible, convincing realism favoring China in present War.

(A) and (Y) Strong and gruesome (C) No

GUNGA DIN (C. Grant, McLaglen, Fairbanks Jr.) (RKO) Excellent, picturesque thriller of British army life in India, informative in sets, costumes and routine. But action bristles with absurdities and burlesque heroics, with actors striving to be boxoffice attractions, not British soldiers.

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

HONOLULU (Young, Powell, Burns, Allen) (MGM) Fast, merry musical romance, with dual role for Young as much-pursued movie star and his double, a Hawaiian planter. Amusing complications on ship and shore, roles perfectly fitted to players, tuneful music, and Eleanor’s fine dancing. Deftly done throughout.

(A) (Y) Very good of kind (C) If it interests

IBOR’S DELIGHT (Norma Shearer, C. Gable) (MGM) Elaborate screening of clever Sherwood play, combining strong anti-war propaganda, whimsical character study, and rather thin comedy. Over-prolonged “recognition” motif weakens dramatic power. Splendidly acted. Technique masterful. But will disappoint many.

(A) Very good of kind (Y) Doubtful (C) No

JESSE JAMES (Power, Ronda, Nancy Kelly) (Fox) Impressive, forceful story of notorious bandit’s lawless career interwoven with tragic married life. Fine direction, acting. Technicolor, authentic backgrounds. Thrilling entertainment but moral values very dubious. Whitewashes and creates sympathy for Jesse.

(A) Excellent of kind (Y) Dit. effect (C) No

KING OF THE UNDERWORLD (K Frances, Humphrey Bogart) (Warner) Her husband killed by gangsters, doctor-heroine invades underworld for revenge and wins out in highly improbable fashion. She finds new romance amid wild gunplay, hairbreadth escapes and extra heavy villainy. Waste of Kay Francis.

(A) Mediocre (Y) No (C) No

LIFE DANCES ON (Un Carnet de Bal) (French—Eng. titles) Outstanding film artistically done, superbly acted and directed, beautifully photographed. Absorbing episodic drama unified by central character, lonely widow who seeks out girlhood admirers. Experiences range from gripping tragedy to fine comedy. Notable cast.

(A) Excellent (Y) Mature (C) Unsuitable


(A) Very good (Y) Good (C) If it interests

PRIDE OF THE NAVY (Jas. Dunne, Rochelle Hudson) (Rep) Happy-go-lucky hero, fired from Annapolis but a mechanical genius, proves invaluable to navy in developing new submarine. Romance with Commander’s daughter complicates things, but hero finally wins trials, navy rank, and girl. Light, unskillful amusement.

(A) Hardly (Y) Fair (C) Fair


(A) Excellent. (Y) Od. the mature (C) Too mature

ST. LOUIS BLUES (Lamour, Lloyd Nolan) (Para) Medioce “swing” musical in Mississippi show-boat setting, with stale, hodge-podge plot, built to exploit Lamour’s “singing” and figure. Some obvious sex emphasis. Jesse Ralph supposed to be very funny as hard-bitten, wise-cracking, cigar-smoking old woman.

(A) Depends on taste. (Y) No value (C) No

TOPPER TAKES A TRIP (C. Bennett, R. Young) (U.A) Diverting, sophisticated sequel to first Topper fantasy with same amazing camera tricks. Concerns spectral heroine’s attempts to reunite with dead husband. “Troubled Topper” with wife, Pranks of engaging ghosts—girl and dog—and embarrassing situations for Topper provide fun.

(A) and (Y) Very amus. of kl. (C) Dblt. int.
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