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THE ESSENCE OF SCHOLARSHIP
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JAMES MADISON

THREE documents hold first rank in the English-speaking world. First is Magna Charta, which, under heavy guard, has crossed the ocean and is now on exhibit in the British pavilion of the World’s Fair in New York. The second is the Declaration of Independence, which intoned the dominant note of the 19th century. The third is the Constitution of the United States, of which James Madison was the Father. I congratulate Madison College in bearing a name that has so much historic significance. Stephen Langton stands for Magna Charta; Thomas Jefferson for the Declaration; and Madison was the builder of federal democracy on this continent. He was a student-statesman; and so, appropriately, his character and moral purpose symbolized this College.

Prior to your adoption of his name, there was really no fitting memorial to Madison in Virginia. Strange as it may be, he is not found in the group surrounding Washington’s statue in Richmond, though most people take for granted that he is there. Statues of Jackson are found here and there throughout the state; but of Madison, the maker of the Constitution, there was none until Governor Pollard placed a bust of him in a niche of the Capitol in Richmond, among the eight Virginia-born Presidents. Your noble President and Trustees have done a real service to Virginia and the Nation, by singling out this constructive statesman for special honor, by naming for him a college that will outlast warriors and war-makers.

To show how difficult was the task undertaken by Madison in working out a frame of government for our country, we have only to remember that three constitutions, in three different countries, were made at the same time. Under the Constitution of James Madison, Washington took the oath of office as President on April 30, 1789. Five days thereafter, the States-General met in Versailles and blocked out for France a new Constitution. Simultaneously, Poland wrought out a new government. Of the three, only that of Madison’s make survives, after 150 years. The Constitution of France stood for less than a year, and Poland was blotted out as a nation soon after its new form of government went into effect. Such is the enduring nature of Madison’s political forethought.

What claim has Madison to be regarded as “the Father of the Constitution”? He took the initiative in every important step leading up to the convention of 1787 in Philadelphia. His singular identification with practically every step of the way may have been in part by accident; yet this fact must not obscure the persistence of his purpose to change the Confederation—“a rope of sand”—into a strong National government which should combine local liberty with central efficiency. It was Madison who, in 1784, proposed in the Virginia Legislature that a joint conference with Maryland be held in 1785 in Alexandria (or rather, Mount Vernon) to break down the tariff barriers between the states, which were wrecking the Union. He likewise took the initiative in following up this conference by one at Annapolis, the following year, which actually issued the call, written by Hamilton, for a Convention in Philadelphia in 1787. Alexandria in 1785, and Annapolis in ’86, were the first two rounds on the ascending ladder that led to stable government in our country. Madison managed them both.

As soon as the Convention in Philadelphia was decided upon, Madison’s mind bent its energies to blocking out the pro-
visions of the new frame of government. What are the proofs of this statement? First, three letters embodying his specific suggestions were written, on March 18, to Jefferson, who was then in Paris as American Minister; on April 8 to Edmund Randolph, as Governor of Virginia; and on April 16, 1787, to Washington, who was of course the leading spirit in seeking to found a government based on wisdom, justice, liberty and perpetuity. The spirit in which Madison took up his task is shown in this sentence: "I hold it for a fundamental point that an individual independence of the State is utterly irreconcilable with the idea of an aggregate sovereignty. I think, at the same time, that consolidation of the State into one single Republic is not less unattainable than it would be inexpedient. Let it be tried, then, whether any middle ground can be taken, which will at once support a due supremacy of the National authority, and leave in force the local authorities, so far as they can be subordinately useful." Mark, if you please, how he steers between Scylla and Charybdis. "Let it be tried, then, whether any middle ground can be taken." That's the voice of Virginia. The Mother Colony, midway on the Atlantic, Virginia's role in American history has been vicarious. Her office has been mediatorial. This springs, in part, out of her geography and history, but is due in large measure to the legacy of political instinct that flows in the blood of Englishmen. If Madison's work in making a government survived, as over against the fleeting makeshifts of France and Poland, it is due to that 'middle ground, for which his mind groped and at last, agonizingly, found. Patrick Henry and Richard Henry Lee deserve infinitely our gratitude, as men who set the ball of the Revolution rolling; and yet, when it came to actually building a government, they fought this middle way for which Madison stood.

Reasonableness is the basic quality in the mind of the Virginia people, and Madison embodied this in the fullest degree. He avoided extremes at both ends, in the true spirit of Edmund Burke, the greatest political philosopher of England. People sometimes try to slur this aspect of statesmanship by calling it 'compromise.' But in a memorable talk with Harold J. Laski in London, I remember that he dwelt upon the fact that the British government is built upon compromise. The middle ground may not stir the heroic passions, but it is the safe way of the traveller who seeks the path to home and comfort and constancy. This middle ground of Madison was something that Calhoun, and even Jefferson, never fully understood. In walking the tight rope it is easy for the acrobat to jump to the right or the left; but that's not the game. His job is to keep on that rope and get across. Nullification and Secession, whether in Hartford or Charleston, have been departures from Madison's middle ground.

Madison was a Nationalist, along with Washington. In the draft of the Virginia Plan, which he in large measure shaped, the word 'National' occurs 19 times, with a capital "N." It is the irony of fate that the sons of these National statesmen of 1787, from the South, should have drawn their swords in 1861 against the very Republic which the founding Fathers established. I recall it here, simply to emphasize that Madison's middle ground is, after all, the golden way.

As we have seen, for three years Madison toiled to call the country into conference on the necessity of framing a better government. When the Convention met in Philadelphia, in 1787, Madison arrived on May 3, though the day appointed for the opening was May 14. As a matter of fact, a quorum did not appear until May 28. How did Madison use these precious twenty-five days, while he was waiting for laggard delegates to arrive? A volume could be written on the use of his time in these days, and the resulting fruitage to American solidarity. He drew together,
particularly, all the Virginia delegates. Washington came on May 13, with Blair and McClurg next day. Randolph, the Governor, arrived on the 15th, and Mason two days later. “These seven men met together daily, and drew up the outlines of a new Government, which was submitted to the Convention by Randolph on the first day of discussion.” Madison’s skilful hand is plainly visible in all this spade work. Months before, he had studied Federalism, in ancient leagues, Switzerland, Holland, wherever a vestige could be found of the type of government necessary for this continent. What a class he had, to teach these basal facts! Look around at those seven men. Washington, of course, was silent; Wythe was a teacher, with Jefferson and Marshall and Monroe to his credit as students; Mason, that solid neighbor from Gunston Hall, had written the Virginia Bill of Rights and drafted our first Constitution in 1776. It was a great ensemble, this Virginia group alone, as well as the Convention as a whole. William Pierce of Georgia tells us that: “Mr. Madison is a character who has long been in public life; and, what is very remarkable, every Person seems to acknowledge his greatness. He blends together the profound politician, with the Scholar. In the management of a very great question, he evidently took the lead in the Convention, and tho’ he cannot be called an Orator, he is a most agreeable, eloquent and convincing Speaker. From a spirit of industry and application which he possesses in a most eminent degree, he always comes forward the best-informed man of any point in debate… A Gentleman of great modesty,—with a remarkable sweet temper.” The French Minister, in 1788, pronounced Madison more profound, but less brilliant, than Hamilton.

Not only was Madison identified with every step leading up to the Convention, and in framing the outline of government which was the basis of discussion, but he is virtually the sole historian of that memorable meeting. It is as the recorder of the transcendent events that took place in that secret conventicle, that the basis is formed of his enduring fame. It was agreed, wisely, by the members, that nothing should be given out as to the debates, while they were in progress. Science that generation knew little or nothing about the actual proceedings. But Madison, prophetic in this, as in so much else, took a seat near the president, Washington, where he could easily hear the speakers, and jotted down notes of all the debates. Happily, he was present at every session. These short-hand notes he would at night transcribe, and in his later years perfect. The secrecy of this manuscript he sacretely guarded, leaving it among his papers at Montpelier, when he died, in 1836, the last survivor of that immortal group of fifty-five men. Such is the origin of Madison's Notes, or Journal, which is now our chief source of information as to the details and opinions of the men that made the Constitution. I am glad to know that your President is already wisely gathering all available Madison material, and that various people are instinctively sending it to him. In your great new library, I hope there will be fireproof provision made for keeping this priceless material. You will no doubt have every edition of Madison's Notes. The Government has reproduced it with every erasure and asterisk of the original.

Madison was 36 years old, as he sat in the Philadelphia Convention. He was slightly more than five feet, six inches tall, was precise in dress and manner, and clad usually in black. He had been a student at Princeton, under the great Witherspoon, to whom probably we owe in no small measure the central ideas of Madison's philosophy,—religious liberty, moderation in government, the spirit of compromise, and, above all, the ability to discern how local initiative and central efficiency can be made complementary.
It may be just a fancy, but I have long wondered whether James Madison did not have something to do with suggesting that the Canadian border be unfortified, a fact which is the most important single feature of America’s foreign policy. The basis of this hint as to the origin of that idea lies in the fact that Madison and John George Jackson, who made the motion in Congress that there be no fleets nor forts on the Canadian border, married sisters. Let me remind you, young ladies, that Madison had a jewel of a wife, Dolly Madison. The sisters were of a family of Friends, the Paynes. Was the idea original with Jackson, or was it perhaps suggested by Madison on the prompting of one of these two Quaker ladies? That is a piece of research that I leave to some student of this College to delve into at her leisure.

It should be emphasized that Madison’s first public utterance was for religious liberty. It came about in this wise. When George Mason read his Virginia Bill of Rights to the Convention in Williamsburg in 1776, Madison, then just returned from Princeton, arose and questioned the use of the word ‘toleration,’ declaring that Virginians desired religious liberty,—something quite different. Throughout his public career, he remained a staunch supporter of religious freedom, and his name should be linked with those of Roger Williams and Thomas Jefferson in securing this boon for mankind. I suggest that some one of you make a study of Madison’s dealings with John Leland; for perhaps we owe, in no small degree, to the cooperation of these two men the guarantee in the Constitution of the rights of conscience.

You will note that I have come to the end of this address without once alluding to the fact that Madison was Secretary of State, and twice President of the United States. Evidently, Virginia Presidents, in writing their epitaphs, have a flair for omitting any reference to that item. As this was true of Jefferson, so it may be of Madison. It is sufficient for this College, which will perpetuate his name in an honorable way, to remind its students that he was “The Father of the Constitution.” You will agree with me that no office which a man may have held adds anything to this creative act. And yet Madison would be the first, if he were here, to speak up and say this his Constitution was not a creation, but only a skilful adaptation of the political experience of the British and Americans, from Magna Charta and beyond, to the novel conditions which he faced in this new world.

Samuel Chiles Mitchell

THE ESSENCE OF SCHOLARSHIP

To one who seeks an accurate and discriminating definition a dictionary is of doubtful value. One may find in its dozen or more varied uses of well-known words the formal set that conveys factual ideas of the significance of the word in question. But words have connotations, they call up associations, they are the embodiments of past struggles, of present theories, of ardent aspirations. Are there any two people who have the same mental picture of such words as “creed,” “church,” “party,” “justice,” or any word outside of the technical terms of the exact sciences?

The definition of the word “scholarship” which seems to fit into our discussion is “accurate and well-disciplined learning, especially in the liberal studies.” Perhaps every word in this definition has a different subjective value to each of us. But nevertheless our task in this discussion is primarily to define scholarship. One of the recognized methods of approach is the establishment of those things which are not scholarship, however much they may add to scholarship. The scholar has knowledge, he must have it, but it does not make him a scholar until he has organized it, has evaluated it, has related it to the past, present,
and future, of the field in which he is working, whether that field be biology or biography. Not even a factual knowledge of law, in its scientific sense, is scholarship. A mechanic knows the formula under which a natural law works, a scholar sees the doctrine or theory of how or why it works; an unskilled laborer can lay off a right angled corner to a tennis court, a mathematician sees the relation between the three-foot, four-foot, and five-foot lines used in laying it off.

Undoubtedly, as has already been said, research, deep research, is essential to scholarship. Only the one who has gone to the bottom of some subject, who knows what it means to follow up each lead until all available knowledge has been sifted, only the one who can say of some detail, however small, “I know,” only that one has taken the first step toward knowledge. And then, who knows, it might be of value someday. We might want to know who Chaucer’s wife’s mother was; there are people who want to know the names of the three men who captured Major Andre.

But it is crude thinking to believe that the man who knows facts is therefore scholarly. There is a world of truth in the cynical definition that “copying from one old dusty book is plagiarism, copying from three is research.” It takes more than wood to make period furniture, it takes more than facts to make ripe scholarship.

Nor is what we call “productive scholarship” necessarily the hallmark of a scholar. Almost any publisher will print and list a monograph if the writer will guarantee the costs of publishing. Again the cynic has his day: “Productive scholarship is making excerpts from four books which have never been read into a fifth which will never be read.” Of course the scholar will publish, but it will be because his love and enthusiasm for truth drive him into print with a new statement or a new facet on the gem of knowledge. But, alas, sometimes it is the cacoethes scribendi, the yen for one’s name in type; sometimes it is a college administration’s condition of reappointment. Some of us know of the young man who recently wrote his last monograph in two slightly different versions because his college required him to publish something each year.

The scholar writes because he has something that must be written, not because he must write something. Most of us know when we are bored by the man who has to say something; on the other hand, we will go far to hear the man who has something to say.

And with some degree of temerity I venture that scholarship is not pedantry. That dictionary serves me better this time. It says a pedant is “a person with book learning or the like who lacks ability or judgment to make proper use of his knowledge; one who makes a display of mere erudition; one who emphasizes trivial details of learning, etc.; or who is devoted to formal matters of scholarship.” Somehow I think Noah Webster, or his successor, put his heart into that definition and enjoyed writing it. For we are living in the age of pedants, those who really believe that erudition is scholarship.

One of that ilk recently fell afoul of Kipling’s line “the tumult and the shouting dies” because he had just discovered that it had a plural subject and a singular verb. He rewrote the couplet into dull mediocrity (if the classic scholars would just let us believe that the pedant has a pedestrian mind, but no, it is a childish mind!). Of course he was wrong because your English scholar, not the pedant, knows that after “and the” the verb may agree with the last of two subjects. But then I have always found that when the pedant writes his corrections, with ink, into a handsomely bound book, he is usually wrong. It was a pedant who found in my copy of Marquis James’s Life of Andrew Jackson a sentence referring to Jackson’s Greek Campaign—and corrected it, again in ink. It would be of
some interest to know that pedant’s mind, if that is what you call his tool for laborious mediocrity. Probably even the pedant would surmise that after I, or some other reader, had read an even 660 pages it would be clear that Andrew Jackson was not contemporary with Pericles, or even Lord Byron, but the pedant is not seeking to inform me; he is seeking, as Mr. Webster says, to make a display of his own erudition. Edman, in his delightful *Philosopher’s Holiday*, says, “I have seen youthful lovers of literature turned into pedants, some of them now quite perfected in academic circles.” After all, it was not Sir Isaac’s observation of the falling apple and his calculation of its speed that gave us a new outlook; it was his attempt to find what it meant. No amount of accurate observation and precise classification ever made a scholar; it was his reflection, his inspired imagination, his interpretation that made over the erudite investigator into a ripe scholar. And then he was no longer a pedant.

Professor Edman also suggests that every teacher must be a philosopher, but says that this is not the same as being a teacher of philosophy. Philosophy in its very etymology is the love of wisdom, and after all that is what scholarship is, the love of wisdom rather than of knowledge. All of us were told in chilhood, some of us are now learning, that “knowledge comes but wisdom lingers.” The lurking danger that waylays teachers is that their ideas harden into doctrines and no one can teach what he knows; he is then merely drilling on rote work, he can teach only when he is learning. What dawned on John Dewey’s best students was that he was not handing them his doctrine, he was thinking before them and with them; and a few, a precious few, learned to think with him.

A man is great in the field of scholarship, not because he has technic but because he thinks great thoughts and somehow inspires other people to think with him. Professor John Baillie, of Union Theological Seminary, said of his school days: “Since then I have made acquaintance with a kind of schoolmaster who is greatly skilled in the mechanics of his profession and knows all there is to know up to the very *dernier cri* in pedagogical theory about how to teach—but who has little or nothing to impart. Of this kind of dominie it can truly be said that if only he knew anything, his pupils would in time come to know it also.”

A scholar is not one who knows all the answers; it is not every time that your greatest scholar in modern languages is a Swiss waiter.

Perhaps it is carrying coals to Newcastle to suggest that the ability to make a flippant comment on every possible subject is hardly scholarship. It has been said of an international Irishman whose wit exceeds his manners that he readily makes game of what he readily fails to understand. But then it is far easier to be smart than to understand, because smartness is also exhibitionism, and exhibitionism is one way of confessing an inferiority complex. But enough of the pedant; he, or she, is not a scholar.

Nor is a cheap philosophy of life scholarship. The one who has a trite phrase to sum up all additions to knowledge is made of even cheaper stuff than the pedant. Too many of our so-called philosophers, especially in the social sciences, have only the parrot’s ability to think in clichés. There is precious little difference between the capitalist who says, “If all the money in the world were divided equally it would all be back in the same hands in five years,” and the wild-eyed radical who says, “No man can make a million dollars honestly.” Neither represents scholarship or very good sense. Yet much of what passes today as scholarly work is mere verbalism, a belief that two different terminologies for the same process represent two different schools of thought, or more dangerous still, the belief that disputants using the same term
are thinking of the same concept. Witness the confusion caused by the man who thinks of fascism as violent tyrannical government and the man who thinks of it as a consciousness on the part of a ruler that he is right and therefore must rule unhindered by popular majorities; or the one who conceives of democracy as actual equality as compared with the one who considers it as equal opportunity. There are those today who believe that red ink in a national budget is an investment of citizens in government bonds and then there are those who believe it is plain debt.

The scholar, then, must have clear cut, accurate, scientifically established definitions, and he must use the same definition of a term throughout. There is no keener intellectual pleasure than that of working with fellow students whose definitions are not only clear and consistent but are evidences of understanding a subject and not mere quoting of words.

We have agreed that accuracy is a necessary concomitant of scholarship, but alone it is not scholarship. A Canadian guide may know exactly the habits, times of appearance, and vulnerable spots of every living animal in his woods and yet know nothing of the laws of life, the value of balance among living things, or the idea that there is something to do with birds and beasts besides killing them. Let us agree fully that there is no scholarship without accuracy, but accuracy is only the second step after research. Like all advanced steps it is taken by fewer travelers in the path of wisdom, but it is more essential.

Different in character, more elusive in definition, reached by fewer people, is the quality of breadth that enables a scholar who is not only deep and accurate, but also cultured, to know that there were also brave men before Agamemnon, that our special field is only one of many, that the other side of the shield may, after all, be silver, a quality that is summed up in the statement (or is it also a cliché?) “he never England knows who only England knows.” This, added to the chastening effects of the scientific method, gives us one of the scholar’s outstanding qualities, his humility in the face of the world of knowledge and of law.

What then is scholarship? The youngest justice of our Supreme Court, the Austrian Jew who lectured on English-made law in an American university, said the qualities of a great judge are “his breadth of vision, his imagination, his capacity for disinterested judgment, his power to discover and suppress his prejudices.” These in more academic phrases are also the qualities of a scholar.

These were the qualities that Charles R. Lingley had in mind when he wrote of Woodrow Wilson: “he was accustomed to make up his mind on the basis of his own researches, and to change his judgments without embarrassment when new facts presented themselves.”

Scholarship is what Allen Nevins says history is, “a critical study of the whole truth.” Critical we all agree today it must be, though some of us see only the negative side of that word “critical.” But it must be more, it must be the whole truth. That implies a certain ripeness of judgment on the part of the scholar that comes only after long study, comparison, evaluation, and especially appreciation of the fact that truth must be seen in its own setting, that its adjustment to its time and its day is of its very essence. The fascism of Genghis Khan, of Julius Caesar, of Mussolini, or of Sir Edward Moseley, cannot be lumped together and dismissed with a curt phrase, but neither is that man a scholar who can treat Caesar with such detached technic that neither he nor his reader recalls that there is also what George Seldes calls a “sawdust Caesar.”

Once and for all, it is not scholarly to treat of a past event in geology or geography with no eye on the present. The outcome of past events makes them important,
their resemblances or differences make them understandable. To treat Colonial Navigation Laws in America with no thought of Open Doors in the present is to fail in the deeper scholarship that sees beyond form into substance. It was Matthew Arnold who saw more in his reading of Sophocles than the iota subscript and the aorist tense and said that the tragedian was great because he could ‘see life steadily and see it whole.’

Three mental habits largely inhibit ripe scholarship, first the habit of talking and writing in clichés which has been mentioned before, second the habit closely related to the one just mentioned of merely rearranging our fixed ideas, theological, economic, social, or political. The fixed ideas may have come to us originally by processes that were scholarly, but having acquired them, we refuse to discuss them with ourselves later and assume that they are the “faith once committed to the fathers.” Is democracy the final form of government or is it open to research? Is the family, or the school, or the economic system frozen in its final perfection? The ripe scholar knows that each has reached its present form by long processes of development. Perchance Cardinal Newman was right when he said, “to be great is to change and to be perfect is to have changed often.”

The natural scientists have more nearly escaped from this fatal habit than have those working in the social and psychological sciences. The natural scientist knows that no hypothesis is final truth, he is not only willing but glad to find evidence that destroys this hypothesis and suggests another. He is glad to know more today than he did yesterday. Only the social scientist and the moralist among writers and readers of books boast of knowing today the same that they knew yesterday. It was a Virginia scholar of ripe wisdom who said, “A conclusion marks the place where you got tired and stopped thinking.”

But the social scientist is prone to capitalize his hypotheses and blandly say that those who are still struggling for more light in scholarship are using unscientific methods, are teaching subversive doctrines, are in general unscholarly, when in reality it is we who accept present ideas as a finished world that are the unscholarly subjects of the dead hand.

The third and most dangerous habit that stands like a lion in the narrow path that leads to scholarship is the inability to distinguish between a method or a means and the end in view.

Just now, and for the twenty years past, we talk of saving democracy, but is not a democracy merely a means to a just and progressive government, and is not the latter the end we have in view and democracy the means that we fondly hope will bring on that end. I do not think that states rights per se was what Thomas Jefferson had in mind. He thought that this was a means to the end of liberty and prosperity for the weaker members of his society. Who knows but that today he would favor the group that would abolish states, centralize government, and collectively do for the unemployed what the states may not be able to do? Much of our loose thinking, on the part of self-called scholars, has come from confusing such concepts as methods and education, suffrage and democracy, prohibition and temperance, memory and knowledge, to say nothing of knowledge and scholarship.

This conception of scholarship, of course, goes far beyond the idea of the greatest scholar being the one who knows most; it suggests that the greatest scholar is the one who knows best.

And thus we come to our ripe scholar who has done deep research, has observed accurately, has read and thought broadly, and who has finally asked himself the question which Thomas Huxley asked at the formal opening of Johns Hopkins University in 1876: “What are you going to do with all these things?”
A man or woman cannot be a ripe scholar until he has recognized great trends of thought in every field of knowledge, has been able to fix the changes of a century or more into those trends, has gone farther and at least faced Henry Adam's great question, "Is it a biological world, a world of infinite development in which all life, all knowledge, all moral conceptions, develop infinitely, or is it a physical world which is slowly running down, with matter continuously dissipated into useless form, with greater knowledge bringing greater disillusionment?" Henry Adams accepted the latter belief and wrote what I would call The Great American Tragedy.

Others find in the world, and if this be sentimentalism, I cry "peccavi," a series of laws in all sciences that seen in clearer light are but one, natural law and fundamental honesty. There is just one universal law, and it is that all things work under unchangeable principles which man can and should and must know. There are no exceptions to the law of gravity, nature plays no favorites; there is no exception to your law of gaseous bodies, the law will play fair with you if you do your part.

The ripe scholar is the one who knows that we live in a world of law, that all attempts to change laws, physical, economic, or moral, must fail, that man has just one task, to find out more accurately the laws which we know but slightly today. Nature in none of her varied forms is going to change her laws for you, but she has put them there for you to use with absolute confidence if you but play your part. And this is the answer to Huxley's great question, "Is the eternal power that rules the universe a friendly power?" Yes, friendly, but rigidly honest.

And again I ask what is scholarship? It is such an intense love for the truth that the scholar goes deep, investigates accurately, reads broadly, and keeps his head in a universe that he is reaching out to know.

GEORGE Herbert Palmer, himself a great teacher, had the power to exalt his profession. In one volume called "The Teacher" he does this on the more general lines of exaltation. In yet another he gives the concrete biography of his wife, Alice Freeman Palmer, who at Wellesley College laid a gracious impress upon so many young women. She is exalted in the Chapel there by a marvellous sculpture which represents her as pointing her pupils on to the heights and which conveys a strange sense of merging instructor and scholar into a single mood of hope and idealism—as if the one were giving purpose and the other were giving response.

So the address today is to deal with the Teacher. The theme is not often treated at Commencements, perhaps because it lends itself to high feeling rather than to deep thinking. The products of education seem to hide its producers. The teachers sit in the modest background, and are scarcely aware that they are overlooked. But surely occasionally they should be glorified. We should seek to communicate a portion of the "good things" that we carry in our hearts, as we pass those who have instructed us through several stages that may be roughly described by the nouns—estimation, depreciation, and appreciation.

I.

The importance of the teacher can scarcely be overstated. Fully one-fifth of the average life within the fences of civilization is spent with him. At five or six years of age the child goes into his presence. From then until he is eighteen, or twenty-one, or twenty-four, or twenty-seven, that youth spends more of his conscious hours with the teacher than he spends with his parents. In a way indeed the teacher becomes a substitute for the parent. The school system is still an infant—even though it seems so well fixed into our national life. Prior to its coming the home
was a school. Sometimes the governess, and more often the father or mother, became the instructor of the child. Susannah Wesley was the teacher of her nineteen children. When each came to his fifth birthday the busy mother in the Epworth Rectory sat down with him after the frugal breakfast. Ere the sun sank into the evening shadows, the child knew his letters and had his start in reading.

In a way the picture is typical of the not-distant day. But in season the increasing complexity of modern life compelled a change. The public school became an adjunct of the private home. The teacher, in loco parentis, became the parent’s proxy. If Shakespeare was right when he said that parents stand to their children in the stead of God, and so become the lieutenants of heaven, then teachers are the second delegates of the Most High—the officers but twice removed of that intellectual grace that reaches up to the Omniscience of the Infinite Lord.

II.

Eventually earlier teachers pass their products on to their partners in collegiate life. The transfer is made in that period of youth when the sense of freedom is likely to outrun the sense of responsibility. For a time, therefore, the teacher suffers depreciation. The students are not old enough to have experienced the defeats and disappointments and sorrows that come only with the years. They have an idealism not yet mixed with charity. Some of them, at least, are in that interesting section of life where they mistake swelling for growing. Jokes on the professors slip into the college annuals. Personal peculiarities are the subjects of mimicry. Unless carefully censored, the yearly show is an exhibit of professional idiosyncrasies or even weaknesses. The teachers’ nicknames arrive—being at first in the way of ridicule, though later to be converted into terms of affection. In addition to half-serious criticism, there is also good-natured raillery—sometimes expressed in jokes, sometimes in speech.

These are the more superficial signs of depreciation. There is likewise a deeper sign expressed in the student code. In its more extreme articles this code declares the faculty the hostile camp and then gives the usual definition of “treason” as lending “aid and comfort to the enemy”! In milder articles it prohibits unduly close association with teachers, or, if it does not do that, it makes such association a “questionable amusement.”

There are certain parts of that student code that are passing or are being modified. It may be that the athletic life of the colleges is in a degree responsible for this good change. At any rate the interest of teachers in vigorous physical contests in which they themselves cannot participate has given a common field, in the higher sense, where teachers and students often meet. Portions of the student code will abide, because they should abide. The student who spies on students will remain an outcast, while the student who “tells on” students, unless in some deeper matter of personal honor or of civic responsibility, will continue to dwell in the land of contempt. But those parts of the student code that put false restraint upon the association of teachers and scholars must yield utterly to the new school humanism of our day.

Discipline is sometimes involved. The figure of speech that expresses the situation somewhat is this: The teacher becomes a step-parent, and that, too, more quickly than the conventions of good society allow! The usual resentment may come. The student revels in that quick and glorious liberty. To study when you please; to go to bed when you will; to select such companions as you desire; to dispose without immediate hindrance of such time as you may have between recitations; all this is a wonderful program! But soon, at some point, authority steps in—and that from a person whom you have but recently met! It may be too much for the warm impulse of youth.
Penalty follows; and student anger, thinly veiled, meets professorial firmness, scarcely concealed! The clash is on; and many of us can recall its excited bitterness. We quickly reclassify our once beloved teacher. He is a tyrant now—a Caesar, a Czar. Our vocabulary breaks down in the effort of telling just what we think of him.

There is an interesting literary illustration of this happening in John Masefield’s “Daffodil Fields.” The doubtful hero and near-villain is Michael, who seems to regard his mother’s apron-strings as mere bonds of domestic slavery. He goes away to school and makes the discovery that teachers have apron-strings too! He is eventually expelled and prowls back to his own home in the midnight darkness to meet the anxious question as to why he is not at the distant college. He announces his expulsion as a kind of triumph by saying—

And I am glad; for I have had my fill
Of farming by the book with those old fools—
Exhausted talkatives whose blood is still,
Who try to bind a living man with rules.
This fettered kind of life, these laws, these schools,
These codes, these checks, what are they but the clogs
Made by collected sheep to mortify the dogs?

There you have the feeling of more than one student. Collegiate discipline is a mortification. Are we not men and women? All this mood, in various grades and forms, becomes a part of that depreciation which we visit upon our teachers. What we have said about some of them in our angry impulse would add sizzling chapters to the literature of abuse.

The later age that bordered on our own time saw the teacher in the bogs of literature. Charles Dickens came, and in his novels he made many schools and created many teachers. Marton and Strong are there; but so are Bradley Headstone and the terrible Squeers. Mr. Dickens denied that he was guilty of exaggeration. Yet if he were not, some of the English teachers of his time would have been Satan’s choices for district schools in perdition! We will not blame Dickens. The power of caricature has its place, in pedagogical life, as well as in political life. It takes a twenty-mile breeze to drive a vessel at a ten-mile speed! England laughed and wept at the doors of Dickens’ schoolrooms and then went forth to begin her educational reform.

But we have no Dickens today. H. G. Wells tried the role somewhat in his Joan and Peter; and the work fell flat and has even thus early dropped into forgotten literature.

The maturing individual follows the way of a maturing race. All autobiographies show this; and biographies show it no less. The life of Garfield cannot omit Mark Hopkins. Paul cannot tell his religious experience without paying tribute to Gamaliel. The record of James Whitcomb Riley must give liberal space to Captain Lee O. Harris, the teacher who started a frolicsome boy from cheap and vulgar penny-dreadfuls to the reading of the finer novels with their equally enchanting adventures. Modern biography is often an apotheosis of the teacher. Far back into history, also, one can trace the procession of affectionate tributes to the teacher. Plato said that he was grateful for three things: first, that he was a man and not a beast; second, that he was a Greek, and not a foreigner; third, that he had Socrates as his teacher. Among the fundamental gratitudes and prides of his life he gave a place to the glorious instructor of his mind and heart. This is the sort of Platonic love in which we may all believe.

Almost naturally appreciation becomes exaltation. If you accused me of idealizing the teaching profession I would not be at pains to deny the charge. I would plead guilty with no sense of guilt. Nor should I even admit that the case of Domnie Jamison in Ian Maclaren’s famous story is mere invention. His spirit lives incarnate in many thousands of American teachers.
secondary and collegiate. We may go quite farther than that and may well claim that the reality surpasses the fiction. No English novelist has given us an imaginary character equal to Arnold or Rugby. No American novelist has fashioned a teacher equal to Mark Hopkins of Williamstown. God’s hand does better work than man’s pen. Dickens gave us Dr. Marigold, the traveling auctioneer, who between his spells of noisy salesmanship instructed the blind Sophy and eventually brought her to the city that other teachers might enlarge the range of her inner vision. In Dickens’ American Notes one can easily see that the imaginary Marigold was far surpassed by the actual Dr. Howe, who opened the world of sights and sounds to Laura Bridgman, the child of darkness and silence.

The greatest educational achievement in the life of one person is not to be found in any novel. It is found rather in a thrilling bit of American history. I think that you will agree that the case of Helen Keller is the deepest, as well as the most dramatic, accomplishment of individual teaching in the records of the race. Helen Keller knew who was her deliverer. In her lecture on “Happiness” she kept repeating as a grateful refrain, “Love wrought this miracle in me.” On the platform with her sat her life-long teacher, Anne Sullivan Macy, still watching every enunciation and capturing all chances for the instruction of her famous pupil. Anne Sullivan had led a child out of the threefold prison of darkness, deafness, and dumbness, until at last the world was met with an ever-increasing liberty and joy. Later, Helen Keller sought to reverse the current and to communicate the gifts of gratitude to her teacher.

We may well thank God that in our schools generally our teachers remain somewhat as embodied ideals. We do not go far astray when we follow them. Yet no hour like this is complete unless at last it admits the Highest. Long since, one came by night to the Master and said, “We know that thou art a teacher.” Even so, the mightiest Teacher that ever lived! The holiest application that we can possibly give to the Apostle’s suggestive call is to see to it that we, being taught of Christ, may communicate back to Him the deepest and best gifts of our own hearts and lives.

Edwin Holt Hughes

Genetics and Evolution

Relationships depend on similarity of appearances and commonality of origin. When we see two people who look very much alike, our first assumption is that they are related. Similarly, with animals, we can distinguish one kind from another by their anatomical differences, and we can determine the degree of relationship by observing the closeness of their mutual resemblances. Detailed resemblances indicate common descent. However, the more remote the common source, the more distant is the relationship. In human society, our records are limited and lose sight of the source. Thus we consider our acquaintances wholly unrelated even though the fundamental identities of structure and development would force us to recognize relationship.

There is an old saying, “Blood will tell.” It helps, at least, in the determination of degree of relationship, for many experiments have been made with the blood of various animals. Precipitation tests, in which the blood of several different apes was added to anti-human serum, have been invaluable in that respect. A marked precipitate was formed in the case of the anthropoid ape, the reaction of the Old and New World monkeys was weak, and lower mammals showed no reaction at all. This tells us that man is closely related to anthropoid apes, more distantly related to Old and New World monkeys, and not at all to the lower mammals. Thus, we cannot believe that we were put on this earth, a class all to ourselves with independent origin, but
must turn to evolution for our answer. The chief problem of evolution is the manner in which it occurred. There have been many theories and opinions on the subject, and neither the materialistic nor philosophical aspects seem adequate. They have, however, paved the way for further investigation.

The ideas of relationship and evolutionary development are not new in the field of science. The ancient Greeks did work that has led up to much that has been done in later years. At the beginning of the nineteenth century, Lamarck, a Frenchman, formulated a valuable theory. Charles Darwin's theory, also in the nineteenth century, has gained a permanent and prominent place in science. Since Darwin's time, refined equipment and improved working conditions have made possible examination of natural phenomena by more exact methods of observation and experiment. As a result, the more modern theories of mutations and kinetogenesis have been formed.

The gradual changes of evolution have been influenced mainly by heritage and environment. The former is a quality which man and all other organisms have, and without which they could not exist. Environment we know to be the surrounding conditions to which heritage responds within certain limits. These two factors go hand in hand and are practically inseparable.

Let us look at a number of evidences of evolution and then try to see how the factors mentioned above influenced them.

Ontogeny is the life history or development of an individual. In discussing ontogenetic succession, Lindsay says, "In studying the common characters of the vertebrates we have noticed the succession of forms characteristic of several phyla. That these forms may be looked upon as chronological succession, and not merely a succession in degrees of complexity, is made evident by the combination of anatomical and embryological facts. In the skeleton of vertebrates, for example, the occurrence in some fishes of a cartilaginous cranium alone, in others of such a cranium partly ossified together with external bony plates with characteristic arrangement, and in the higher classes of a skull which embryology shows to be made up of a similar cartilaginous portion in the beginning, from which certain bones are derived by ossification and to which others are added by development directly from mesodermal tissue, is indicative of relationship in chronological succession. The same applies to the other bones of the body. This gradual succession of stages during embryological development which correspond to those represented by adults of the several classes is clear evidence that the higher forms have come from lower in this phylum. We see in the few points mentioned that the formation of cartilage is not an essential step in the formation of bone, so the transition of some bones can mean only that they still pass through the stages which they have followed in the past."

We find a similar condition existing in the development of the aortic arches in the circulatory system. In fishes, amphibia, and reptiles these arches are symmetrically paired, though in the last two, the number is reduced. In birds and man they are still further reduced and asymmetrically developed. In the development of the human embryo, six pairs of symmetrical arches are at first formed. The number is gradually reduced until it reaches the adult condition. Since nature does not usually form unnecessary structures, we must conclude that the higher forms are derived from fish-like ancestors.

The evolution of a modern species cannot be better illustrated than by the elephant or horse, because fossil remains tell the complete story.

The earliest ancestors of the modern...
elephant, with which we are all familiar, were found in Africa in the deposits of the upper Eocene period. The animal had an enlargement of the nasal openings in the skull, elongation of the incisors of both jaws, and faintly ridged molars, an important characteristic. It became extinct in the Oligocene period, about 110,000,000 years ago.

Next in line came the Paleomastodon of the Oligocene period, whose fossil remains were found in both Asia and Africa. This animal showed an advance in the development of the characteristics of its immediate ancestor. The incisors of the upper jaw had become well developed tusks.

The Miocene period, about 90,000,000 years ago, produced the Dinotherium, which had the peculiar development of a deflected lower jaw and tusks, while there was a complete lack of tusks in the upper jaw. Here we find the development of the proboscis or trunk. Otherwise, they were generally well developed, but no present-day forms are descended from them.

Three other genera arose in the Miocene in Europe, Asia, Africa, and North America. These forms still had the elongated lower jaw and lower tusks. Those particular characteristics did not disappear until the appearance of the Dibelodon in the same period. The Mastodon also arose in the Miocene and included several different species. These animals were much like the elephant in size and structure of the various characters, but were very primitive.

The genus Stegodon, produced by the Mastodon, was much like the modern elephant, and was in fact the link between them. Its fossil remains have been found only in southern and southeastern Asia, which was in all probability the region in which true elephants developed.

The evidences of evolution of the horse are similarly complete, and in the history of man we have a continuous line (fairly complete) from the common ancestors of apes and men up through the most primitive of men to modern man.

From these evidences let us turn to the theories that have been expressed as to their causes. As previously mentioned, we know that environment consists of the external or surrounding conditions. Its effect may be felt in various ways such as change of climate (extremes of heat or cold, as in the warm and glacial periods of the earth’s history) and change of food supply due perhaps to soil conditions.

The other factor mentioned, inheritance, involves a comparatively new science which rests upon principles discovered in the eighteen sixties by Gregor Mendel, a German who entered an Austrian monastery and conducted many of his experiments in a little garden there. Work of recent years with the aid of the microscope has confirmed his principles and added to the science of genetics.

However, before Mendel’s experiments, Lamarck expounded his theory of inheritance of acquired characters and development through use. His first law was that constant use of an organ will strengthen, develop, and enlarge it, while disuse will cause degeneration. His second law states that everything which nature has caused individuals to acquire or lose is preserved by heredity and passed to new individuals of the next generation. This view has been criticized harshly, but scientists are not completely united against the idea.

Darwin’s theory was that of natural selection, i.e., that more individuals are produced in every species than can survive. The result is a struggle for existence in which survival is determined by the inherent characters which control variation, and in which surviving individuals alone will perpetuate the species and determine its characters.

Variations, the basis of these two theories, are of three kinds: morphological, physiological, and psychological, all of which are closely related but may differ in degree.

Continuous variations are ones which
grade through a long line of individuals without any apparent break. An example which illustrates gradations from minimum to maximum is shown in the curliness of human hair. It varies from the straight-haired Mongolian races to the kinky hair of the Negro.

The variations, in structure, of the number of parts is not of the continuous type, for there can be no gradation between four and five digits. This type is called discontinuous variation.

A more fundamental classification has to do with three groups, namely modification, combinations, and mutations. Of the three, the last is the most important. Modifications do not affect evolution. They are merely changes which appear in an individual during the ordinary course of life, produced by environment and not heritable. In individuals they are controlled by inherited characters which allow various responses and adaptations.

Combinations are the result of biparental reproduction and are thus inherited because they are based on the rearrangement of heritable characters. They are limited to the range of characters found in the species and affect individuals.

Germinal mutations account for a large number of evolutionary changes. They are due to an abnormal behavior of chromosomes or a modification of genes, the parts of chromosomes which determine inheritance. The abnormal chromosomal behavior may be an interchange of parts of pairs or changes in number of those tiny bits of chromatin in the nuclei of our cells which control our inheritance. Because these sudden appearances of differences are heritable and constitute the permanent characters of the following generation, they have a very important part in evolution. As we saw in the cases of the development of the bony cranium, the successive reduction of the number of aortic arches, and in the development of the modern elephant, those changes or mutations, whatever their cause may have been, were passed on to the following generation. Thus from a series of mutations have evolved our existing forms of life.

Evolution as we know it today explains many facts, but at the same time leaves many unexplained. No theory yet formulated tells the whole story, and man still knows relatively little about the "forces that have placed him where he stands today." But step by step, scientists are, through observation and experimentation, furnishing a guiding principle to increased knowledge.

Jane Beery

PROSPECTS FOR NATIONAL LEGISLATION

"Education has its greatest opportunity in the life of our Government with the opening of the 76th Congress because we have a chance to guarantee to each state the opportunity and the right to guarantee the fundamentals of education to every person within its borders under a plan in which the state's own teaching methods remain paramount. The federal aid to education bill properly applied by our school superintendencies promises the most far-reaching educational development of all time, particularly in states which have been compelled by finances to make a relatively poor record in instructing their people. There may be many educational bills in the minds of Senators and Congressmen, but only those which add to rather than detract from the states' own powers and ambitions will survive. It must not be forgotten that the library is one of the foundation stones of education, and the possibilities of multiplication of library services are almost inestimable." —Senator Elbert D. Thomas, chairman, Education and Labor Committee, United States Senate.
TURN ABOUT
A college fraternity had a rule that on certain evenings any man who asked a question he was unable to answer himself should pay a fine. One evening Tomkinson asked, "Why doesn't a ground-squirrel leave any dirt 'round the top of a hole when he digs it?"
He was called upon to answer his own question.
"That's easy," he said. "The squirrel starts at the bottom and digs up."
"But," suggested a member, "how does it get to the bottom?"
"That's your question," answered Tomkinson.

UPS AND DOWNS
A fond father visited a college to see what progress his son was making. In response to his inquiry, the professor said: "Your son will probably go down in history—"
"That's good news!" exclaimed the father.
The professor lifted his eyes and continued: "But he might do better in geography and the other subjects."

SURE THEY BE!
"Daddy, are flies flies because they fly?"
"I suppose so."
"Are fleas fleas because they flee?"
"Sure, what of it?"
"Well, I told teacher that bees are bees because they be."

AN APPROPRIATE GIFT
Graduate: "Professor, I have made some money and I want to do something for my old college. I don't remember what studies I excelled in."
Professor: "In my classes you slept most of the time."
Graduate: "Fine, I'll endow a dormitory."
Teacher (after erasing the decimal from a number): "Now, where is the decimal point?"
Bright Pupil: "On the eraser."

TODAY'S LANGUAGE LESSON
The following "Rules of the Road in England" were posted at the Central Police Station in Tokyo:
1. At the rise of the hand policeman stop rapidly.
2. Do not pass him by or otherwise disrespect him.
3. When a passenger of the foot hove in sight, tootle the horn. Trumpet at him. Melodiously at first, but if he still obstacles your passage, tootle him with vigour, and express by word of mouth the warning—"Hi! Hi!"
4. Beware the wandering horse that he shall not take fright as you pass him by. Do not explode the exhaust box at him as you pass him by. Go soothingly by.
5. Give big space to the festive dog that shall sport in the roadway.
6. Go soothingly in the grease mud, as there lurks the skid demon.
7. Avoid tanglement of dog with your wheel spokes.
8. Press the brakes of the foot as you roll around the corner to save collapse and tie up.

MODERN VERSION
The teacher had been reading the story of "Ali Baba and the Forty Thieves" to her class of small boys. When she reached the end she closed the book and proceeded to question them regarding the story.
"Now, can anyone tell me," she said, "what Ali Baba said when he wanted to open the entrance to the cave?"
One child, an ardent film fan, promptly replied: "Open, sez me!"
E D U C A T I O N A L  C O M M E N T
S U S P E N S I O N  O F  P U B L I C A T I O N

W I T H this, the one hundred and eighty-eighth issue, the Virginia Teacher suspends publication. Now in its twentieth volume, the magazine has appeared continuously since February, 1920, when it was launched under the editorship of the late James C. Johnston. First published twelve times a year, the summer months were omitted after the Great Depression in 1929.

In its early years the Virginia Teacher enjoyed the support of a number of leading textbook publishers; when its income from advertisers dwindled, the magazine became increasingly dependent on its subscription fees. Eventually, its chief income derived from the student activities fee at Madison College, each student being in effect a subscriber. Increasing demands on the “campus fee” have now made it inadvisable to continue the arrangement. The faculty committee in charge of the Virginia Teacher has accordingly favored a decent burial, as expeditiously as possible.

Whether the faculty of Madison College will feel the need of a less costly successor to the Virginia Teacher and whether the college itself will be prepared to finance such a magazine remains to be determined. A faculty committee is now considering the possibility of a quarterly publication. Such an undertaking, if attempted, will of course be announced in due season.

Along with some ephemeral material there has appeared in the twenty volumes of the Virginia Teacher a gratifying number of stimulating articles of permanent value. To the men and women not of the Madison College faculty—many of them scholars of national prominence—who have graciously contributed articles to our columns, and to members of our own faculty who have prepared articles and reviewed countless new books, the editorial staff is sincerely grateful.

From the first number to the last we have tried to maintain a standard of intelligent interest in educational problems; and the many citations of our leading articles in other magazines, as well as the generous listings in such indexes as the Education Index of the H. W. Wilson Company and the Loyola Educational Digest have reassured us in the belief that our standard has been maintained.

REIMBURSEMENT FOR UNFINISHED SUBSCRIPTIONS

Checks will be mailed on June 1 by Clyde P. Shorts, Circulation Manager of the Virginia Teacher, to all paid-in-advance subscribers, reimbursing them pro rata for issues not published. For instance, the subscriber who has received six issues, will be reimbursed one-third of the subscription price he paid. Subscription agencies should address all correspondence regarding incomplete subscriptions to Mr. Shorts.

A PROMISE OF IMPROVEMENT IN THE EDUCATION OF TEACHERS

A D M I T T I N G that teachers more than anyone else determine not only the learning but the lives of the coming generation, that the future of society rests to an increasing extent on the teaching profession, Edwin R. Embree, president of the...
Julius Rosenwald Fund, in his biennial report just published, asserts that to meet the challenge "the best intelligence of the nation should go into the preparation of the teaching profession, and no sums should be too great for the support of its education."

Teachers colleges are poor in money, poor in the thought and planning that have gone into their development, poor in the brains and distinction of their faculties and in the abilities of their students, it is pointed out. These are humiliating admissions, but they are heartening, too; for an honest and intelligent recognition of the facts is the hard first step toward the achievement of a program now long overdue.

Dr. Embree proposes these five essential features which must characterize the rebuilding of the teachers colleges:

1. Rigorous selection of students.
2. Sound general education as the base on which to build the professional studies.
3. Understanding of the arts and sciences underlying the profession: psychology, child growth and development, techniques of teaching, the social structure of which the school is a part.
5. Continued study and experiment to increase knowledge and understanding in the field.

In the elaboration of the points closely reasoned arguments are put forward, but we can only draw from the report a few striking statements and offer them here as evidence of the stimulating and far-reaching proposals made.

1. "Teachers colleges are justified in ruthlessly rejecting unqualified candidates..." The selection of prospective teachers must take into account "not only intellect but aptitude and general qualities of personality."

2. Professional specialization should not start before the end of what is now being called the general college or the junior college, that is, before the completion of the sophomore year of college.

3. "Emphasis must be shifted from courses and credits to serious and continuous study." Teachers colleges, the greatest sinners in passing out little packages of learning, "should lead the way back from the adding machine of courses and credits to sound and thorough education."

4. "Sound education comes... by careful rigorous study and thinking, and by actual experiment and practical experience in putting ideas into effect."

5. "Continued research... keeps professors growing and gives the student an inspiring sense of being himself a part of the creative process."

How, then, are these objectives to be accomplished? Dr. Embree's solution is summed up in this pregnant paragraph: "Professors must be freed from too heavy schedules of classes; authorities must recognize that study, conferences with students, and visits to the field are often of more educational value—to students as well as teachers—than any fixed routine of lessons in the classroom. If the teacher is not to lapse into rote instruction—the curse of education the world over—he should carry on his study in an institution which is itself not routinized but infused with the constant effort to find new truth and fresh methods."

**The Reading Table**


This is, perhaps, the most sympathetic delineation of the American woman teacher that has yet been published. Mrs. Donovan makes no attempt to portray her other than she is—the good, the bad, the indifferent alike are sketched in their true colors with clear-cut, just, and delightfully entertaining depiction, interestingly spiced with humor.

Herself a teacher for nineteen years, she shows keen insight into the public mind's characterization of this individual, of whom there are more than three quarters of a million; and a warm understanding of her successes and her failures, of her hardships and her pleasures, of her yearnings and her disillusionments. She gives due credit, too, for the influence the teacher has exerted in the
whole national set-up of government, politics, industry, etc.

There is historical soundness in the book and much of the illustrative material is taken from the candid statements of pupils themselves. Practically all the teacher’s problems are discussed, from Why She Is Unmarried to Her Tenure, Pension, and Old Age. The style is spontaneous and non-technical.

Though the picture is not always intriguing, her faith in the schoolma’am is unbounded, for she closes with the statement that, next to the mother, the teacher will remain socially the most important woman in America. B. J. L.

Otto F. Frederikson


This little book, designed for the improvement of the speech habits of teachers, written by a man well known for his book on Interpretation, Reading Aloud, would make a fine text in elementary courses in speech for prospective teachers. For teachers who are aware of voice problems and who are unable to take courses in speech, this book would make excellent parallel reading. It takes up the teacher’s responsibility to herself and to her pupils in speech matters, her speaking personality, her voice, her pronunciation, her means of expression, and her rhetoric. The chapter on pronunciation, which is the longest in the book, is far and away the most important part. Nothing is given in the way of voice correction, no effort is made to emphasize interpretation, but for a simple, clear study of the voice and pronunciation this book is admirable.

Argus Tresidder


This revision of a splendid high school textbook is effectively designed to give the student an understanding of his general social environment and to provide him with essential information for dealing intelligently with the problems of present-day American life. The material is well chosen, skillfully organized, and fairly presented in a clear, simple, interesting style. Nearly a third of the book is given over to meaningful graphs, unusual illustrations, suggestions for activities, questions and problems for discussion, and references, for further reading.

B. J. L.

Otto F. Frederikson


Including much information about familiar devices having to do with water-supplies this book seems to have variety and apparent completeness; topics discussed are our indebtedness to arrangements for water; the need for assuming responsibility for an uncontaminated water supply; sanitary science influencing health; and the practical contributions in soap-saving and air-conditioning.

The popularly-written descriptions of aqueducts and other ancient provisions arouse our admiration for their builders. The immense investment in unusual arrangements of our urban centers is commemorizing facts.

Raus M. Hanson


Since this seventh-grade book is the concluding volume of a series, it possesses relative completeness and thoroughness. The well-chosen illustrations and the distinct and uncrowded graphs contribute unusual material for high-grade geography teaching. Few elementary texts have devoted 145 pages to Latin American countries, of which 25 pages are given to Brazil and 20 pages to Mexico. But this more complete consideration of the southern lands is needed for the present-day world. The concluding chapter, “The United States and the World,” considers the many relationships which influence our trade and commerce. There is information on the correct pronun-
RATION OF PLACE NAMES. The discussions, exercises, and illustrations are planned to foster geographical thinking rather than memorizing facts. Raus M. Hanson.


These books contain story elements which children like—surprises, action, humor, conversation, plot, and of course something about animals. Henry is a small boy, as alive and as busy as any child in any first grade. He talks and thinks as a child really talks and thinks. He has an active imagination and lots of energy. Children will readily project themselves into his adventures.


This book is of special value to physical educators and public health and school nurses; it offers a manual which aids them (1) in recognizing the early symptoms and signs of abnormal functioning of the body, and (2) in understanding the technics and medical nomenclature of the physician. The medical privileges of the physical director are recognized as being confined to the recognition of symptoms and signs of disease and to the use of standard tests for measuring health. The author separates these distinctly from the responsibilities of the physician.

Excellent forms for the medical history and the physical examination are offered. Full explanation of each division of the physical examination is given in a clear-cut and definite manner. There are many illustrations of both normal and abnormal conditions. From both the illustrations and the text the reader has a clear idea of the value of the physical examination, and an understanding of the tests made by the physical director and the examination made by the physician. Rachel Weems, M. D.


Citizenship in Our Democracy. By Parker, Patterson, and McAlister. Boston: D. C. Heath and Company. 1939. 404 pp. $1.20. The authors present many of the problems about which junior high school pupils read and wonder, in language easily comprehended, with further reading suggested as a stimulus to bringing home the ideas. Group living, co-operative action, conservation, communication and transportation, and government are discussed in readily understandable terms. A chapter called “Meeting Our Problems as Consumers” is newer, fresher material than is usually found in citizenship books; and the Preamble to the Constitution of the United States is effectively explained.

Ethel Spilman

The Language of Modern Education. By Lester K. Ade. (Bulletin No. 17) Issued by the Department of Public Instruction, Harrisburg, Pennsylvania. 48 pp. Paper covers. Approximately two hundred educational terms in current usage are defined in the light of modern trends.


Other Books Received


News of the College

With Dr. Katherine Rogers Adams, of Washington, Chairman of Committee on Membership and Maintaining Standards of
the American Association of University Women, as the speaker for the final commencement exercises in Wilson Auditorium at 10:00 a.m. on Monday, June 5, the 1938-39 session at Madison will officially close. Dr. Adams recently visited Madison when she was making a tour of teachers colleges under consideration for approval by the American Association of University Women.

The commencement program will open on Friday, June 2, with a reception for the graduating classes at Hillcrest, the home of President and Mrs. Duke. A recital by the music department will be presented in Wilson Hall that night. The annual Senior Dance will follow in Reed Gymnasium.

Exercises on Saturday, June 3, will include the class-day program in Wilson auditorium, an informal reception for alumnae and guests given by the faculty, and the annual play by the graduating classes, "The Fortune Teller," written and directed by Dr. Argus Tresidder.

The Rev. Charles W. Sheerin, D.D., of New York, Vice-President of the National Council of the Protestant Episcopal Church in the United States, will deliver the Commencement Sermon on Sunday, June 4, in Wilson Hall. The annual Seniority Service, at which the juniors receive their gowns from the seniors, will take place Sunday night on the Quadrangle.

The 1938-39 Breeze, edited by Mike Lyne, Shenandoah Junction, W. Va., was recently awarded a first-class honor rating of excellent for the fourth consecutive year in the annual critical service of the National Scholastic Press Association and the Associated Collegiate Press. The Breeze was one of 31 papers in its class to receive such a rating while only 7 papers in the group ranked higher.

The staff of the prize-winning paper was composed of Mike Lyne, editor-in-chief; Frances Taylor, assistant editor; Betty Coupar, business manager; Sara Thomason, Marlin Pence, managing editors; Mary J. Wright, news editor; Barbara Ford, feature editor; Betty Lou McMahan, cartoonist. The printing was done by the McClure Company of Staunton.

Three hundred and seventeen students made up the cast of the annual May Day fete held May 6 under the sponsorship of the Athletic Association of which Billie Powell, Hopewell, is president. Lafayette Carr, Galax, May Queen; Agnes Arnold, Nassawadox, Maid-of-Honor, and the twelve members of the court presided over the festivities which consisted of a series of revels selected for their qualities of fun, beauty, and grace. The college Glee Club
and Band figured prominently in the program.

Pledge and initiation services for Alpha Upsilon Chapter of Sigma Sigma Sigma and Beta Epsilon Chapter of Alpha Sigma Alpha, newly organized Madison College sororities, were held on campus from May 11-14. These services were attended by national officers and delegates from other chapters.

Miss Margaret Vance Hoffman is faculty sponsor of Sigma Sigma Sigma; and Miss Mary Louise Seeger, of Alpha Sigma Alpha.

"The establishment of peace is the greatest achievement on earth," declared Dr. George Liebermann, Rabbi of the Eoff Street Temple in Wheeling, W. Va., when he spoke at the regular assembly period recently. Rabbi Liebermann, representing the Jewish Chautauqua Society, spoke on the subject of "Universal Values in Judaism."

"In a democracy," he said, "the supreme emphasis is on the individual. In a totalitarian state the individual is insignificant; he becomes a regimented personality. In a democracy the ballot rules. Under a dictatorship the bullet rules.

"On earth there is room for all faiths, beliefs, colors, and points of view," the speaker concluded.

The Glee Club under the direction of Miss Edna T. Shaeffer, head of the college music department, attended the state convention of the Virginia Federation of Music Clubs in Roanoke recently. While there, the club sang, at the luncheon for Federation members, the same program that it will sing at the National Convention of the Federation at Baltimore in May. The club also participated in both the Woman's Massed Chorus of choral organizations from all sections of Virginia. These choruses sang the same numbers that will be sung by the massed choruses of the National Convention at the New York World's Fair.

Hearts fluttered madly on campus recently as the Freshman Class celebrated its first class-day in the guise of Heart Throbs with the theme, "Seeking for the Inner Heart of Madison." The freshmen opened their class day activities with an assembly program conducted by their president, Margaret Moore, Richmond. Their formal banquet in Bluestone Dining Hall was attended by the class officers, Margaret Moore, president; Elizabeth Martin, vice-president; Evelyn Jefferson, secretary; Elizabeth Ogburn, treasurer; Jane Dingle-dine, business manager; and Betty Sanford, sergeant-at-arms; Mrs. Adele Blackwell, Big Sister of the class; Mr. Raymond C. Dingle-dine, Big Brother; Mrs. Dingle-dine, Mrs. A. B. Cook, Mr. and Mrs. S. P. Duke, Mr. and Mrs. H. K. Gibbons and Betsy Lynn Gibbons, Class Mascot; officers of the junior class; presidents of the senior and sophomore classes; Marguerite Bell, president of the Student Body; Marie Walker, president of the Y. W. C. A.; Miss Feme Hoover, Dr. Rachel Weems, and Mr. and Mrs. George R. Moore, parents of the freshman president. The program in Reed Gymnasium ended the celebration.

Winter quarter honor lists, announced recently by Dr. Henry A. Converse, registrar, showed approximately the same number of students on the first honor roll as made it in the fall quarter, against a 33 per cent increase of students having second honors.

Those with first honors were—Seniors: Elizabeth Alexander, Cora Mae Fitzgerald, Eugenia Lee Massie, Janet Miller, Willie Lee Powell, Corinne Shippe, Margery Stoutamyre; Juniors: Janet Coffman, Geraldine Douglass, Geraldine Lillard, Judith McCue, Anna Miller, Katherine Robertson, Celia Anne Spiro, Frances Taylor, Lucy
Tompkins, Marie Walker, Margaret Weller; Sophomores: Dorothy Allen, Mrs. Maymie Bowman, Marguerite Buck, Doris Buhrman, Julia Ann Flohr, Martha McGavock, Marjorie Pitts, Janice Proffitt, Juanita Rhodes, Vern Wilkerson, Mary J. Wright; Freshmen: Genevieve Baker, Annette Bowles, Martha Draper, Alice Griffith, Helen Hounchell, Ruth Kiser, Sylvia Klein, Billie Liggett, Daisy Parks, Cora Reams, Edna Lee Schaaf, Margaret Shelton, Virginia Ann Switzer, Barbara Tillson, and Nan Walker.

On the second honor roll were 34 seniors, 43 juniors, 33 sophomores, and 32 freshmen.

WEDDINGS

Class of 1935: Annabel Davis Selden, of Richmond, to Dr. Howard Beaty Wood, of Elkins, W. Va.; on April 8 in the Pryor Memorial Presbyterian church, at Crewe.

Dr. and Mrs. Wood are living in Cumberland, Md., since returning from their trip to Bermuda.

Class of 1936: Anne Spotswood Bond, of Petersburg, to John Wallace Lucas, of Richmond; on April 11 in Grace Episcopal church, Petersburg. The bridesmaids included Mrs. Albert Spaulding (Marjorie Baptiste, '36) of Chase City, and Conway Gray, '34, of Petersburg.

Mr. and Mrs. Lucas are making their home at 1753 East Boulevard, Richmond, Va.

Class of 1938: Marion Elizabeth Huffman, of Hopewell, to Charles Edward Edward Powell of Hopewell and Richmond; on April 8 in the First Methodist Church in Hopewell. The bridesmaids included Willie Lee Powell, '39, sister of the groom; Flora Heins, '38, of Arlington; May Jones, '36, of Urbanna; Isabel Bailey, '36, of Quinton; Lina Keesee, '36, of Johnston, South Carolina.

After a wedding trip to Florida and Cuba, Mr. and Mrs. Powell are making their home in Richmond.

WHAT ALUMNAE ARE DOING

From the registration cards filled in by Home-Coming alumnae on March 17 and 18 a count has been made to show the variety of activities these alumnae are engaged in. Of course the largest number are teachers, but the complete list follows:

Teachers, 341; Housewives, 45; Dietitians, 10; Secretarial work, 8; Clerical work, 7; Supervision, 6 (Elementary grades, 3; Adult Education, 1; Recreation, 1; Home Economics, 1); Librarians, 5; Social Welfare, 3; School principals, 2; Home Service Decorator, 1; Home Economist, 1; Home Economics Demonstrator, 1; Home Demonstration Agent, 1; Cafe Assistant Manager, 1; Dairy Council, 1; Superintendent Farming School, 1; Newspaper reporter, 1; Soil chemist for Campbell Soup Co., 1; Insurance agent, 1; Governor, 1; Technician, 1; Physician, 1.

OUR CONTRIBUTORS

SAMUEL CHILES MITCHELL is professor of history in the University of Richmond. Long an able leader of public opinion in Virginia, Dr. Mitchell has served the cause of education in many capacities. For five years he was president of the University of South Carolina, and for six he was president of the University of Delaware. His paper on James Madison is the development of an address Dr. Mitchell delivered at Madison College.

JAMES ELLIOTT WALMSLEY is professor of history at the State Teachers College at Farmville, Virginia. Before coming to his present position in 1925, Dr. Walmsley had occupied similar positions at Millsaps College and at Winthrop College.

EDWIN HOLT HUGHES, senior bishop of the Methodist Episcopal Church, and former president of De Pauw University, delivered "The Teacher" as the commencement address at Madison College. Bishop Hughes is now presiding at the Methodist Uniting Conference being held in Kansas City.

JANE BEERY is a senior at Madison College whose high school training was received at the Handley High School, Winchester. This paper was the outcome of a course in Heredity taught by Dr. Ruth Phillips, professor of biology in Madison College.
### 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.

<table>
<thead>
<tr>
<th>Film Title</th>
<th>Rating</th>
<th>Description</th>
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<tr>
<td><em>Abused Confidence</em> (Danielle Darieux) French, Eng. titles) (Colum.) Finely acted, realistic, very, continual story of orphaned heroine driven to deception to win law degree. In notable court scene, her heartfelt eloquence successfully defends her guiltiness of same offense and wins pardon for herself. Darieux splendid.</td>
<td>(A) Very good</td>
<td>(Y) No</td>
</tr>
<tr>
<td><em>Beauty for the Asking</em> (Lucille Ball, Patric Knowles) (RKO) Glittering sets and supposed “insight” into doings of the cosmetics business help little this thoroughly artificial, unconvincing triangle theme. Nothing objectionable, just dull and unreal, often absurd, and dramatic unity lacking.</td>
<td>(A) Mediocre</td>
<td>(Y) Hardly</td>
</tr>
<tr>
<td><em>Crisis</em> (Produced in Sudetenland) (Mayer-Bavstyn) Strong, straight-forward, anti-Nazi documentary film tracing Hitler doings from Austrian Anschluss to rape of Czechoslovakia deserted by democratic allies. Thought-provoking, full of authentic details, vivid portrayal of world danger, fine narrative accomplishment.</td>
<td>(A) Very good of kind</td>
<td>(Y) (C) If it interests</td>
</tr>
<tr>
<td><em>Dark Victory</em> (Bette Davis, George Brent) (Warner) Artistic, unusual, deeply-moving film.</td>
<td>(A) Good</td>
<td>(Y) Very good</td>
</tr>
<tr>
<td><em>Dodge City</em> (Errol Flynn, de Havilland) (Warner) Lavish Technicolor western thriller, burying history in soothing melodrama. Railroad displaces stagecoach, hero shoots heroine's brother, longest and smashinest barroom fight ever done, golden spike driven, lurid gun-fight in burning train, and heroine forgives hero.</td>
<td>(A) Depends on taste</td>
<td>(Y) Thrilling</td>
</tr>
<tr>
<td><em>Great Illusion</em> (French-English titles) (World) Masterful portrayal of life in German prison camp during great war. Stern realism, with tense interest in varied characters thrown together by fortune of war, lightened by humor, notable acting and expert technique. Strong argument for peace.</td>
<td>(A) Notable</td>
<td>(Y) Mature</td>
</tr>
<tr>
<td><em>Hound of the Baskervilles</em> (Rathbone, Bruce, Greene, Barrie) (Fox) Fine screening of classic, notable cast and settings, with story content by Doyle, not Hollywood. Result, artistic thriller absorbing in character, action, atmosphere and natural dialog. Should start “Holmes” series with same cast.</td>
<td>(A) (Y) Excellent</td>
<td>(C) Very exciting</td>
</tr>
<tr>
<td><em>Ice Follies of 1939</em> (Stewart, Crawford, Ayres, and famous skaters) (MGM) Impeccious hero and heroine marry, separate, win sudden stardom on ice and screen respectively, and she resigns to rejoin husband! Georgeously beautiful ice carnival in Technicolor makes the film notable despite artificial plot.</td>
<td>(A) (Y) Fine of kind</td>
<td>(C) Little interest</td>
</tr>
<tr>
<td><em>It's a Date</em> (Shelley Winters, Dan Duryea) (RKO) Fine in story, direction, settings, acting and photography, but with genuinely happy ending. Fine Technicolor.</td>
<td>(A) Delightful</td>
<td>(Y) (C) Excellent</td>
</tr>
<tr>
<td><em>Love Affair</em> (Chas. Boyer, Irene Dunne) (RKO) A masterpiece of cinema, in character, drama, settings, sound, photography, acting and direction. Mature romance between European playboy and American business girl, both with checkered pasts. Simple plot and perfect technique combined in exquisitely artistic film.</td>
<td>(A) Very good</td>
<td>(Y) No</td>
</tr>
<tr>
<td><em>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.</em></td>
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