

THE VIRGINIA TEACHER

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EDUCATIONAL COMMENT

ARE RURAL SCHOOLS IMPORTANT?

The United States Bureau of Education estimates that there were in 1924 approximately 12,000,000 children enrolled in strictly rural schools; that is, schools in which the majority of the children come from farmhouses or live in villages or towns of fewer than 1,000 population. For the education of these children the one-teacher school is still the prevailing type. It enrolls more children than any other kind of school in rural communities, probably about 4,750,000, or about forty per cent of the total 12,000,000. Consolidated schools enroll about 2,730,000, or twenty-three per cent of the total number. Small villages account for 2,250,000, or nineteen per cent. The two, three, and four-teacher schools in the open country follow with 1,500,000, or twelve per cent. The 750,000 which remain unaccounted for in the above estimate are enrolled in certain types of schools—union, county, etc.—not reported as consolidated, and in larger towns where they board or to which they commute or travel in other ways.

THE WORLD QUART

That the "World Quart" proposed by the Britten Metric Standards Bill is of vital international importance, no less than the World Court, is the declaration of legislative leaders in Congress. The Britten Bill will establish not only the world quart but also the metric world pound and metric world yard in merchandising throughout the United States, after 1935. The world quart is the "liter" of the metric system; the world pound is 500-grams; the world yard is the "meter"—all on the convenient decimal basis like United States currency.

Hearings on the Britten Bill are being held by the House Committee on Coinage, Weights, and Measures, and many thousands of petitions and letters are being placed before the committee urging adoption of the metric standards. More than 300 chambers of commerce and associations of manufacturers are endorsing the advance, besides scores of important national organizations. The Metric Association, with headquarters in New York and Washington, and the All-American Standards Council, with headquarters in San Francisco, are among the many organizations active in the movement. Congressman Fred A. Britten, of Chicago, is the metric champion in the House of Representatives—and the Chicago City Council is on record unanimously in favor of his metric legislation.

It is reported that a similar "World Quart" bill is to be pressed in the British Parliament by the Decimal Association. The British quart is twenty per cent larger than the United States liquid quart—and the liter, or world quart, is a compromise between the two. The liter, or world quart, in capacity is between the wet quart and the dry quart of the United States, and thus offers a convenient standardization.

The recent Pan-American Standardization Conference urged adoption of the world quart, and many experts consider it likely that our present Congress will accord with this recommendation and pass the

Britten Metric Standards Bill.—*Chicago Schools Journal*.

THE SPECTACULAR CHARACTER OF REALITY

The mother who seeks to soothe her child preaches him no sermon. She holds up some bright object and it fixes his attention. So it is the artist acts: he makes us see. He brings the world before us, not on the plane of covetousness and fears and commandments, but on the plane of representation; the world becomes a spectacle. Instead of imitating those philosophers who with analyses and syntheses worry over the goal of life, and the justification of the world, and the meaning of the strange and painful phenomenon called Existence, the artist takes up some fragment of that existence, transfigures it, shows it: There! And therewith the spectator is filled with enthusiastic joy, and the transcendent Adventurer of Existence is justified. Every great artist, a Dante or a Shakespeare, a Dostoievsky or a Proust thus furnishes the metaphysical justification of existence by the beauty of vision he presents of the cruelty and the horror of existence. All the pain and madness, even the ugliness and the commonplace of the world, he converts into shining jewels. By revealing the spectacular character of reality he restores the serenity of its innocence. We see the face of the world as of a lovely woman smiling through her tears.

HAVELOCK ELLIS

INVESTIGATOR STUDIES THE WORK OF CITY MANAGERS

Dr. Leonard D. White, professor of political science in the University of Chicago, is making a tour of twenty-eight cities in the United States for the purpose of studying the achievements of city managers. How city managers in various municipalities handle typical problems of administration, their relation to the commission and budget-making, the part they play in local politics, and

how far they lead the community, are among the things to be considered in the inquiry.

The city manager, Professor White points out, has become one of the most important technical and professional positions in the country, and efficient city managers are making notable contributions to scientific administration. The office has proved to be well adapted to smaller cities. Whether it can be put into practical use in the largest centers of population will be one of the purposes of Dr. White's survey, which is the first of its kind attempted by an educational institution.

Since 1910, the city manager system has been found successful in 258 towns having populations of 40,000 or more, including great urban centers like Cleveland, Cincinnati, and Kansas City.

Professor White's first itinerary of study includes Wichita, Kansas; Ft. Worth, Waco, and Houston, Texas; Phoenix, Arizona; Pasadena, Long Beach, Stockton, Alameda, and Berkeley, California; Colorado Springs, Colorado; and Dubuque, Iowa. Larger cities will be studied later.

THE TEACHER'S OBJECTIVE

Have I taught them the joy of clean living?

That honor is better than Fame?

That good friends are the greatest of treasures?

Wealth less than an untarnished name?

Have I taught them respect to the aged?

Protection to those who are weak?

That Silence always is golden

When gossip bids them to speak?

Have I taught them that fear is a coward?

Who is beaten when they say, "I can"?

That courtesy ranks with Courage

In the heart of the true gentleman?

Have I taught them these things and the others

That will make them brave, kind, and true?

If I have, I care not if they tell me

That Irkutsk is a town in Peru.

—R. C. GALE

ONE OF LIFE'S DARKEST MOMENTS

A short, dismal gong sounds over the bowed heads of the worshippers of learning. There is the rustle of the tearing of question-envelopes. There is a sigh. Then silence.

John Student shakes his question-paper from its envelope, unfolds it, glances at the first question. Panic seizes him. He looks at the heading of the sheet to see if he has the right paper. Unfortunately, he has. Panic leaves him; despair takes its place. He has to stay, has to go through three hours of bluffing.

Back and forth, back and forth, walk the proctors in their black capes. With measured tread, and immobile faces, back and forth, up and down the aisles, they wander. Their mechanical movements fascinate John Student. His mind wanders. Their black capes, for some reason, remind him of fraternity meeting. . . .

He grits his teeth, begins the second question. In the back of the room there is an ironic stamping of feet. He raises his head. A grinning genius is just handing in his paper at the door. The clock says ten-fifteen. And John has eight more questions to answer, "Oh Lord, how long. . . . ?"

High up, among the rafters, some sparrows begin to chatter. Foolish little birds . . . could be outdoors, and they prefer this musty gymnasium! He remembers a joke emanating from the Apollo Burlesk . . . smiles . . . starts writing again, watching the proctors, and the row of heads in front of him. Some fellows have their coats off, and their shirt-sleeves rolled, and look industrious. What's the matter with him, anyway? . . . If he could smoke, maybe he could work. . . .

Time passes. . . . More students leave. They make him nervous. He looks up at the clock. Eleven-fifteen. Six more questions. . . . He forgets the sparrows, the proctors, smoking, the heads bowed all about

him. All he thinks of is . . . six more questions . . . forty-five minutes.

The short, dismal gong sounds through the room again. It is all over. He has just finished. He stretches the fingers of his right hand, gives a groan of relief, joins the line going past the proctors, hands one of them his answer book . . . is free.—*Columbia Spectator*.

WHAT CAN WE AFFORD?

At this particular time, when everyone is demanding that taxes be lowered and complaining about the excessive cost of government, which, they say, the people can no longer afford to pay, it is well to investigate the state of affairs.

From the following table, taken from a graph in the *American Educational Digest*, we can see how our entire income is actually spent for each of the several items involved, personal, state, and national, by the rates per cent.

	Per Cent.
Church	¾
Schools	1½
Government	4½
Crime	8¼
Investment	11
Waste	14
Luxuries	22
Living costs	24½
Miscellaneous	13½

Excluding the personal item of actual living costs, it is rather upsetting to find that three of the most social items are found at the bottom of the scale.

That portion of our income which crime costs set aside—14 per cent of waste as compared with that used—is more than the church, the schools, and the government combined. The suppression of crime is necessary. It is also wise to provide adequately for old age. However, the comparatively large percentage lost through waste cannot be lightly set aside—4 per cent of waste as compared with 6¾ per cent for

government, schools, and church should not be accepted calmly.—*The Tennessee Educational Bulletin*.

STAMPS CONVEY KNOWLEDGE OF HISTORIC
OCCASIONS

"Postage stamps are an effective means of stimulating loyalty and patriotism. Everybody who posts or receives a communication through the United States mail receives, nolens volens, a transitory lesson in the history of the nation," says Harry S. New, Postmaster General, in an article in *School Life*, a publication of the Interior Department, Bureau of Education.

"In general the designs upon the regular issues have included the representation of the head of one of the Presidents, but in the past 50 years the custom has grown of commemorating important historical events by special issues," states the Postmaster General. "The novel appearance of the new stamp immediately arrests the attention of the user, and inquiry into its meaning naturally follows. The result is a valuable lesson in history which few escape, even those of limited education.

"Thirteen special series of adhesive stamps have been employed to impress historical occasions upon the popular mind," Postmaster General New continues. "They have carried to thousands their first knowledge of some of the events which were thus celebrated, and they have led millions of our people to a wider and more intelligent understanding of the circumstances that have contributed to our national existence."

GRADUATE STUDY OF LIBRARY PROBLEMS

An advanced graduate school of librarianship will be established by the University of Chicago. The new school was made possible by a gift of \$1,385,000 from the Carnegie Foundation. It is expected that courses will be offered in library architecture and building problems, filing methods,

library administration, relation of library to city or town, book acquisition, advanced classification, advanced cataloguing, advanced reference work, and copyright legislation.

WOMEN MAY BE INTELLECTUAL THOUGH
MARRIED!

How may an educated woman live a normal life as wife and mother and at the same time maintain her intellectual activity, professional or otherwise? To aid in the solution of this question, Smith College, Northampton, Mass., has established an institute for the co-ordination of women's interests, to be financed for three years by the Laura Spelman Rockefeller Foundation. The study will be approached from two directions: How women may, by the elimination of wasteful occupations in the home, reduce to essentials the duties of home-keeping; and to discover methods of so modifying technical training for the professions that new subdivisions of professional work may be made which will be adapted to part-time employment of women or carried into the home without interference with normal home life.

COMMERCIAL GEOGRAPHY TAUGHT BY
INDIVIDUAL PROJECTS

Projects in commercial geography have opened a broad field for study in Northern High School, Detroit, Mich. Members of the class select for special study a project or industry of international importance, and results of their work are entered in a "prospectus." Reading matter is typewritten or lettered, and each prospectus contains a table of contents, bibliography, list of acknowledgments, and at least one graph and one map. The book is attractively bound, and covers of some are appropriately decorated. In addition to the information gained the project gives training in research work, develops initiative and skill, and often indicates special interests and aptitudes of

students. Business houses solicited for information were not only courteous to students, but in several cases offered them employment.

BOOKS

FIRST AID FOR THE ARITHMETIC TEACHER

Principles worked out in the psychological laboratory are fast being applied to the teaching of arithmetic. The newer texts are built to meet this situation: they analyze subject matter into teaching units; they provide much graded practice material; they plan for individual diagnosis followed by remedial work; they have schemes for checking and recording progress. But schools suffering from state or city adoptions of archaic texts cannot wait patiently to put these newer tendencies into practice. Neither can they ask overburdened teachers to prepare special materials. Sensing this condition, our enterprising friends, the book companies, are offering supplementary practice materials. These fall into two main classes, pads or pamphlets to be owned by the individual child, and permanent sets of cards to be owned by the school, both kinds being represented in the following comments.

INDIVIDUAL NUMBER DRILLS. By James E. McDade. Chicago: The Plymouth Press. Set AR5. Class Cabinet containing complete equipment for fifty pupils working at one time, including Teacher's Manual. \$8.00. Specimen Set, in Envelope. 75 cents.

A highly ingenious scheme for individual learning of the addition combinations. Like the majority of the newer practice material in its analysis of the subject matter into units and in its carefully worked out system of checking and recording results. Distinctive in its practice device—a holder which slides to reveal first the example and then the answer—and in its insistence that only correct practice be allowed. Uneconomical, according to some authorities, in that the addition is taught entirely separate from the subtraction.

HORACE MANN SUPPLEMENTARY ARITHMETIC: DIAGNOSTIC AND CORRECTIVE. By Milo B. Hillegas, Mary Gertrude Peabody, and Ida M. Baker. Philadelphia: J. B. Lippincott Company. 1925. Pp. 156.

Usual type of practice material in the four fundamental processes put up in a paper-bound pamphlet. Answers are given on separate pages to which the child is referred, but there are no arrangements for teacher-directed tests at the close of units, and no special system of diagnosis is provided.

THE CLAPP DRILL BOOK IN ARITHMETIC. By Frank Leslie Clapp. New York: Silver, Burdett and Company. 1926. Fourth Year, Pp. 97. Fifth Year, Pp. 108. Sixth Year, Pp. 119. Seventh Year, Pp. 117. Eighth Year, Pp. 119. Teacher's Manual, Pp. 39.

A separate booklet for each year enables this series to offer practice material not only in the four fundamental processes, but also in fractions, in decimals, and in thought problems. Norms are set up and answers are provided on separate pages. The Teacher's Manual guides in the division of the tests into those for measurement and diagnosis, and those for remedial work.

ARITHMETIC WORK-BOOK. By G. M. Ruch, F. B. Knight, and J. W. Studebaker. Edited by G. W. Myers. Chicago: Scott, Foresman and Company. 1925. Book Four, Pp. 68. Teacher's Edition, Pp. 134+xix. Book Five, Pp. 76. Teacher's Edition, Pp. 152+xviii. Book Six, P. 62. Teacher's Edition, Pp. 124+xvi.

Each book provides approximately 30 standardized examples on the essentials in arithmetic for that grade, these essentials having been arrived at through careful research. The special difficulties for each grade have been determined, and each is introduced by a study lesson, then followed by sufficient well-distributed practice to insure mastery. Standards are given the child for each drill and a form for recording his progress on a graph is provided.

The Teacher's Edition for each book supplies the answers to the drills, makes valuable suggestions for diagnosing individual difficulties, and provides blank tables and graphs for recording the progress of the class.

KATHERINE M. ANTHONY