THE VIRGINIA TEACHER

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Editors
James C. Johnston
Henry A. Converse, Business Manager
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Advisory Board
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Manuscripts offered for publication from those interested in our state educational problems should be addressed to the editors of The Virginia Teacher, State Teachers College, Harrisonburg, Virginia.

EDUCATIONAL COMMENT

BENEFACTION TO HOLLINS

At Hollins College a new music building has just been dedicated. Construction work is going forward immediately; the building will cost about $60,000. Called Presser Hall, the building will memorialize the late Theodore Presser, a music publisher who was at one time a professor of music at Hollins College. This is the first of a series of conservatory buildings which the Presser Foundation of Philadelphia will establish at various parts of the country.

PUTTING VISION INTO AUDITION

At present, the radio is almost exclusively a musical instrument. While it provides an astonishing amount of serious music by good orchestras and soloists, it offers an even more astonishing quantity of jazz. The vast potentialities in the field of information, news transmission, and non-musical entertainment are still almost untouched. The position held by the station director ought to be one comparable to that of newspaper editor or college president; but it is at present usually regarded as needing only a sort of vaudeville impresario. When it is filled by men of higher calibre, some of the dead radios may come to life again.—The New Republic.

HOAX?

There were those who accepted in earnest the following letter in a recent issue of the Richmond Times-Dispatch, for, they said, there are Virginians who have held this pose so constantly and so long that they actually believe what this letter implies. But others insisted that the letter on its face was a clever bit of satire written by one who had frequently seen Virginia's present governor hammering tops on apple barrels. The letter follows:

To Editor of The Times-Dispatch:

Sir:—Permit me to reply to some points in the several letters which have recently been printed in your valuable paper in opposition to my formerly expressed views relative to our public schools.

It is so much to be regretted that there are so many people who know nothing about what education is and still are allowed to express themselves and their foolish notions to the public and thereby insult the intelligence of truly educated people. One of these signs himself "Progressive Virginia," and claims Covington as his habitat. I cannot believe that this person was born in this grand and glorious State of Virginia. The idea of teaching physical culture and physiology to young people in our schools is to me, as well as to any refined lady or gentleman of the old school, perfectly revolting—especially is it so as applied to teaching about the human body to our girls. I fail absolutely to follow his meaning when he raves about osteopaths and chiropractors.

And a word in reply to "E. M. S." Of all the "tom-foolishness," as he says, I never read the equal. His description of the kindergarten as he saw it is enough to cause every mother to take her child out of the schools. When I first started to school I began with reading, writing, and arithmetic the very first day I entered, and I was taught these subjects most thoroughly. There was no time for "stretching" and marching to music and playing games, and it did not make any difference if we did get tired, for that's what schools are for. And the foolishness of trying to teach children to read before they have learned to spell beats all. He calls me an "old fogey," and I thank my stars I am if to be otherwise means that I would have to think as he does.

I want to say that "A Country Schoolmaster" from Buckner, Va., has the right idea. He is what I would call an educated Virginia gentleman of the old school who refuses to be influenced by all these frills and fads of these days and which have been imposed upon us by foreigners. He agrees with me that we should only teach reading, writing, and arithmetic in our schools, and so does Hon. Harry Flood Byrd, Governor of Virginia. These gentlemen are good examples of the
aristocratic cavalier stock of Virginia who know full well what real gentlemen and real ladies should be taught. They know the danger of training our girls to be cooks and seamstresses and of making the flower of our youth common mechanics and farm laborers. Where, I ask in deep earnestness, can we in the future look for the culture and finish which were for so long the pride of Virginia? Do you imagine for an instant that the Governor could drive a nail or saw a board or that his accomplished wife could bake bread or wash dishes? Let us pray that the youth of our State may be protected from such drudgery.

Then the teaching of music and art in schools should be immediately stopped. It is fatal to any boy and girl to get them interested in music or art, for it is well known that such people are very peculiar, to say the least. I think it is nice for parents to give their girls private lessons on the piano to keep them home so that they can entertain friends, but to give all children music at the expense of the State is another thing and should be stopped. The enviable record made by Virginia is entirely due to the fact that her boys and girls were taught reading, writing, and arithmetic, and nothing more. Leave hygiene and physiology to the doctors; physical culture to the prize-fighter; art and music to the Bohemian; cooking and sewing to the drudge; carpentry and agriculture, etc., to the common laborer, but give to the young gentleman and lady of Virginia a thorough training in reading, writing, and arithmetic—and nothing more.

OLD VIRGINIA

I can conjugate Latin verbs, but I cannot write legibly.

I can recite hundreds of lines of Shakespeare, but I do not know the Declaration of Independence, Lincoln's Gettysburg Address, or the Twenty-third Psalm.—BERNADINE FREEMAN, in The Journal of the National Education Association.

MENTAL STIMULATION

Just now there are five factors outside of the schoolroom which seem most to influence the mental growth of young people. First, things and nature. Nothing can be better for a child's growth than a kit of tools or a garden with which he can work and learn for himself the fine art of observation and sense the joy of creation. Second, companions and people. Children teach each other more than we realize, and companionships between childhood and maturity are among those priceless things that have developed the best intellects the race has known. Third, reading—not haphazard and accidental, but planned for by parents, teachers, and librarians, so that the child may be familiar with that common background of pictures and ideas that enable us to live and work together. Fourth, motion pictures, the development of which has been so largely guided by commercial motives that their vast educational possibilities are only beginning to be understood. What wonders of science and history and life cannot be brought vividly to us all by this magic creation of inventive genius? In such films as the Chronicles of America our history comes to children with a vividness that makes our nation a reality—something to be loved and served. Finally, radio, bringing the whole world into our living room, where we may have contacts with great musicians and orators, and men and women of affairs.

Truly the danger now is not too great poverty of ideas, not too little of mental stimulation, but too much. The children of
this generation, who are to be the leaders of the next, will be those who early learn the value of time, the need to select the impressions that they put into their minds as carefully as they select the food that they put into their stomachs.—Joy Elmer Morgan in The Journal of the National Education Association.

SUMMERING IN SWITZERLAND

Opportunity is offered to teachers this summer at Geneva to study the workings of the League of Nations, International relations, and efforts that are made for peace. The Woman's International League is giving a six weeks' course for peace workers, beginning July 26, and there will be shorter courses for those who cannot take the full course. The price for the short two weeks course is only six dollars.

The lecturers of this school will be Jane Addams and Emily G. Balch of America, Marcelle Capy of France, Gertrude Baer of Germany, Professor Barany of Sweden, Professor Langevin of France, and others to be announced later. This school will be held in the Fellowship School at Gland, a suburb of Geneva, beautifully situated on the shores of the lake, with a glorious view of Mont-Blanc.

Here a number of students can be accommodated with room and board ranging in price from one dollar to two dollars per day, according to the accommodations. The rate of one dollar is for those who wish to camp out in tents and bathe in the lake. The meals are vegetarian, but they have a fine cook, and, if the dinner that I had there is any sample, one could not wish for more. Those who want to pay more and stay at a hotel can find almost any accommodations in the city of Geneva. A boat will be run each day from Geneva to Gland to take people to and from the lectures, or perhaps a char-a-banc will be engaged to do this.

Those who desire to include the Summer School in their vacation will be wise to apply at once, as the number to be enrolled is limited to one hundred from America.

Excursions to the beauty spots of Switzerland will be arranged for the afternoons and the week-ends. This school offers a unique chance to see Switzerland and at the same time meet the leaders of thought in the countries of Europe, and of Asia also.

Those who wish to make a special study of French can take either an elementary course or an advanced course at the University of Geneva. The charge for two weeks is ten dollars; an additional two weeks can be had at a slight reduction.

Many teachers will wish to write for further information to Katherine D. Blake, 12 Rue du Vieux-College, Geneva, Switzerland.

READING WITH A PURPOSE

Seventeen new subjects for reading courses in the "Reading with a Purpose" series are approved for publication by the Editorial Committee of the American Library Association meeting December 30-January 2 at the Drake Hotel, Chicago. The new subjects are: Citizenship, Recent U. S. History, Architecture (appreciation), the World's Religions, Contemporary European History, the Modern Drama, Modern Trends in Education, Geography, the Human Body and Its Care, History in Fiction, Mental Hygiene, Modern Essays, Painting (appreciation), Recent English and American Poetry, Sculpture (appreciation), Six Immigrants, International Relations.

The "Reading with a Purpose" series of courses have been appearing one a month since last June. Each is by an authority who knows how to present his subject attractively, e. g., Vernon Kellogg on biology, William Allen White on politics, Daniel Gregory Mason on music appreciation. Each is a booklet including a brief intro-
duction to the subject and a list of about six or eight books for the average reader. Many libraries are using the courses in their adult education service.

**BOOKS**

**OF UNIVERSAL INTEREST**


_The Foods We Eat_ is an industrial reader on food, designed for supplementary use in the lower grades of the elementary schools.

In the "Journey Club Travels," the children as a self-organized club take trips to all parts of their own country and to many far-away lands. The stories of the production of the various foods are told in the form of personal observations made by the club. Each subject is presented as an adventure rather than as a lesson.

The book is developed through a series of industrial projects in which the personal element is brought out in every conceivable way. The children adopt the motto, "to find out"; and in the course of their journeys they themselves learn the basic facts about the foods we eat.

Suggestions are also given as to how any class of pupils may be organized as a club for studying the different journeys, for forming a museum in the schoolroom to which may be brought all available illustrative material. Actual class excursions should be made when possible; pictures may be substituted when necessary.

Those who are familiar with Carpenter's geographical readers will appreciate this new volume. The illustrative pictures are very good, the print is large, and the movement of the story rapid, to the point, and interesting. The teacher of home economics will find this reader helpful as a supplement to her beginning foods work.

*M. E. M.*

**CONSTITUTIONAL**


The past few years have witnessed a distinct development in the study of government, and a determined effort has been made by educators to arouse interest in the study of our government, and not merely to impart knowledge. The study of the constitution of the United States has been formal, and little effort had been made, either by teachers or authors, to recognize our constitution as a vital, living, growing, and interpreted document on which rested the complex machinery of our modern state.

The purpose of these three books is to make possible an intelligent study of our national constitution. The treatment is concise and intelligible. _The Common Sense of the Constitution_, after a short historical introduction, considers each article of the constitution, section by section, giving an explanation of the meaning of the section. Each explanation is followed by one or more suggestive questions.

_The Constitution of Our Country_ is slightly more elementary in its treatment and describes the machinery and powers of our government as they are outlined in the constitution. The latter document is printed in full in the appendix, and references to the appropriate sections are made throughout the body of the text. Illustrations and questions are included in each chapter.

_The Constitution of the United States_ is rather a short and concise historical and constitutional analysis of the government of the United States. The treatment is more mature and more comprehensive. A list of additional readings is included with