

THE VIRGINIA TEACHER

Published monthly, except August and September, by the State Teachers College at Harrisonburg, Virginia.

Entered as second-class matter March 13, 1920, at the postoffice at Harrisonburg, Virginia, under the act of March 3, 1879.

Editors

James C. Johnston Conrad T. Logan

Henry A. Converse, Business Manager
Clyde P. Shorts, Circulation Manager

Advisory Board

John W. Wayland Elizabeth P. Cleveland
Pearl P. Moody Katherine M. Anthony

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

VIRGINIA'S HIGH SCHOOL SYSTEM WILL BE HANDICAPPED IF THE STATE DOES NOT AID HER COLLEGES

Have you examined the last pamphlet published under the auspices of the Central Committee of the Institutions of Higher Education in Virginia? If not, by all means read it. You will get some important facts about the State-supported colleges of Virginia that will not be a source of pride to you, but which it is your place to know and help to remedy.

It is plain that if something is not done to take care of the increased number of applicants to Virginia colleges, there will be an inevitable reaction on the public high school system of the State. Our State high schools are just getting squarely on their feet; in ten years more they will be graduating 10,000 boys and girls annually. But the colleges are overcrowded now and are even refusing entrance to large numbers of applicants. If something is not done to help the colleges to care for the rapidly increasing numbers of graduates, however, they will be compelled to leave the State for advanced work. It is, therefore, up to the high schools, as well as the colleges, to get

behind the movement for better provision for caring for the high school graduates of our State.

The January pamphlet, entitled "Important Facts About the State-Supported Colleges of Virginia," is an effective exhibit in the plea for better provision for our colleges. It makes clear the fact that the colleges are faced with critical situations. The State must enlarge them, if they are to keep pace with the development of the high schools. Unless the colleges are enlarged, they can not do the job the State asks them to do—the job to which they are willing and eager to devote their energies. Virginia can not look solely to private munificence for the enlarging of her colleges. She must do her share, and her people must bear in mind that both endowed corporations and philanthropists will help much more freely those who help themselves.

A NEW MAGAZINE—AND A USEFUL ONE

The Teachers Journal and Abstract is a new magazine just issued from the Colorado State Teachers College at Greeley. It offers in condensed form a summary of the more important magazine articles of the preceding month. The purpose of the editorial staff is to publish about seventy abstracts in each issue, classified in the general field of education under seven heads, in the teaching of special subjects under ten heads. The editors also announce that the *Teachers Journal and Abstract* will publish annotated references to special phases of education and abstracts of research publications.

Such a service has long been needed. Not only will it aid the teacher in supplanting the "up-to-date schoolman" pose with a simple but accurate knowledge of the ideas that are actuating progress in educational procedure; it will offer students in teacher-training institutions a most valuable textbook on current educational thought.

It is worth noting, too, that the undertaking of the editorial staff will redound to the credit of the Colorado State Teachers College, for this self-imposed task of reading and digesting the large number of magazines in the field of education will be such a stimulation to the Greeley faculty as can not be measured.

A SHORT-SIGHTED POLICY

"Ten years more of the present neglect of these institutions will have three results. The first will be that the living quarters and laboratories will become obsolete. The second will be the loss by death or resignation of most of the professors who now give prestige to the institutions. The third will be the unwillingness of capable instructors to associate themselves with decadent schools, and the refusal of the most desirable type of student to come to 'dead' colleges. These are not hypothetical possibilities. They are admitted probabilities that already are taking shape. Unpleasant as it is for Virginians to make the admission, the downward trend has already begun, in comparison with some other States. And it has begun tragically enough, at the very time when the new high schools of the Commonwealth are stimulating hundreds of students to go to colleges from homes that have never had contacts heretofore with higher education. By short-sighted policy Virginia stands to lose the greatest of the blessings that should have come to her from the establishment and support of her high schools."

News-Leader editorial comment on address delivered by Dr. Edwin A. Alderman, President of the University of Virginia, before the State Teachers Conference in Norfolk, November 25, 1925.

Eighteen educational surveys in eight states—Kentucky, New York, Ohio, Oregon, Pennsylvania, Tennessee, Virginia, and West Virginia—were made by the Interior Department, Bureau of Education, during the fiscal year 1924-25.

WE LEARN TO EAT BY EATING

One does not always agree with the opinions of Arthur Brisbane as expressed in his syndicated newspaper comment. But this recent paragraph brings pointed query to bear on a topic that usually receives little thought from those who talk about it most.

It is a mere platitude to say that "the school must teach children to think." But how, without their thinking?

"One solemn Chicago editor, thinking swiftly backward, says 'an elementary schoolroom is not a forum for the discussion of problems that puzzle fully developed intellects.' Why not? And where does the editor find his array of 'fully developed intellects'? Does he mean 'adult minds'? They are, 99 times in 100, so many units of well-set mental concrete, upon which a new idea makes as much impression as a rubber tire on a concrete highway."

DR. BOWIE AT HAMPTON

Speaking at the Founder's Day celebration at Hampton Institute January 31, Dr. Walter Russell Bowie, for eleven years rector of St. Paul's Church in Richmond and now rector of Grace Church in New York City, told his audience that for the Negro to be ashamed of slavery would be as though the children of Israel had deliberately cut out of the Old Testament all reference to the bondage of Egypt or the captivity of Babylon.

"It is out of the days of slavery," he told his audience, "that you can bring your most incomparable contributions to American life." Among these contributions he mentioned Negro spirituals, the gift of laughter, and the priceless heritage of loyalty.

"What is the responsibility of the white race in the progress of the Negro?" Dr. Bowie asked. "The desire to know the truth and to deal with all matters in that calmness of spirit which the truth begets. Nothing is more wholesome in the South today than the spirit of conference, the interracial committees, the recognition that the attitude of the white race must be Christian."

A. L. A. PROJECTS

The Committee on Library Extension of the American Library Association at its meeting December 30 decided that its first task is to determine how many people are without library service, and where they are. Statistics of the number and location of tax-supported and privately-supported libraries, of county libraries, the total tax support, circulation, number of volumes, are to be collected. Canada is to be included and the territories and outlying possessions of the United States, as well as the States.

The second part of its work is to study the application to library extension of the various methods which have been used for development in other fields, such as demonstrations, surveys, field agents. A constructive report is then to be prepared, embodying the facts upon which the conclusions were based, as well as the conclusions, and including a program for action. Actual promotion work, it was decided, must be deferred until the preliminary study is completed.

 ABOVE CONQUERORS

No conqueror can make the multitude different from what it is; no statesman can carry the world affairs beyond the ideas and capacities of the generation of adults with which he deals; but teachers—I use the word in the wisest sense—can do more than either conqueror or statesman; they can create a new vision and liberate the latent powers of our kind.—H. G. WELLS.

Per capita expenditures in the 248 American cities having a population of more than 30,000 shows some surprising comparisons. In 1903 schools cost \$3.86 per capita, libraries 19 cents per capita; in 1923 these two municipal activities had advanced to \$12.87 and 43 cents, respectively.

BOOKS

A SCIENCE BOOK FOR THE GRADES

EVERYDAY SCIENCE PROJECTS. By Edith Lillian Smith. New York: Houghton Mifflin Co. 1925. Pp. 342. 96 cents.

It is here! What? A science text which may be used for the middle grades. Teachers who have, up to this time, attempted or endeavored to teach science without a text in the fifth, sixth, and seventh grades will find *Everyday Science Projects* a big help. The book contains a wealth of material from which various types and projects may be selected to be studied and worked out for each individual grade.

With the text as a tangible guide, the possibility of a correlated science course for the grammar grades is hopeful. There are quite a few teacher's helps, namely:

1. An appropriate reference list at the end of each chapter.
2. A scheme for scoring projects which have been successfully completed by the individual pupil or by the group.
3. A division of the content by seasons, as fall, winter, etc.

The mechanical appearance of the book is attractive and doubtless will add to the interest of the pupils. Unquestionably, *Everyday Science Projects* will be an asset to the library of the grammar school, even if no definite course in science is offered.

DOROTHY S. GARBER

 A TRUSTWORTHY GUIDE

AMERICAN LITERATURE. By John Calvin Metcalf. Richmond: Johnson Publishing Company. 1925. Pp. 562.

More than a decade ago Metcalf's *American Literature* took its place with the best books on the subject. Many adoptions and continuous use attest its merit. But notable advances of our life and literature since 1914, when the work first appeared, have made a new and enlarged edition extremely desirable. The same clear, logical, and convincing method and high literary qualities of the old give dignity, grace, and