

## THE VIRGINIA TEACHER

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## EDUCATIONAL COMMENT

### RURAL SUPERVISORS FOR VIRGINIA SCHOOLS

PROPERLY trained supervisors are now the great need of rural schools in Virginia. Fortunately, a campaign of education is under way. Under the leadership of Harris Hart, State Superintendent of Public Instruction, the importance of more rural supervisors is being urged. In his recent annual report Mr. Hart states: "If a country school system could be organized with an efficient school superintendent and one well trained special supervisor for every thirty or thirty-five teachers employed, then the supervisory force of control would be considered adequate to guarantee that the large sum spent for instructional purposes will net the largest return.

"Rural supervisors are emphatically necessary, first of all, to guarantee that proper methods of instruction are consistently used. They may serve to help solve the great question of adequately trained teachers everywhere by assisting in training teachers in the service. With trained supervisors in the field to co-ordinate the efforts of our highly efficient teacher training institutions, the State Board of Education can almost at once raise the requirement for the teaching profession without denying to any reasonable opportunity to meet these requirements."

### MEN, WOMEN, AND THE HONOR SYSTEM

PROFESSOR M. V. O'SHEA, of the University of Wisconsin, who last fall directed the survey of Virginia schools, met with the attention of the Letter-Writers, to judge from this mild but pointed communication which appeared in the *Chicago Tribune* on November 24, 1927.

Madison, Wis., Nov. 16.—My mail is heavily laden with communications inspired by the story that was printed in *The Tribune* a few days ago concerning my views of the effect of women upon men. You made me say that men are good and honest until they come in contact with women, when they begin to lie, steal, and cheat. The "Inquiring Reporter" ascribed this view to me in one of the questions which he recently propounded.

The facts upon which your story was based are as follows: I am directing a survey of the educational system of Virginia. Among other things my colleagues and I have studied the University of Virginia. This university was founded by Thomas Jefferson for men, and women have never been admitted to the College of Liberal Arts, and are not now admitted to any professional work below the junior class. Jefferson told the students that only gentlemen would be tolerated at the university, and no gentleman ever would be found guilty of lying, cheating, or stealing. This sentiment has prevailed at the University of Virginia for a long time. The men have enforced the honor system, according to which any student found guilty of lying, cheating or stealing was cast out of the university by his fellows; and the system is operating efficiently today, as it has been operating for a long time.

Leading women of Virginia are urging that all the courses at the University of Virginia should be open to women on the same basis as to men, but the alumni of the university advise that the College of Liberal

Arts at any rate should be retained as an institution for men, in order that the honor system may be continued. It is believed that if women should be freely admitted to the university the men would not be willing to apply the honor system to them as they apply it rigorously to any one of their own number. They will not hesitate to discipline any man who is found guilty of lying, cheating or stealing, but they would probably not treat offending women students as they will treat any offending man student.

This is the only statement I have made that has any reference whatever to the effect of women upon men. I have never said, and I do not believe, that men are good and honest until they come in contact with women, when they begin to lie, steal and cheat. I have never made any statement that could possibly be interpreted to mean that I think women cause men to lie, steal and cheat. Whether the presence of women on a campus makes it impossible to enforce an honor system is a question that nobody can answer.

M. V. O'SHEA

#### CARE FOR VIRGINIA TEACHERS THREATENED WITH ILLNESS

A "preventorium" for Virginia teachers who need preventive medical treatment has been provided by the Virginia Education Association. It will be located at Charlottesville, in the hospital unit of the University of Virginia, now under construction, and will embrace 20 rooms, accommodating 20 patients at a time. Under the arrangement entered into with the university, a contribution of \$40,000 is made by the association toward the cost of the building, \$20,000 of which has already been paid, the remaining \$20,000 to be paid upon completion of the building.

The charge to teachers will be \$4 per day, with a minimum charge of \$15 to any patient. This will cover the cost of pro-

fessional service, room, nursing, board, etc. Physicians and surgeons of the hospital agree to make no charge to patients in the preventorium. Their services include examinations, diagnoses, laboratory tests, X-ray examinations, operations, prescriptions, medical treatment, nursing, and other necessary services.—*School Life*.

#### SUBSIDY PROPOSED FOR CHILDREN OF COLLEGE PROFESSORS

IT IS not necessary to overlook the compensations which college teaching has in order to show that it is an underpaid trade. Chief of the compensations are love of the work and opportunity for service. In return the teacher will always be called upon to make material sacrifices. The question is one of degree. The strain is peculiarly hard on the American college teacher because of the greater temptations which lie outside. It is humanly much harder to be a poor professor in a rich country than in a poor one. It testifies to American idealism that so many young men are turning for their life work to the classroom and the laboratory when the attainable rewards are so much higher in business and the professions. The young American who goes in for teaching accepts, proportionately, a lower pay and a much lower prestige than the teacher in a European university.

Beyond the specific problem lies a higher social problem touched upon by Ellsworth Huntington and L. F. Whitney in their recent volume "Builders of America." The underpaid college teacher must not only do his work under economic harassments, but under the economic strain he is compelled to be extremely cautious in raising a family. For the encouragement of reproduction among the best American stock, say the writers, we need the endowment not of buildings but of professors' children. They urge the next man who is thinking of handing over \$5,000,000 for a college hall to give

only \$1,000,000 and to fund the rest to provide a \$1,000 annual subsidy for every child of a faculty member from birth to graduation.—*The New York Times*.

#### PENSIONS INVOLVE NO EXPENSE TO NASHVILLE TEACHERS

Contributions to the pension fund are not required from public-school teachers of Nashville, Tenn. Taxation not exceeding one-tenth of 1 mill of assessed valuation provides the moneys required.

Pensions correspond with the pay of beginning teachers, the idea being that the beginning teacher receives the minimum for living requirements. The pay of the pensioner varies from time to time, therefore, with the changes in the pay of beginning teachers. This unique provision will prevent the distressing conditions that came to pass during the inflated period when set pensions did not provide a living.

The salary scale adopted in October, 1927, provides \$1,200 a year for beginning teachers, although 20 'cadets,' teachers in training, receive \$720 a year each. No pension may exceed one-half the salary of the teacher at the time of his retirement, however, and it happens that the smallest pension paid is \$600 a year. Seventeen teachers are now on the retired list.—*H. C. Weber, superintendent of schools, Nashville, Tenn.; in School Life*.

#### FOUR MARKS OF A FINE MIND

A good mechanic studies the tools of his trade continuously and critically. The better he knows his tools, the better he can use his tools. He knows that good craftsmanship is impossible unless he keeps his tools adjusted to his tasks.

Our brain is, of course, the major tool we bring to the task of living. Like good mechanics, we profit from keeping our brains under continuous and critical study. As a sort of primer to guide us in such a study of

our own minds, I suggest that a first class mind bears these four marks:

First, *humility*. A first class mind is never cocksure; it is always willing to admit that it may be wrong; it is never afraid to say that it does not know; it does not specialize in closed questions; all questions are open questions to it; it is always ready, in the presence of new knowledge or fresh challenges, to question the soundness of its earlier observations and the sanity of its earlier conclusions.

Second, *curiosity*. A first class mind is never satisfied with surface observations; when, in its humility, it has admitted that there is a question to be considered, it turns a restless and ruthless curiosity on the question; it is never satisfied with a sweeping judgment; it ferrets out every detail and tries to see just what bearing each detail has on the whole question.

Third, *courage*. A first class mind is marked by a subtle blending of courage and imagination, the result of which is that it takes the results of its analysis of a problem it has worked over and puts these results into various new combinations in an effort to find some new and better theory for action; it is never afraid to set up a tentative new theory of action; it is willing to follow a new idea, if it is sound, even if it upsets former notions and former ways of doing things.

Fourth, *responsibility*. A first class mind has a sense of responsibility in handling its new theories; it puts them through all sorts of tests to prove both their logical soundness and their practical utility.

The practical fruits of the intellectual virtues are obvious. Humility makes for open-mindedness. Curiosity makes for careful analysis. Courage makes for creativeness in blazing new trails. Responsibility makes for reliability in action.

GLENN FRANK

A community without a library is a community whose soul is asleep.

### REVERENCE FOR LAW

Let every American, every lover of liberty, every well-wisher to his posterity, swear by the blood of the Revolution never to violate in the least particular the laws of the country and never to tolerate their violation. . . . Let every man remember that to violate the law is to trample on the blood of his father, and to tear the charter of his own and his children's liberty. Let reverence for the law be breathed by every American mother to the lisping babe that prattles on her lap; let it be taught in schools, in seminaries, and in colleges; let it be written in primers, spelling-books, and in almanacs; let it be preached from the pulpit, proclaimed from legislative halls, and enforced in courts of justice. And, in short, let it become the political religion of the Nation, and let the old and young, the rich and poor, the grave and the gay of all sexes and tongues and colors and conditions sacrifice unceasingly upon its altars.

ABRAHAM LINCOLN

### THE CREATION OF LIFE

Scientists at the University of Chicago have disclaimed any ability to "produce life" on the basis of experiments in which star fish and sea urchin sperm were stimulated into growth with violet rays. "There is no 'creation of life' in such experiments," said Dr. Anton J. Carlson, chairman of the Department of Physiology. "Life is there to begin with."

Dr. M. A. Hinrichs, who performed the experiment under the supervision of Professor Ralph Lillie, said that although the violet ray had been used as a means of stimulation for the first time in the experiment, similar experiments employing other stimuli had been carried on for more than thirty years. Dr. Hinrichs' experiment was completed and the results published four years ago in the *Anatomical Record*.

Dr. H. Hackett Newman, Professor of Zoology in the University, explained that the first investigation of the sort had orig-

inated with the late Jacques Loeb, formerly a member of the University of Chicago Faculty. "Dr. Loeb's hope was to produce chemically or mechanically a simple form of life, but he was unable to do so, and so far no one has accomplished such a result," he said. "Sea urchin eggs and other eggs of like classes can easily be stimulated without action of the male sperm. Simply by placing eggs of some species in sea water, or by pricking with a pin, growth can be started.

"Theoretically, it is possible to do the same thing with the human ovum, but there are technical difficulties for one thing, and realization of that possibility lies a long way in the future, if it is ever to be accomplished. The male sperm is not essential to the development of many forms of life."

### DEMANDING THE TRUTH

If the cynicism of youth is the kind which does not sneer but which on the contrary asks for figs not thistles, demands truth not veneer, then it will be attended with no great danger; if youth still wishes to learn and is willing to pay the price of learning and at the same time does not seek the destruction of tradition and convention merely for the sake of destroying them; if it will pay heed to the wisdom of the ages and profit by the advice of the sages, then will cynicism give way to insurgent realism. The determined demand to know the truth is nothing but the manifestation of a healthy mentality whose glorious fruitage is yet to come.

L. D. COFFMAN

Poetry can help us to share many experiences through which we ourselves have never lived. It can also help us to think and feel in new ways about experiences through which we have lived. Poetry can be to us the battle never fought, the prize never won, the love never realized, or it can be a new faith in fighting, a new dream of the prize to be won, a new realization of old loves that we have known a long time.

MARGUERITE WILKINSON

## TEACHERS FROM FARMS

Sixty-five per cent of all students in the five state teachers' colleges of Missouri come from farm homes. In the Louisiana State Normal College thirty-six per cent, and in the four Michigan state normal schools thirty-four per cent of all students gave farming as the occupation of their parents. Even in the industrial states of Massachusetts and Pennsylvania eight per cent and nineteen per cent, respectively, of normal school students are farmers' children. Of the students granted masters' degrees in the department of education of the University of Chicago during the period 1924-1927, forty-two per cent of the 197 reporting on this matter gave farming as the occupation of their parents.

FRENCH MUSEUMS OFFER  
BUSTS OF GREAT  
AMERICANS

Exact replicas in plaster or bronze of busts of Washington, Franklin, La Fayette, and John Paul Jones, originally modeled by the famous French sculptor, Jean Antoine Houdon, are offered to American schools and institutions by the National Museums of France. Houdon came to the United States at the invitation of the American Congress for the purpose of making a statue of Washington. He became acquainted with many of the leading men of the country and sincerely admired them.

The originals of the busts of Washington and Franklin from which it is now proposed to make casts are in the Louvre; the bust of La Fayette is in the Chateau of Versailles, and that of John Paul Jones is in the Pennsylvania Academy, Philadelphia. The casts were executed in the ateliers of the National Museums by expert artists, either in plaster patiné as the originals or in bronze mounted on marble pedestals. Circulars describing the busts and the conditions under which they are obtainable may be had of A. Gaulin, American consul general, Paris, France.—*School Life*.

TO THE HEALTHY ALL THINGS  
ARE ADDED

Health workers have my wholehearted admiration and cordial good wishes. I never see the district nurse going about her daily occasions without raising my hat to her and the idea for which she stands.

The prizes of life for which we strive can never be attained in completeness and joy unless there is health in us. We may gain wealth, but, if we are ill, the fun goes out of living and what good is living without any fun?

We may succeed in reaching the coveted place in the sun but if, when we arrive, our bodies fail, what use is the place which we cannot keep?

We may strive to acquire merit in the eyes of good men but unless health is in us the merit is scant. Health is spiritual as well as physical. There can be little of it unless body and spirit alike are whole.

Let us have health first. All else will be added.

ANGELO PATRI

PACIFIC COAST TO HAVE AN  
"INTERNATIONAL HOUSE"

An "International House," similar to that in New York, will be built at the University of California, Berkeley. John D. Rockefeller, Jr., has donated \$1,750,000 for it. Individual rooms will be provided for nearly 500 students, about two-thirds of whom are expected to be from other countries, and about one-third to be Americans. A part of the building will be reserved for women. The plans include social halls, dining rooms, and committee rooms, to facilitate the intermingling of students of different nationalities. Permanent friendships are expected to result, which will have a strong influence for international peace.—*School Life*.

Library work as it is understood by the best librarians today ranks with the highest movements afoot for the fulfillment of the gospel of democracy.

## IN PRAISE OF LIBRARIES

I would like to see over the doorway of every free library the inscription: "Hope, learn, and achieve, all ye who enter here."—VICTOR KING, mayor of Camden, N. J.

The library should be a mental irritant in the community; it should help to make the old fresh, the strange tolerable, the new questionable, and all things wonderful.—JOHN COTTON DANA, librarian, Newark.

The library is . . . the noblest exponent of the American spirit. It is the most vital, indispensable public utility in town. It means beauty, happiness, intelligence and well being, the prosperity and thrift of its community.—W. F. SEWARD, librarian, Historical Society, Binghamton, N. Y.

The function of the library as an institution of society is the development and enrichment of human life in the entire community by bringing to all the people the books that belong to them.—SALOME CUTLER FAIRCHILD, late of the New York State Library School.

## CONCERNING BOOKS

A borrowed book is like a guest in the house; it must be treated with punctiliousness, with a certain considerate formality. You must see that it sustains no damage; it must not suffer while under your roof. You cannot leave it carelessly, you cannot mark it, you cannot turn down the pages, you cannot use it familiarly. And then, some day, although this is seldom done, you really ought to return it.

But your own books belong to you; you treat them with that affectionate intimacy that annihilates formality. Books are for use, not for show; you should own no books that you are afraid to mark up, or afraid to place on the table, wide open and face

down. A good reason for marking favorite passages in books is that this practice enables you to remember more easily the significant sayings, to refer to them quickly, and then in later years it is like visiting a forest where you once blazed a trail.

WILLIAM LYON PHELPS

## BOOKS

## PUBLICATIONS OF THE AMERICAN AND CANADIAN COMMITTEES ON MODERN LANGUAGES

VOLUME ONE: *New York Experiments With New-Type Modern Language Tests*. By Ben D. Wood, New York: The Macmillan Company. 1927. Pp. 339.

VOLUME TWO: *A Laboratory Study of the Reading of Modern Foreign Languages*. By G. T. Buswell. New York: The Macmillan Company. 1927. Pp. 100.

These monographs are the first of a series to be issued by the American and Canadian Committees on Foreign Languages, under the auspices of the American Council on Education. Volume One consists of studies of the character and results of objective language tests applied in the junior high schools of New York City in 1925 and 1926, with a searching comparison between the old-type and the new-type examinations, which were used in equal numbers by the Regents of the State of New York in 1925.

The Committees are convinced that these new-type tests "have been given a stern try-out" and are proved, roughly, to be "twice as reliable and valid" as those of the old type. The tests actually employed in this investigation are those known to modern language teachers as (1) the Columbia Research Bureau Tests and (2) the American Council Beta French Tests for junior high schools—both published by The World Book Company, of Yonkers, New York.

The monograph is filled not only with scientifically tabulated data but with nuggets of old truths newly discovered, or at least demonstrated anew. "Learning students is pre-requisite to teaching them." . . . "The individual classroom situation is