

## 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.

CONRAD T. LOGAN, *Editor*  
HENRY A. CONVERSE, *Business Manager*  
CLYDE P. SHORTS, *Circulation Manager*

### ADVISORY BOARD

JOHN W. WAYLAND  
PEARL P. MOODY  
ELIZABETH P. CLEVELAND  
KATHERINE M. ANTHONY

Manuscripts offered for publication from those interested in our state educational problems should be addressed to the editor of THE VIRGINIA TEACHER, State Teachers College, Harrisonburg, Virginia.

### EDUCATIONAL COMMENT COMMONWEALTH FUND ACTIVITIES IN VIRGINIA

From its annual report for the year 1926-27 one learns that the Commonwealth Fund has supported various Virginia enterprises. Perhaps its largest service lay in providing modern hospital facilities for a rural section including Prince Edward county and centering about Farmville, Virginia. This hospital has now been opened for service.

Visiting teacher work now conducted at local expense in Richmond, Virginia, was originally undertaken and demonstrated through the support of the Commonwealth Fund. Mental hygiene and child guidance clinics have also been established at Richmond following consultant service, and visiting teacher service is being developed at Hopewell under the same arrangement.

Grants voted during the past year to two Virginia organizations consist of \$4,000 to the pediatric department, University of Virginia, and \$7,500 to the children's memorial clinic, Richmond, Virginia.

The total income of the Commonwealth Fund for the fiscal year ending September 30, 1927, was \$2,444,579.64. Officers and directors of the organization are Edward Stephen Harkness, president; Otto Tremont Bannard, treasurer; and Malcolm Pratt Aldridge, Samuel Herbert Fisher, William

Morgan Kingsley, Dwight Whitney Morrow, and George Welwood Murray.

The activities of the Fund are carried on by a considerable staff of whom the general director is Barry C. Smith. The office of the Commonwealth Fund is at 1 East 57 Street, New York City.

### NEW PRINCIPAL AT HORACE MANN SCHOOL

After twenty-five years as Principal of the Elementary School and about fifteen years as Principal of the High School for girls, Henry Carr Pearson has resigned from the Horace Mann School of Teachers College, Columbia University. William Fletcher Russell, Dean of Teachers College, and himself a former student of Horace Mann School, said:

"During Mr. Pearson's administration of Horace Mann School, thousands of boys and girls have passed under its instruction and influence, and have gone forth as useful citizens. By demonstrating its methods before thousands of graduate students at Teachers College, Columbia University, it has influenced educational procedure throughout the world. One of the outstanding characteristics of the Horace Mann School is its cosmopolitan and democratic make-up. Mr. Pearson has been steadfast in his purpose to have it so. Our regret at his resignation is naturally great. We are glad, however, that he is going to continue to devote himself to literary work in the field of education."

Mr. Pearson's influence has been great. In addition to supervising the activities of so many who are now influential, he has for fifteen years been Principal of the Teachers College Summer Demonstration School. In this time, he has influenced methods of instruction in elementary education throughout the world, having had under his instruction over thirty thousand educators who may now be found in every state of the union and in almost every foreign land.

He has written a score or more of textbooks, for both the elementary school and high school. Over seven million of his textbooks have been sold in the United States. Among his earlier publications are: A



Greek Prose Composition, Latin Prose Composition, and Essentials of Latin. In recent years his textbooks have been for the elementary schools. Included in the list are: Essentials of English, Essentials of Spelling, and Everyday Reading (in three volumes). In addition he has been a regular contributor to many educational magazines.

Professor Rollo G. Reynolds, Provost of Teachers College, was named by the trustees to succeed Mr. Pearson. Since coming to Teachers College, Dr. Reynolds has served in the following capacities: Director of the Bureau of Educational Service, Secretary of Teachers College, Professor of Education in Teachers College, Field Secretary of the Alumni Association, Provost of Teachers College and Principal of the Lincoln School of Teachers College.

Dr. Reynolds has had a wide and varied experience in education before his call to Teachers College. He had several years experience as Principal of Elementary and High Schools in the state of Vermont; served for two years as Assistant to the Commissioner of Education in Vermont, and for two years had charge of the Theodore M. Vail School of Agriculture,—a magnificent property given by the late President of the Telephone Company, for the purpose of training farm boys in Agriculture in Vermont. During the war, Dr. Reynolds served as state Director for Vermont, of the United States Boys Working Reserve, and was State Chairman of the United War Work Drive. He holds the degree of Bachelor of Arts from Dartmouth College and the degrees of Master of Arts and Doctor of Philosophy from Teachers College, Columbia University.

#### SUMMER SCHOOL SCHEDULES

Many Virginia teachers will be guided by summer school calendars when they plan their vacations. Those who attend the University of Chicago, for instance, will

find that the first term runs from June 18 to July 25, the second term from July 26 to August 31.

The summer session of Columbia University will, as usual, run only six weeks, from July 9 to August 17. Registration, however, will all be completed between July 3 and July 7.

#### VIRGINIA LIBRARY NEWS

For the year 1927, Virginia can report notable progress in all matters relative to the development of library service throughout the state. Several small public libraries have been organized in towns and villages and are being well patronized. At Cape Charles a library building has been purchased and the library moved in. On May 27, 1927, the Northampton Memorial Library was dedicated to the memory of those from Northampton County who died in service during the World War. Urbanna in Middlesex County has established a free public library. Among the cities, Staunton has accepted from the Y. M. C. A. a splendidly equipped library of about 8,000 volumes and opened it on November first as a free public library, with financial support from the city and a trained librarian in charge. Danville also was the recipient of a very valuable library of about 10,000 volumes and equipment, from the Danville Library Association. The city made an appropriation of \$7,500 to maintain it as a free public library. It is housed in its own building and has a trained librarian and staff. In Richmond a site has been selected and the plans drawn for the new \$500,000 building for the Public Library, a gift of Mrs. Sallie May Dooley, as a memorial to her husband, Major James H. Dooley.

There is also marked improvement in the county situation. Mathews County has collected funds for a memorial library building and is collecting funds for books. Northampton and Accomac are asking for support from the counties for the establishment



of a bi-county library for service on the "Eastern Shore." Other counties are interested in the establishment of county libraries and have been in correspondence with the extension division.

The number of traveling library units from the extension division has increased proportionately. For the year ending in June 1927, 178 more libraries of 50 volumes each were sent out to the small communities, libraries and schools than for the year before. The division has engaged in much publicity for the development of interest in libraries. A large number of pamphlets on library organization, campaign, material, posters, etc., have been sent out. Much of this has been used in local library campaigns for newspaper publicity. Eight exhibits relative to library work were placed at educational meetings. Visits have been made by the head of the extension division to most of the libraries in the state and talks made before city councils, library committees, and parent-teachers' associations in the interest of library development.

A marked interest in standard libraries for high schools is evident and many of the schools have established excellent libraries with whole or part time librarians. In Richmond, the public library employs a schools' librarian, who has charge of libraries loaned to the grade schools and the junior high schools of the city.

The Virginia Library Association has held two successful meetings, one in May and the other during the educational convention in Richmond in November. At Hampton Institute Library School, an institute for colored librarians was held, from March 15th-18th. This meeting was probably the first of its kind in the South and was very largely attended.

There have been several surveys of library activities in the state made during the past year. One, made by the extension division, gives the statistics in income, volumes, circulation, etc., of the public libraries, fee libraries, college and prepara-

tory school libraries and city high school libraries. Dr. Wilson Gee of the University of Virginia prepared several articles on the library situation in Virginia for the University of Virginia *News Letter*. These created considerable interest in library conditions in the state. He has also prepared a survey of the library situation in Virginia for the educational survey commission, appointed by the Governor to investigate and to recommend improvements in the educational facilities of the State.—*The Library Journal*.

#### STATE AND LOCAL CONTROL OF SCHOOLS GUARANTEED UNDER THE CONSTITUTION

From the earliest days of our Republic education has been encouraged by our National Government, but control of the schools is a State matter, guaranteed so by the tenth amendment to the Federal Constitution, which reads:

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States, respectively, or to the people.

Nevertheless, just as was the case 60 years ago, when the department of education was first established, though only temporarily, the chief argument of the opposition is that the right of the States and local communities to administer their schools would be infringed upon by the creation of such a unit in the Government. On the contrary, a department of education, as provided in House Resolution 7, rather than interfering with the present control of either public or private schools, would result in a great stimulation of interest in education and would be of the greatest benefit to State and local school officials. Through the work of the department information regarding the best school practices developed from coast to coast would be compiled and made available for educators everywhere, whether in public or private institutions. Through expanding the work now carried on by the



Bureau of Education, the new department would continue to serve the same democratic purpose for which the bureau was organized, and in so doing would preserve all of the rights of the States in educational matters and make available to all the benefits offered by the department's studies.

Distribution of information has been accepted as a national function and is now carried on successfully in agriculture, commerce, and labor, but it is greatly neglected so far as our schools are concerned—neglected in spite of the fact that a fourth of our population, either as pupils or teachers, is constantly engaged in the one enterprise of education. To give that fourth of our people deserved recognition and to insure the future welfare of our Nation, to make more effective the greatest instrument for establishing and perpetuating our democratic form of Government, to hasten the removal of illiterary, and to bring together the most sound educational facts bearing upon our industrial, commercial, and intellectual welfare, a department of education is essential.—Extract from address made by CONGRESSMAN DAVID A. REED, of New York.

#### SPECIAL NUMBER ON READING

Evidence of excellent service to teachers of elementary English is to be found in the announcement of the contents of the *Elementary English Journal* for April. Its editor, Mr. C. C. Certain, has assembled an issue of decided value to those who are interested in silent and oral reading. Here is a list of articles announced to appear in the April and May numbers:

- Development of Independence in Word Recognition—Arthur I. Gates, Teachers College, Columbia University, New York City.
- Hygienic Standards in Type and Format of Reading Materials—J. Herbert Blackhurst, Drake University, Des Moines, Iowa.
- Diagnosis, and Remedial Reading—Arthur S. Gist, President, The Department of Elementary School Principals, Oakland, California.
- The Analysis of Skills in Reading as a Basis for the Teaching Situation—L. J. Brueckner, Pro-

fessor of Elementary Education, College of Education, University of Minnesota, Minneapolis, Minnesota.

Suggestions on Remedial Work in Reading—W. J. Osburn, Director of Educational Measurements, State Department of Public Instruction, Madison, Wisconsin.

The Use of Research Results in the Teaching of Reading—H. L. Donovan, Professor of Elementary Education, George Peabody College for Teachers, Nashville, Tennessee.

Experimental Work in Beginning Reading—Miriam Blanton Huber, Teachers College, Columbia University, New York City.

The Oral Interpretation of Literature—Gertrude E. Johnson, Associate Professor of Speech, The University of Wisconsin, Madison, Wisconsin.

Teaching Silent and Oral Reading—Franklin T. Baker, Department of English, Teachers College, Columbia University, New York City.

Oral Reading and Speech Defects—Alice C. Chapin, Supervisor of Speech Correction, Los Angeles, California.

Children's Choices in Poetry and How They Overlap with the Teacher's Choices—Alice B. Coast, Denver, Colorado.

Recent Books of Poetry for Children—Elizabeth Knapp, Public Library, Detroit, Michigan.

#### BOOKS OF INTEREST TO TEACHERS

AMERICAN HISTORY FOR YOUNG AMERICANS. By Edith Latané and John Holladay Latané. New York: Allyn and Bacon. 1927. Pp. 573. \$1.80.

This book is intended for use in junior high schools, and should prepare young Americans to study further in our history with interest and understanding. The type is plain, the sentences are clear, and the matter presented is well selected. The maps and illustrations cover a wide range and are works of art, many of them being printed in beautiful combinations of color. Even the indifferent pupil should fall in love with the subject in spite of himself with such a book in his hands.  
J. W. W.

THE MAKING OF OUR UNITED STATES. By R. O. Hughes. New York: Allyn and Bacon. 1927. Pp. 607. \$2.00.

In this volume the author, the publisher, the printer, and the binder have united happily in producing a readable and attractive volume. The building of constitutions and the fabrication of automobile tires represent widely separated poles between which a wealth of information and inspiration may be gathered. Numerous maps and pictures in color enhance the interest and value of this book.  
J. W. W.

EDUCATIONAL MEASUREMENTS. By Norman Fenton and Dean A. Worchester. Boston: Ginn and Co. 1928. Pp. 144. \$1.40.

The authors aim "to give in a simple and easily comprehended form the practical essence of all the more recent scientific contributions in educational measurement. The attempt is made to