

## THE VIRGINIA TEACHER

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## EDUCATIONAL COMMENT

### WHO READS WHOM

Charles H. Compton, assistant librarian of the St. Louis Public Library, in an address on "The Outlook for Adult Education in the Library" before the American Library Association, tells of an investigation he made recently.

"I took the records of approximately 100 readers of William James, 100 readers of Carl Sandburg, and 100 readers of Homer, Aeschylus, Sophocles, and Euripides in translation. Who were the people that I found had been reading them? Strange to say they represented much the same classes of society. First of all, there were very few, if any, from our so-called intellectuals. Not a lawyer on the list of James or Sandburg or the Greek Classics—a few doctors—a few ministers, but the bulk came from what we consider the uncultured and certainly the humble occupations. Readers of James include a trunk maker, a machinist, stenographers, a saleslady, a laundry worker, a common laborer, a maintenance man in a soap factory, a colored salesman. That these readers in part at least really appreciated James and read him, not because they were consciously striving to improve themselves, but because he had captured their hearts and minds, is indicated by letters which I received from a number of them in answer to a letter which I had sent to them,

inquiring how they happened to become interested in James.

"Readers of Sandburg include stenographers, typists, a waitress, a beauty parlor manager, laborers white and black, a department store salesman, a book agent, a musician, a painter, a shoe salesman and an advertising man.

"It may be noted that a number of the readers said in their letters to me that they had become interested in Sandburg's poetry through university extension or night courses.

"The readers of the Greek Classics include printers, clerks, salesmen, a cabinet maker, a draftsman, stenographers, a musician at a vaudeville theatre, a colored insurance agent, a hairdresser, a chauffeur, a drug store clerk, a beauty specialist, a butcher, a telephone operator, and a railroad brakeman's wife."

### GRADUATE LIBRARY SCHOOL AT CHICAGO

The new Graduate Library School of Chicago, which is an outgrowth of a movement on the part of the library profession for an institution devoted exclusively to research and graduate study, will open with the Autumn Quarter of the University, October 1, according to an announcement by its Dean, George Alan Works.

J. C. M. Hanson, recently Acting Director of the University of Chicago Libraries and now in charge of the recataloguing of the Vatican Library in Rome, will be Professor of Bibliography, Classification, and Cataloguing in the new school; Harriet E. Howe, Associate Professor of Library Science; and Douglas Waples, Professor of Educational Method.

Dr. Pierce Butler, of the Newberry Library, Chicago, will be a lecturer for the Autumn Quarter, and the special lecturers already engaged include J. Christian Bay, librarian of the John Crerar Library; Theodore W. Koch, librarian of Northwestern

University; Carl H. Milam, secretary of the American Library Association; Carl B. Roden, librarian of the Chicago Public Library; and George B. Utley, librarian of the Newberry Library.

The kinds of positions for which the new Library School will give preparation include those of administrators of public, college, and university libraries, teachers for library schools and of library science in teachers' colleges, and librarians of special collections such as law, history, medicine, science, Americana, manuscripts, etc.

Chicago has many important library interests that will be invaluable to the school. The American Library Association has its headquarters in Chicago, which makes cooperation in certain types of studies readily possible; and the library science student will find unusual facilities for his work in the great libraries for which Chicago is famous—the Crerar, Newberry, Public, University of Chicago, and Northwestern, and other notable collections like those of the Chicago Historical Society, the Chicago Law Institute, and the Municipal Library.

#### NUMBER OF SCHOOL BUILDINGS AND VALUE OF PROPERTY

The people of the United States consider it a privilege and a duty to see that, as far as possible, their children are educated and trained. With such general faith in education—a growth of nearly three centuries—the question in the United States is not only whether there shall be educational facilities for all people but how those facilities may be best provided and how the process of education may be constantly improved.

In Bureau of Education Bulletin, 1927, No. 39, of the United States Department of the Interior, it is shown that the total number of public school buildings has decreased from 258,859, in 1925, to 256,104 in 1926. This decrease is caused by the replacement of one-room schools by consolidated

schools, since the number of one-room schools has decreased approximately 166,000 to 161,521 during the year, and 687 consolidated schools have been added.

The value of school property has increased correspondingly from \$4,252,328,000 to \$4,676,603,539 from 1925 to 1926. Of this latter sum \$3,567,213,562 is the value of sites and buildings, while the remainder of the total value is in equipment, such as furniture, apparatus, libraries, etc. The average value of school property per pupil enrolled is \$189.

#### AIRPLANE MODELS

Twenty-six vocational training instructors, Boy Scout leaders, Y. M. C. A. boys' secretaries and others in similar work went to Detroit late in August to attend the first course in airplane model construction ever offered. The course was given, free of charge, by *The American Boy* magazine, sponsor of the Airplane Model League of America. The League, in its one year of existence, has enrolled nearly 200,000 members and enlisted the aid of hundreds of manual training teachers.

Merrill Hamburg, airplane model expert, was in charge of the course, which lasted from August 27 to September 1. The work was given at the new Jefferson Intermediate School, offered by the Detroit Board of Education through its interest in promoting model aviation work. The school has special equipment suited for the actual shop work done by the students. Mornings and several afternoons were devoted to lectures and work at the benches, and all of the attendants completed one or more planes. Aram Abgarian, holder of the world's indoor record of 353.6 seconds, assisted Mr. Hamburg.

Special entertainment features included an inspection trip to Ford Airport and the Ford Motor Company factory, a luncheon with Captain Eddie Rickenbacker as the chief speaker, free tickets to a Detroit-

Cleveland ball game and a smoker at which airplane model motion pictures and other entertainment were offered.

*The American Boy* magazine arranged the course because of the unprecedented interest, in this country and Canada, in airplane model work, and of the wide demand for expert instruction in it. The "Curriculum" covered not only actual model building and flying, but also the theory of aeronautics, means of organizing airplane model clubs and of promoting interest, the holding of contests and other similar matters. A certificate was awarded to each man who completed the course.

It is probably that a similar, though more extensive, course will be offered next summer. For information, those interested should write to the Short Course Director, *The American Boy*, 550 Lafayette Boulevard, Detroit, Michigan.

#### ECONOMIC PRIZES

In order to arouse an interest in the study of topics relating to commerce and industry, to stimulate those who have a college training to consider the problems of a business career, and to aid in constructive economic thinking, a committee composed of Professor J. Laurence Laughlin, University of Chicago, chairman; Professor J. B. Clark, Columbia University; Professor Edwin F. Gay, Harvard University; Hon. Theodore E. Burton, Washington, and Professor Wesley C. Mitchell, Columbia University, has been enabled, through the generosity of Hart Schaffner & Marx of Chicago, to offer in 1929 prizes for the best studies in the economic field to certain classes of contestants.

##### *Classes A and B*

Class A includes any residents of the United States or Canada, without restriction; the possession of a degree is not required of any contestant in this class, nor is any age limit set. Class B includes only those who, at the time the papers are sent

in, are undergraduates of any American college. Attention is expressly called to the rule that a competitor is not confined to topics proposed in the announcements of this committee, but any other subject chosen must first be approved by it. As suggestions, a few questions are here given, and a brief list of subjects offered in recent years are added:

1. The Influence of the South on Protectionism
2. The Effect on Commercial Banking of the Growth of Corporation Securities
3. The Methods of Maintaining Profits by Lowering Costs in the Face of Rising Wage Rates
4. Present and Future Status of the Lumber Industry
5. The Mineral Resources of South America
6. Under Modern Railway Efficiency Can Any Waterway Hold Its Own in Competition?

A first prize of one thousand dollars, and a second prize of five hundred dollars are offered to contestants in Class A.

A first prize of three hundred dollars, and a second prize of two hundred dollars are offered to contestants in Class B. No prizes will be awarded if, in the judgment of the committee, essays of sufficient merit are not submitted. The committee reserves to itself the right to award the two prizes of \$1,000 and \$500 of Class A to undergraduates in Class B, if the merits of the papers demand it. The winner of a prize shall not receive the amount designated until he has prepared his manuscript for the printer to the satisfaction of the committee.

The ownership of the copyright of studies to which the right to print has been awarded will vest in the donors, and it is expected that, without precluding the use of these papers as theses for higher degrees,

they will cause them to be issued in some permanent form.

Competitors are advised that, hereafter, the Committee will give preference to essays which do not run beyond 250 to 300 printed pages, and which excel in the higher qualities of economic insight, grasp of principles, power of analysis, and style. They should be inscribed with an assumed name, the class in which they are presented, and accompanied by a sealed envelope giving the real name and address of the competitor, together with any degrees or distinctions already obtained. No paper is eligible which shall have been printed or published in a form to disclose the identity of the author before the award shall have been made. Contestants are warned that in submitting essays in more than one contest they may disqualify themselves by disclosing their identity. If the competitor is in Class B, the sealed envelope should contain the name of the institution in which he is studying. The papers of Class A should be sent on or before June 1, 1929, and those of Class B before July 1, 1929, to J. Lawrence Laughlin, Esq., University of Chicago, Chicago, Ill.

#### SOME SUBJECTS OFFERED IN RECENT YEARS

A study of the policy of the Federal Reserve Board during the War. The effect of the European War on the export trade of Great Britain. Protectionism as affected by the War. The effects of price-fixing by the Government during the War. The function of capital. A critical examination of the work of the Shipping Board. The German Monetary Experiences, 1914-1925. Extent and Effects of Installment Selling. The Present Position of, and the Problems arising from, the Modern Development of Water Power Resources. The present position and future prospects of unionism in the United States. The effects of a protective tariff on farm products in the United States. The crisis of 1920 in Japan, the

United States and Europe. A survey of the world's cotton situation. The theory and practice of ship subsidies. The sales tax. What conditions limit the amount of wages that can be paid?

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## THE READING TABLE

### BOOK CLUBS

Ten book clubs have been organized to date to select books for the American reading public. The latest is the Book League of America, founded by Samuel L. Craig, who was the first President of the Literary Guild. The new league will have several novel features to attract the reader. It is said that there will be two books per month, one new and in magazine form, and one standard. The other nine clubs now functioning are the Book of the Month, which was the first in the field; the Literary Guild, the Religious Book Club, the Poetry Book Club, the Catholic Book Club, the Free Thought Book of the Month Club, the Crime Club, the Detective Story Club, and the Book Selection of the American Booksellers' Association.—HARRY HANSEN, in the *New York World*.

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NEW INTRODUCTION TO SCIENCE. By Bertha M. Clark. New York: American Book Co. 1928. Pp. 480.

All General Science teachers in Virginia will be glad to see Miss Clark's new General Science text, for her book is one of the two texts prescribed by the state. Just as the 1915 edition was an improvement over the 1912 edition, so the 1928 edition is much better than the 1915.

As a matter of fact this new edition is long overdue. Professor Frank in his splendid book, *How to Teach General Science*, says that a General Science text which has been printed more than five years is out of date. And that statement is true. When it comes to radio, airplanes, television and automobiles, every General Science teacher wants to use a text which contains the recent discoveries concerning these applications of science.

Miss Clark has grouped the material into ten main topics, among which "Health" and "Learning to Know the Heavens" are new. Other improvements in the new edition are: much better illustrations, list of problems at the end of each chapter, and directions for organized review at the end of each chapter.

FRED C. MABEE