

THE VIRGINIA TEACHER

Published monthly by the State Teachers College at Harrisonburg, Virginia.

Entered as second-class matter March 13, 1920, at the post office 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
Ruth K. Paul

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

NEW MAGAZINES IN THE FIELD

In March appeared the fifth number of the *Peabody Journal of Education* and the first number of the *Elementary English Review*. Both magazines have started auspiciously, endorsed and sponsored by important educational interests, edited by capable men.

The Peabody Journal of Education is published bi-monthly by the faculty of the George Peabody College for Teachers, Nashville, Tennessee, and as the first year of its publication draws to an end the significance of its service in providing a medium of expression for professionally trained teachers in the South can hardly be magnified. Speaking for the great awakening South, the editor, Professor Charles S. Pendleton, said in the first issue: "The educational South has lacked self-expression and this partly at least because there has not been a suitable vehicle." But, he adds, "Truth is not sectional; we shall welcome writers from everywhere and publish ideas, as we may be able, which will help school folk wherever they may be." *The Peabody Journal* has lived up to this aim with satisfying success. While its writers have come mainly from the Peabody faculty and from the alumni of this great and growing institution, one finds represented among its contributors teachers from California and Florida, from New York and Colorado.

The Elementary English Review, under the editorship of Mr. C. C. Certain, has taken as its field the interests of teachers of English below the junior high school. Mr. Certain, long identified with the National Council of Teachers of English and at present chairman of the Committee on Examinations, may be counted on to publish a stimulating and valuable magazine. In the first two issues there have been contributions from such writers as Hendrik Van Loon, author of *The Story of Mankind*; Sterling A. Leonard, of the University of Wisconsin; G. T. Buswell, of the University of Chicago; Frances Jenkins, of the University of Cincinnati; and W. F. Tidyman, of the Farmville State Teachers College.

Judging by the first two issues, English teachers who are particularly interested in the elementary field will find here a magazine offering material as invaluable as are the articles in *The English Journal* to teachers in secondary schools and colleges. The address of the *Elementary English Review* is 7450 Woodward Avenue, Detroit, Mich.

The Stratford Monthly, of which Henry T. Schnitkind and Isaac Goldberg are editors, has recently been re-established, and Volume I, Number I, of the new series appeared in April, in Boston. *The Stratford Monthly* some years ago attained a high rank among American magazines, specializing on important foreign writers in translation.

One of the interesting features of the new magazine is its series of \$100 prizes offered for the best poem submitted to the editors during each three months.

Child Education, a new British publication established in January 1924, seems to have as its purpose the presentation of materials such as our popular American publication, *Normal Instructor and Primary Plans*, uses. *Child Education* is published by Evans Brothers, Russell Square, London.

N. E. A. NEXT AT CINCINNATI

Cincinnati has been chosen for the February, 1925, meeting of the Department of Superintendence, N. E. A. It is expected there will be at least 7,500 school people in attendance at the meeting, which has not been held in the Queen City since 1915.

OUTSTANDING EDUCATORS DIE

Alexander Inglis, professor of education at Harvard University, and director in 1918 of the Educational Survey in Virginia, died suddenly on April 12, while undergoing a surgical operation. Dr. Inglis's service to Virginia has been limited only by the moderate acceptance granted to his excellent proposals regarding legislation and reorganization of the schools.

G. Stanley Hall, president emeritus of Clark University and president of that institution from 1888 until 1920, author of a monumental work on "Adolescence," and founder of the *American Journal of Psychology*, died on April 24.

TEACHING

Teaching is lighting a lamp and not filling a bucket. That is to say, the real teacher is one who inspires the pupil with love of learning or of craftsmanship. The only way to find out whether a person can teach or not is to let him try it. If he can awaken enthusiasm and make the child want to learn, he is a good teacher, no matter how ill-informed he may be. If he cannot light the flame of desire for knowledge in the child's spirit, he is a poor teacher, no matter how many college degrees he may possess.

—Frank Crane, in *Current Opinion*

TEACHING SAFETY HABITS

"The contribution of the teachers in working for the establishment of safety habits in the children under their care," says the *Detroit Educational Bulletin*, "is of infinite value to individual homes and to the city."

While the number of fatal accidents in 1923 to children under 15 years of age was 191, or 31 more than in 1922, the growth in population in Detroit is mainly responsible for what appears to be the increase. For instance, in relation to automobile registration the number of fatalities has increased from .85 per thousand in 1919 to .38 per thousand in 1923.

But the schools are only one agency in reducing this accident toll; and the combined efforts of drivers, police, courts, and the public generally are required to make a city safe for children.

PUBLIC PLAYGROUNDS

A survey in Cincinnati shows that the juvenile delinquency is highest in wards where public playgrounds are lacking. Court records show that in one case, covering a period of three years, delinquency was reduced more than 67 percent after the opening of a playground in that neighborhood.

A LETTER FROM DR. ELIOT TO THE NATIONAL KINDERGARTEN ASSOCIATION, NEW YORK CITY

I am sure that the fundamental ideas of the kindergarten are just what are needed in all grades of the School. The best principle and practice of the kindergarten is that the children should be happy while they learn and that they learn better while happy. The motive of the kindergarten, 'Joy in doing,' should be the motive in all education, and the inspiring motive of all human life. I believe that kindergartens should be a regular part of every urban public school system.

The National Kindergarten Association of New York has recently called my attention to their estimate that in the United States only one child in nine now has the privilege of kindergarten training.

I earnestly hope that parents and educators will unite in an effort to secure the advantages of sound training for more of the Nation's little ones at the habit-forming time of life. England has set us a good example by authorizing the expenditure of public money on the education of children as young as two years of age.

Petitions presented to school boards at this time might receive favorable consideration in many communities.

CHARLES W. ELIOT

Cambridge
6 May 1924

One hundred and thirty-six children residing in the rural districts of Burt and Colfax Counties, Nebraska, finished the eighth elementary grade in 1918. Eighty-four, or 62 percent of them, entered high schools and 57, or 68 percent of those who entered, completed a four-year high school course.

CURRENT EDUCATIONAL PUBLICATIONS

MISS TARBELL'S NEW BOOK

IN THE FOOTSTEPS OF THE LINCOLNS, by Ida M. Tarbell. New York: Harper and Brothers. 1924. Pp. 418. \$4.00.

Written in Miss Tarbell's interesting style, illustrated with numerous cuts from photographs bearing the stamp of Harpers' art, and dealing largely with persons and places familiar to Virginians, this book will probably make a special appeal to every reader of *The Virginia Teacher*. The volume reports a new pilgrimage in familiar fields, one undertaken to refresh and enlarge the author's previous studies of Lincoln lore. The pilgrimage began in Hingham, Massachusetts, passed thence to New Jersey and Pennsylvania, through Maryland into the Shenandoah Valley of Virginia, and so on into Kentucky, Indiana, and Illinois.

It is only a year and a half ago since Miss Tarbell, following the Lincoln trail with all the keenness and relentlessness of an Indian on the warpath, but with an intent and purpose altogether benevolent, came to Harrisonburg and Blue Stone Hill. In our library and in our neighborhood she found books and people to whom she was pleased to make acknowledgment, and out by Linville Creek she found the very homesteads where the Lincolns lived, the furniture that their artisans had fashioned, the good land their good judgment had selected, and the graves in which their bodies rest. Not only so, she found in the vicinity many Lincolns still living, and many of their kindred who bear other names.

Miss Tarbell might even have related, though she forbears so to do, how in crossing Linville Creek from one Lincoln farm to another, by the selfsame ford that George Washington used, September of 1784, her automobile engine was "drowned" and she was left waiting in the middle of the stream while the driver went wading out and hunting for a horse to rescue her. No doubt a few of the impressions she received during that adventurous half hour have gone into the book as local color or heightened flavor.

She utterly explodes the long-standing fallacy that Abraham Lincoln's forebears

either in Massachusetts, in Virginia, or in Kentucky were "poor white trash." The land they owned, the houses they built, and the positions of honor and influence that they held are proof enough of their character, intelligence, and social standing. In all probability Thomas Lincoln for a while was limited to the bare necessities that were the rule with most pioneers of his day and locality, but even his poverty and "shiftlessness" have been overworked.

Abraham Lincoln, grandfather of the president, was a man of means and influence before he left the Shenandoah Valley. Records show that he was a captain in the militia, a judge advocate of the court, and that he received a goodly sum for the fertile land he sold in Rockingham County, Virginia, upon his removal to Kentucky in 1782, or thereabouts. In Kentucky he had already taken up large tracts of excellent land. His wife, Bathsheba Herring, was the daughter of one of the first families of the Shenandoah Valley. The Lincolns and the Herrings are still in Rockingham County, and they still maintain their standing and influence. That Abraham Lincoln was a man of unusual endowments is no longer a mystery, neither is his ancestry any longer in shadow, for Miss Tarbell and others have found in Kentucky the documents which show that the marriage of Thomas Lincoln and Nancy Hanks was duly and properly solemnized in Washington County on June 12, 1806. It will be no great surprise to persons who have dug into the facts a little way to learn some day that Nancy Hanks herself was born here in Rockingham County, in the very neighborhood from which the Lincolns and others went to Kentucky and other regions west and southwest. Just recently some very interesting discoveries of old records have been made which may sometime be sufficiently supplemented to make plain other "footsteps" which the "sands of time" have much obscured.

Miss Tarbell's book is a real contribution to the human interest story of growing America. It shows the struggle of the pioneer, the courage of the empire-builder, the vision and devotion of the reformer, and the moral stamina that has given our race its character and beauty and strength. In a