

THE VIRGINIA TEACHER

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EDUCATIONAL COMMENT

THE MEANING OF THE INTENSIFIED INTEREST IN EDUCATIONAL ENDEAVOR THROUGHOUT THE WORLD

The program of the sixtieth annual meeting of the National Education Association of Boston, Massachusetts, July 2 to 8, is built around the conception that there is a definite connection between the great democratic impulse which is following the War and the intensified interest in every phase of educational endeavor that is evident not only in America, but throughout the world. The themes of the general sessions, handled by men and women of international fame, are all given in terms of the general democratic awakening of the world. Each session has a specific theme; they are as follows:

- July 2, 8:00 p. m.—*The Democratic Awakening Presents a New World Outlook.*
July 3, 9:30 a. m.—*The Democratic Awakening Emphasizes the Importance of Professional Training for Teachers.*
July 3, 8:00 p. m.—*The Democratic Awakening Shapes Educational Policies for the Future.*
July 4, 10:00 a. m.—*The Democratic Awakening Inspires a Higher Type of Patriotism.*
July 4, 8:00 p. m.—*The Democratic Awakening Promotes Progress Towards the Realization of Early American Ideals.*

July 5, 8:00 p. m.—*The Democratic Awakening Demands Improvements in Rural Life and Education.*

July 6, 8:00 p. m.—*The Democratic Awakening Requires Intelligent Citizenship and the Highest Quality of Leadership.*

THE EDUCATIONAL BILL

As previously reported, the Towner-Sterling bill has been held for months in the Committees on Education of the Senate and House, awaiting the recommendation of the President on the reorganization of the Executive Departments. No report or recommendation having been made during March or April, a committee consisting of Dr. George D. Strayer, Dr. Thomas E. Finegan, Mrs. Frederick P. Bagley, of Boston, and Mr. Hugh S. Magill, called on the President by appointment on May 5th to ascertain if possible his attitude.

The committee was received most cordially by the President and was assured of his interest in the program of the National Education Association. Without quoting the President, the committee is convinced that the administration will recommend the creation of a Department of Education and Welfare, in which education shall hold the first place, and that the extension of Federal aid for the promotion of certain phases of education will be conceded.

If these recommendations are approved by the Joint Committee on the Reorganization of the Executive Departments, and enacted into law by Congress, education will be given higher recognition than it has ever received, and the educational activities of the Government will be brought together in one department administered under a Secretary of Education and Welfare.

The allied organizations and individuals supporting the Towner-Sterling bill will gladly welcome any action that will advance and promote the interests of public education. They will continue, however, to work for the full realization of the principles for which they have stood, adapting and adjusting their campaign to new conditions as they arise.

The activity of certain organizations in promoting the Towner-Sterling bill has gained tremendous force during the past two months and deserves the highest commendation. As a result many Senators and Congressmen have pledged their unqualified support. The cause has been steadily gaining

strength, and the friends of education have reason to be gratified by the splendid progress that has been made.

BOSTON IS PREPARING FOR A GREAT MEETING
OF THE N. E. A. IN JULY

A patriotic demonstration of mammoth proportions is projected to be held on Boston Common July 4, jointly by the National American Legion and the National Education Association. The latter will hold its convention in Boston July 1 to 8, and it is expected that thirty thousand visiting teachers will attend. Col. Hanford MacNider, Commander-in-Chief of the American Legion, has for some time been co-operating with the Education Association officials in perfecting the program.

Both organizations have been in touch with the Boston Chamber of Commerce, whose convention and Tourist Bureau has furnished information as to trips to places of historic interest in Greater Boston during the convention and as to more extensive trips throughout New England at the close of the convention.

Invitations have already been accepted by General John J. Pershing, Vice-President Calvin Coolidge, Secretary Charles Evans Hughes and notable personages from Canada, England, and, tentatively, notables from other European countries. President Harding has promised Miss Charl Ormond Williams, President of the National Education Association, and Col. MacNider that he will attend the Boston convention if possible. His present plans include a trip to Alaska, but, in case he is in the territorial limits of the United States on July 4, he has accepted this invitation to be in Boston and to deliver an address on the Common.

Some thirty-five affiliated associations will meet at the time of the National Education Association convention. For this purpose halls have been secured to accommodate each of the associations. The main headquarters will be in Mechanics Hall, which can accommodate nearly ten thousand people.

The leading business and professional men and women of Boston, including the school authorities of the city and state, as well as of the forty surrounding cities, have organized a committee to prepare for the great July convention. A suit of rooms has been

set aside in the new Administration Building, 15 Beacon Street, for E. V. B. Parke, the Convention Manager, and his corps of assistants. Mr. Parke is a former secretary of a committee of the Chamber of Commerce.

Committee chairmen report regularly and frequently and meetings are held by the Executive Committee to be assured that everything is in smooth running order. Mr. Parke has received applications for hotel reservations which assure an unprecedentedly large attendance. Application has been made for reservations for two hundred guests from Memphis, Tennessee, alone, in compliment to Miss Williams, who is from that city and who is on a year's leave of absence from her official duties to enable her to address Education Associations of each of the states, as well as sectional meetings.

Entertainments planned will be on the scale of the two previous conventions held by the Association in Boston, but provision will be made by co-operation of the Chamber of Commerce to enable the visitors individually to become acquainted with the wealth of historical attractions which will be found in and around Boston. The school history and geography have created the impulse on the part of all school teachers in America to want to visit Boston, and one of the most important committees locally will be under the direction of Mr. A. L. Rafter, Assistant Superintendent of Schools, in providing groups of guides to point out or accompany, if necessary, teachers to Bunker Hill Monument, Paul Revere House, the elm under which General Washington took command of the Continental Army and the many hundreds of other historical places of interest.

One of the book companies has compiled an exhaustive literary history of Greater Boston and will publish it in compliment to the convention. A copy of this history will be given to every teacher who registers. Every facility will be provided for the teachers to take advantage of their opportunity to become acquainted with the early beginnings of the American nation and with the birthplaces of political, religious and reform movements.

The railroads throughout America are co-operating to an unusual extent in suggesting that the reduced fare dates to the Boston convention be extended to enable the teachers to enjoy a vacation anywhere in New Eng-

land, along the seashore, or in the lake, mountain or woodland regions.

So important has the Boston convention loomed that the leading educational institutions east of the Mississippi River have postponed until after the convention the opening of their summer schools. This is not only true of Harvard College, Boston University, Emerson College of Oratory, the New England Conservatory of Music, Massachusetts Institute of Technology and Simmons College, but is also true of Yale, Columbia University and many other great educational institutions away from here.

In order to accommodate all the delegates and visitors to the Educational Convention, a large committee under the direction of Mr. William C. Crawford is listing all the hotels in and around Boston, together with their rates, and all the available rooming and lodging houses are being listed. The dormitories of the colleges and universities which are available will also be utilized, so that, however large the attendance, Boston will be found abundantly able to take care of all of them. As most of the delegates are coming from inland, many of the entertainments and provisions for excursions will be connected with the ocean in boat trips, as well as automobile rides and train trips to Gloucester and the North Shore, Provincetown, Plymouth and the Cape Cod region, as well as such places as Nantasket.

The Chamber of Commerce, through its Convention and Tourist Bureau, will furnish the teachers information as to vocational opportunities.

HIT OR MISS EFFECT OF MOVIES DEPLORED Movement Afoot to Show Boys and Girls Films that Build Character

When former Postmaster-General Will H. Hays said he expects to "see movies in every school and church in this country," his idea was not so Utopian as one might suppose at first thought, declares Wyndham Phinny, who has been making for the Society for Visual Education a study of the motion picture needs of the non-theatrical field.

"It is estimated that 15,000 schools and churches have already adopted motion pictures as a means of instruction and entertainment. Most of the remainder, some 500,000, will undoubtedly follow suit as soon as there are enough suitable films to supply them and

as soon as the prejudice which exists in certain quarters is dispelled. Signs that this prejudice is already giving way are apparent in the action of Yale University, which has begun production of one hundred reels dealing with every important stage in the development of America. The editors-in-chief of the series are Dr. Max Farrand and Dr. Frank E. Spaulding."

The educational movie has been seriously discussed for at least twenty years, some claiming too much for it and others too little. According to Mr. Phinny, however, "we are just beginning to glimpse the true breadth of its mission. In addition to the exposition of the three R's and all their ramifications, its great power can be systematically utilized for character-building. The movie's hit-or-miss influence for good or evil, as the case may be, is well illustrated by the way in which children answered a query put by a New Hampshire school teacher.

"Whom do you wish most to resemble when you grow up?" she asked. Out of twenty-six third and fourth-grade classes the largest number of girls answered 'Teacher'. No one else received more than one vote—not even mother. When the same question was put to thirty-four classes in the seventh and eighth grades, however, the answers indicated a very different trend of thought. The majority voted for stage favorites, with a tie between Pearl White, movie actress, and Anna Case, the operatic star!"

Very little children do not see many movies. Teacher, father and mother hold first place. But the older boys and girls widen their horizon and "grow by what they feed on."

"Why not see to it that the right kind of mental food is prepared and fed to these young, impressionable minds while children are under the control of parents and teachers?" pertinently asks Mr. Phinny. "With the screen's help the schools can accomplish wonders in this direction without the expenditure of extra time and without having to add a new subject to the curriculum."

To bear out his point Mr. Phinny quotes a recent address given by Dr. Spaulding of Yale University. According to Dr. Spaulding, every important development which makes up the educational progress of the last quarter-century has represented a business demand, and has justified itself chiefly in terms of its contribution to material prosperity.

"With the annual expenditure of a billion dollars," declares Mr. Phinny, "we have achieved industrial success, but is this all we want our educational methods to achieve! In the words of Dr. Spaulding, 'Is this overwhelming color of individual, material success satisfactory? Is it a safe color in which to prepare our youth to see the facts of life?' Are we not losing much that is fine and ennobling while we pride ourselves on our strength in the world of business?"

Histories and school teachers have told children about the great men who have built up our country; they have given the facts about useful inventions, and they have explained the revelations of science. Our boys and girls have salted down these facts as they have the multiplication tables; they have become merely potential bread-winners.

"But let us show them American history on the screen," says Mr. Phinny, "let us picture for them the lives of great statesmen, scientists and inventors, and the sacrifices such men made to achieve. Given such vitalized teaching, boys and girls will do more than simply catalog data. There will be a spiritual awakening, an inspiration from the contemplation of these high ideals. True values will be taking the place of sham, and good will be so deeply implanted that it will find expression in action. Boys who see and understand a film like 'Hats Off' will gain a deeper love of country and never forget to salute the flag. Youngsters who see nature study films like 'The Monarch Butterfly' and 'Toads' will never again be possessed of a desire to kill helpless creatures.

"Children who come under the influence of such pictures as we are planning will be found aligning themselves with the good in our democratic government and assisting it to approach their own high ideals. It is hardly possible to expect too much good to result, for from the motion picture emanates a subtle influence which verbal preachments often fail to put over, and which comparatively few children extract from books alone."

EARLY TRAINING VERSUS CRIME

District Attorney Banton of New York recently issued figures which he said showed "The tendency of the juvenile to imitate his elders" who commit crimes. The figures were based on the number of arraignments in children's courts in New York County in March and April.

In March, twenty-nine boys were arraigned for burglary and seven for grand larceny; in April, forty-three for burglary, twenty-one for grand larceny, and two for highway robbery.

It seems strange that we as a nation are not yet sufficiently logical to see the economy and wisdom of preventing crime by "letting no man grow up a criminal"—attacking the problem at its source. John Locke long ago compared life with a river, and pointed out the comparative ease with which one can direct the course of either a river or a life by working at the source. The kindergarten cultivates right habits of thought and action *early in life*.

All of our children are entitled to receive the best possible educational advantages to equip them for the burdens which they will inherit from us. But even if we were not concerned with the future, it would be economy to provide early training for our children to reduce the enormous sums of public monies now being spent upon the delinquent classes. Criminologists estimate that the cost of crime in this country is \$3,500,000 a day. Every time you pay a tax you may calculate that a generous proportion of your money will be expended upon wretched specimens of humanity who are the result of neglected childhood, for which you and I, as members of society, are responsible.

The kindergarten has demonstrated its effectiveness as a means of preventing crime. In "Love and Law in Child Training", published some years ago, the statement was made that in California there was no record in the juvenile courts of a child ever having been arrested who had been to kindergarten.

The means by which the kindergarten accomplishes its purpose are scientific, and are the result of an intimate knowledge of childhood on the part of the young woman who has studied the philosophy of Froebel.

Some years ago the following incident occurred in a kindergarten. One of the children during the course of the morning took a toy belonging to another child. He did it, intending to take it home. The owner was distressed over its loss and complained to the teacher. She did not start an investigation and expose the child who took the toy, but allowed the children to go on with their morning program, apparently ignoring the incident. However, when the story hour arrived, she told a story bearing on this subject

and bringing out the thought of honesty. Before the child went home he brought the toy to the teacher and told her he had taken it, but that he was sorry. Training like that will save many a future criminal.

In the Hoagland Kindergarten in Brooklyn, supported by Dr. Cornelius N. Hoagland and later endowed by him, there was long ago a little Italian child who seemed to be born a thief, so naturally did she appropriate everything in sight. The kindergarten teacher gave special attention to the cultivation of frankness and honesty in little Rosy, and when she passed on to the primary school she had entirely lost her "taking ways." Without the benefits of kindergarten training she would, without doubt, have eventually joined the ranks of the depraved, and become a burden to society, which would have cost infinitely more than the sum expended upon her early training.

It is gratifying to note that this subject of providing educational advantages for our children between four and six years of age is coming to be appreciated. The most effective means of securing more kindergartens is through the enactment of laws providing for their establishment upon petition of parents. Such a law has been in force in California since 1913 and has put that state in the lead in the number of kindergartens in proportion to the population.

Seven other states have followed the example set by California and have enacted similar laws, namely, Arizona, Nevada, Texas, Maine, Pennsylvania, Kansas, and Wisconsin.

At the present time Louisiana and Georgia are endeavoring to secure this legislation, and word has been received that next winter similar attempts will be made in Alabama, Connecticut, New Jersey, Ohio, Wyoming, and Missouri. The work will be in charge of branches of the following organizations,—Congress of Mothers and Parent-Teacher Associations, Federation of Women's Clubs, League of Women Voters, Supreme Forest Woodmen Circle, Federation of Labor.

Persons desiring to work for kindergarten extension or legislation may receive further details and co-operation by writing to the National Kindergarten Association, 8 West 40th Street, New York City.

BESSIE LOCKE,

Corresponding Secretary,
National Kindergarten Association

X

RECENT BOOKS OF INTEREST TO TEACHERS

A LABORATORY HANDBOOK FOR DIETETICS, by Mary Swartz Rose. New York: The Macmillan Company. Revised edition. 1921. 156 pages. \$2.10.

This is a revised edition of the Laboratory Manual of Dietetics. It is a book extensively used in Nutrition and Dietetic classes and in diet kitchens.

A very large part of the book is necessarily given over to tables showing the composition of foods. The two tables of the first edition have been supplemented by a third table of the same nature which adds fifty or more foods. A table showing the energy content of about thirty foods sold by confectioners has been added.

One of the most valuable features of the book is a table showing the vitamine content of foods and whether these vitaminics are present in large or small quantities. The vitamine requirement of the body and the lack of specific vitaminics is briefly discussed.

Energy requirements per hour for different conditions of muscular activity and for different occupations are given in table form.

Dietary standards of the three ash constituents, calcium, phosphorous, and iron are modified as a result of recent experiments in feeding.

The book furnishes new material for estimating energy requirements of children by means of weight and height tables. Much valuable information, so necessary to the student of dietetics, is put into usable form which will save the student hours of labor, and "an abridged method of dietary calculation, designed to reduce the labor where large quantities of food are involved, as in institutions, has been described in detail."

P. P. MOODY

HOW TO TEACH SILENT READING TO BEGINNERS, by Emma Watkins. Philadelphia: J. B. Lippincott Co. 1922. 133 pages. \$1.80.

Teachers today are greatly concerned over ways in which to develop proper comprehension in the reading exercises in the primary grades. This leads to placing the emphasis upon *silent* reading, since in oral reading it is much more difficult to tell whether or not the pupil understands what he has read.

Miss Emma Watkins has given us in this little book a rich assortment of satisfactory exercises to meet this need. Some advantages of her method lie in the following facts:

First—The exercises may be used with large or small classes.

Second—The directions for teaching these