

## THE VIRGINIA TEACHER

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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

APPEARING as the leading editorial in the Harrisonburg *Daily News-Record* for May 16, 1931, the following tribute struck a note of approval and appreciation generally voiced by those who were in attendance at the ceremonies making the dedication of Wilson Hall:

### A NOTABLE EVENT

The *Daily News-Record* extends congratulations to President Duke, and all who co-operated with him to make the dedication of Woodrow Wilson Hall a stimulating scene and high and dignified occasion.

In the apt quotation made by Governor Polard, yesterday was "the day the Lord hath made; let us be glad and rejoice in it."

Harrisonburg appreciated the presence of Mrs. Woodrow Wilson, and Mrs. Wilson was evidently moved by the reverent regard the audience felt for the memory of her distinguished husband.

It has been, indeed, a great achievement to develop the Teachers College here to its present position of prestige and power, and yesterday's ceremonies marked not only a recognition of things done but of greater things yet to be accomplished.

We feel that the administration of Dr. Duke will be inspired to progressive achievements in the days to come by the appreciation voiced yesterday.

The logic of the success of the Teachers College should lead to the location here of the University for Women, as recommended by Dr. Burruss. In a separate article we print what Dr. Burruss said. His judgment and experience as an educator endows his views with high authority.

## SCHOOL CHILDREN WITH SPEECH DEFECTS

IF Jimmy or Betty lisps or stutters, it should not be taken for granted that the speech defect denotes an inferior native ability, according to Dr. James F. Rogers, Federal Office of Education Health Specialist.

"Many historically-famous figures have suffered from vocal impediments," says Dr. Rogers, "among whom were Leigh Hunt, Charles Kingsley, Charles I, Demosthenes, Aristotle, Æsop, Alcibiades, Cato, Virgil, Manzoni, Erasmus, Malherbe, Turenne, Boyle, Priestley, Lamb, Erasmus Darwin, Charles Darwin, Moses Mendelssohn, Cardon, Camille-Desmoulins, and the artist, David.

"Binet tests of children with speech defects in schools of St. Paul, Minnesota, have shown that such children were neither duller nor brighter than other children, and it is only because the stammering or stuttering child can not display normally his native ability that he has often been considered of low mentality.

"What is America doing to help this type of handicapped youth? A survey revealed that eighty school systems now employ special teachers to give attention to speech-defective boys and girls.

"Speech defects, especially stuttering, are at least twice as common among boys as girls. They are also about twice as frequent in the Negro as in the white race. Lispings tends to cure itself or is overcome by a considerable percentage of school children as they grow older, but the tendency to spontaneous cure of stuttering at school age is very light, and not a few cases develop during school life."

### W. L. U. PROFESSOR JOINS AMERICAN BOY MAGAZINE

A free twice-a-month high school newspaper service—combining editorial and typographical suggestions for advisers, ed-

itors, and journalism classes, with a nationwide feature service—has just been announced by the *American Boy Magazine*, 550 West Lafayette Boulevard, Detroit, Mich. Clipsheets will be mailed without charge, every two weeks, to high school newspapers that request them.

In charge of this new service department will be William L. Mapel, assistant editor, who comes to the magazine from the directorship of the Lee School of Journalism, Washington and Lee University, Lexington, Virginia. He will be assisted by Miss Marjorie Nordstrom, former secretary of the Department of Journalism, Iowa State College.

High school newspapers may obtain the clipsheets through application to Mr. Mapel in care of the *American Boy Magazine*. High school editors and journalism teachers are invited to call on him for assistance in publication problems. High school and preparatory schools are asked to place Mr. Mapel on their exchange lists, so that he may study their newspapers and quote from them.

The same magazine, in a contest last spring, awarded a ten-week trip to Japan and China to Miss Mary Spotswood Payne, teacher of English at the E. C. Glass High School, Lynchburg, Virginia. Her winning essay was published in the June issue of the *American Boy*.

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#### SCHOOL LIFE

More than 100 specialists in the Federal Office of Education are constantly on the lookout for progressive innovations and vital trends in education in the United States and foreign countries. What they find is given at once to the school world through *School Life*, monthly journal of the Federal bureau.

For teachers and school administrators who wish to keep informed about the studies, surveys, and bulletins of the Office of Education, *School Life* is a necessary guide.

Its articles canvass every phase and field of education.

In addition, *School Life* tells each month what new free or low cost publications the Government has issued which teachers of geography, home economics, history, and many other subjects can use to give life to their classroom projects. It also reports activities of other Federal departments and commissions significant to educators.

*School Life* can be obtained for one year by sending fifty cents to the Superintendent of Documents, Government Printing Office, Washington, D. C.

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#### HIGH SCHOOL LIBRARY STANDARDS

That the South is taking a prominent part in the nation-wide movement to develop school libraries is shown by the American Library Association in its recently issued *School Library Yearbook No. 4*.

Standards which the Association of Colleges and Secondary Schools in the Southern States is requiring of its accredited high schools are given in full. There is also a report on the status of high school libraries in the South made by Doak S. Campbell for George Peabody College for Teachers.

Not one of the 922 accredited schools now meets requirements of all six standards, Mr. Campbell declares. The greatest deficiencies, he adds, are found with respect to the training of the librarian, the time she devotes to library duties, and instruction in the use of the library.

Standards for training in library science adopted by the Southern Association in order to correct this deficiency are included in the *Yearbook*, and there is a résumé of the survey of library training agencies in the South made by Sarah C. N. Bogle, assistant secretary of the American Library Association.

The *Yearbook* also provides standards for high school libraries adopted by accrediting agencies in the North Central States,

New England, the Middle States and Maryland, and standards recommended for Catholic high schools. Standards and regulations of fifteen individual states, including Kentucky, North Carolina, South Carolina, Texas, Virginia, and West Virginia, and requirements for certification of school librarians in fifteen states, including Louisiana and Oklahoma, are also given.

All state laws governing school libraries are reprinted in the *Yearbook*. A directory of school librarians is appended. The *Yearbook* was prepared for the Education Committee of the American Library Association by Clara E. Howard, Dean of Emory University Library School.

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#### U. S. HAS TOO MANY SMALL RURAL HIGH SCHOOLS

The small rural high school trails far behind the big city sister high school in its contribution to education, according to a recent bulletin of the Federal Office of Education. More than 14,000 rural high schools of 250 enrolment or less were studied for the report, which found the spread of weak secondary schools in country regions actually delaying the progress toward better educational advantages in the United States.

Since the World War the idea of a high school training for all of the country's children has been so thoroughly "sold" to rural taxpayers that a multitude of small high schools have sprung up in sparsely settled regions—many with thirty to fifty pupils and with as few as two teachers. Many of these institutions, lacking any intelligent plan of what a rural high school should be, are very poor imitations of the great city schools with a hundred times as many students and with elaborate equipment.

With a small teaching staff no teacher can be a specialist in his subject, the Office of Education study, "The Smallness of America's Rural High Schools," by Walter H. Gaumintz, rural school specialist, points

out. He may be instructor in a dozen different subjects, in some of which he is poorly qualified; thus his pupils get a low grade of training. He is overworked, naturally. The city school has attracted the better prepared teachers with more pay and more leisure so the country high school usually gets the left-overs.

The course of study also suffers, according to the bulletin. Modern secondary (high school) education has veered away from a rigid course in languages and mathematics. Social science, natural sciences and vocational training (stenography, bookkeeping, the trades, etc.) are now much in vogue. But the average small high school is deficient in science courses and is generally without any vocational work to offer. Limited in funds and teaching force, it can stick only to type class organization and methods. Extra-curriculum work, sports, dramatics, the school paper, all of which play large and necessary rôles in city secondary school life as lessons, must often be omitted.

Remedies to the serious situation offered by the Federal Office of Education are: first, the careful study by each state of its rural school situation; second, co-operation among all government and social agencies with a view to school consolidation, the conversion of some small senior high schools into junior high schools, and third, the employment at good salaries of teachers who are experts in special subjects, to cover several schools in a district, or the wide use of correspondence courses under competent supervision.

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#### NOT QUALIFIED!

The little girl had done unusually good work in the second grade, and was promoted to the third. On meeting her former teacher, whom she loved dearly, her first words were: "I wish you knew enough to teach me next year."—*Christian Register*.