BOOKS FOR CHILDREN

President Hoover's Rapidan River School in Virginia has been presented with a collection of children's books, the gift of the American Library Association.

Fifty-eight book titles often asked for by rural and mountain children were selected by a committee of the school librarians section of the association. Members of the committee were: Euphemia K. Corwin, librarian of Berea College, Kentucky; Edith Johnson, librarian of the Berry Schools, Mt. Berry, Georgia; Virginia Harnsberger, late librarian of State Teachers College, Harrisonburg, Virginia, and Mildred P. Harrington, of the Graduate Library School, University of Chicago.

The list includes such well-known titles as Alice in Wonderland, Hans Brinker and the Silver Skates, Just So Stories, Little Black Sambo, Pinocchio, Robinson Crusoe, Story of Dr. Dolittle, Treasure Island, Wild Animals I Have Known, and editions of the Arabian Nights and Mother Goose.

Other titles which complete the collection are All About Pets, by Margery Bianco; Around the World with the Children, by F. G. Carpenter; Book of Legends, by Horace Scudder; Boy Collector's Handbook, by A. H. Verrill; Boy's Life of Roosevelt, by Hermann Hagedorn; Burgess Animal Book, and Burgess Flower Book, by T. W. Burgess; Careless Jane, by Katherine Pyle; Child's Garden of Verses, by R. L. Stevenson; Children's History of the World, by V. M. Hillyer; Daniel Boone, Wilderness Scout, by S. E. White; Dutch Twins, by L. F. Perkins; Eskimo Stories,
by M. E. S. Smith; Everyday Manners for Boys and Girls, South Philadelphia High School; Fables, by Aesop; Fairy Ring, by K. D. Wigglin and N. A. Smith; Fairy Tales, by H. C. Andersen; Fifty Famous Stories Retold, by James Baldwin; Golden Numbers, by K. D. Wigglin and N. A. Smith; Heidi, by Johanna Spyri; Hoosier Schoolmaster, by Edward Eggleston; Household Stories, by Grimm Brothers; Housekeeping for Little Girls, by O. H. Foster; Japanese Twins, by L. F. Perkins; Lisbeth Longfrock, by Hans Aanrud; Little Folks' Handy Book, by Lina Beard; Little Lame Prince, by D. M. M. Craik; Little Men and Little Women, by L. M. Alcott; Lonesomest Doll, by A. F. Brown; Magic Forest, by S. E. White; Nursery Tales from Many Lands, by E. L. and A. M. Skinner; Older Children's Bible, by A. Quiller-Couch; Overall Boys, by E. O. Grover; Page, Esquire and Knight, by Marion Lansing; Peggy in Her Blue Frock, by E. O. White; Rebecca of Sunnybrook Farm, by K. D. Wigglin; Secret Garden, by F. H. Burnett; Seven Little Sisters, by Jane Andrews; Story of My Life, by Helen Keller; Sunbonnet Babies' Primer, by E. O. Grover; Suppose We Do Something Else, by Imogen Clark; Toby Tyler, by J. O. Kelar; Two Little Confederates, by T. N. Page; Viking Tales, by Jennie Hall; What Happened to Inger Johanne, by Dikken Zwilgmeyer; When Mother Lets Us Garden, by Frances Duncan.

There are many dangers threatening the life of a new idea, and opposition is by no means the worst of them. In fact, opposition often acts as a fulcrum to a lever.

—DOROTHY CANFIELD FISHER.

He is an eloquent man who can treat humble subjects with delicacy, lofty things impressively, and moderate things temperately.—CICERO.

THE PRESIDENT’S COLUMN

Many communities have shown great interest in the proposal of the State Board of Education that the Legislature of Virginia appropriate two million dollars additional for the support of the elementary and secondary schools of the Commonwealth in order that the state may take over practically the entire burden of paying teachers' salaries and leave to the communities simply the provision and maintenance of school buildings and equipment. Coupled with this proposal is the suggestion that local taxation for the support of the public schools will be substantially reduced. This venture has a very charming ring to it, but there are in the background some factors that deserve very serious thought: First of all, from what source will come the two million dollars additional revenue? Whenever a state spends more money, the people must pay the bill, whether they pay it in a direct or an indirect fashion. The second question that comes to mind is what will be the effect upon local interest in and control of education when the financial support becomes primarily a matter of state government rather than of local government. We dislike very much to see the local interest in the public schools impaired and we are rather of the opinion that those states that have the best public school systems are the states in which the public schools are supported primarily by local support and are managed more directly by the mandate of the local voters’ edict. By all means let us insist that local support of the schools be not diminished if the state appropriates the $2,000,000 additional or else we are simply “robbing Peter to pay Paul.”

All teachers of the state will be interested to learn of the undertaking of the State Department of Education in the revision program of studies for both the elementary and secondary schools. This job is primarily in the hands of Mr. D. W. Peters,