

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

AMERICAN EDUCATION WEEK

The twelfth annual American Education Week will be observed November 7-13, according to the *Journal of the National Education Association*. Sponsored by the United States Office of Education, the American Legion, and the National Education Association, the seven-day program is built around the theme, *The schools and the nation's founders*.

Paying tribute to early leaders who saw in advance the need for an educated citizenry in a democratic nation, the American Education Week observance will emphasize the fundamental character of education in the national life today. Special attention will be given to the demands made upon the schools by economic readjustments.

The purpose of the annual educational festival is to provide an opportunity for all citizens to participate in defining the objectives and appraising the results of education. Parents are invited to visit the schools during the week and discuss with teachers and school officers the work which their own children are doing. Meetings will be held to make plans for maintaining the

highest possible standards of education during the present emergency. Attention will be given particularly to temporary curtailments in studies made necessary by reduced finances, in order that children may suffer as little as possible from decreased educational opportunity.

Topics of American Education Week will include: *The emergency in education, The stabilizing influences of the schools, The value of superior teaching, The schools and equality of opportunity, The schools of the pioneers.*

Those who plan American Education Week programs may write for details to the National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C.

TEN CENTS A DAY PAYS THE SCHOOL BILL

Ten cents a day from each person of voting age in the United States would pay the entire bill for public education of almost 26,500,000 pupils and students.

This fact is presented in the statistical summary of education just released by the Federal Office of Education.

The annual cost for publicly controlled education per adult 21 years of age and over in 1930, according to the study, was \$36.42. The total cost was a little more than two and a half billion dollars.

An additional 2 or 3 cents a day for the voting population finances private education which cost slightly more than a half billion dollars in 1930. Private educational institutions enrolled 3,500,000 pupils and students.

FOR SCHOOL NEWSPAPER ADVISERS

Faculty advisers of school newspapers may obtain, without charge, a new sixteen-page booklet dealing with high school publication problems. The booklet is issued with the compliments of the *American Boy*

Magazine, and is written by William L. Mapel, former member of the *Kansas City Star* and *American Boy* staffs, and now director of the Lee School of Journalism at Washington and Lee University. The booklet deals with such subjects as organization of the staff, make-up, getting advertising, relationship with printers, the editorial page, news writing. To get a copy, write Martin A. Klaver, Assistant Editor, *American Boy Magazine*, 550 West Lafayette Blvd., Detroit, Mich. Inclose a three-cent stamp for return postage.

ANSWERS TO QUESTIONS ABOUT EXCEPTIONAL CHILDREN

"Parents' Problems with Exceptional Children" has been prepared to answer questions of parents concerning children who are physically, mentally, or socially different to the extent that they find the path of life more difficult than normal children.

It answers questions of parents who are trying to help children who are exceptionally handicapped by defective eyesight, defective hearing, defective speech, or other physical limitation. It answers questions of parents of exceptionally bright children and of children who are serious behavior problems.

Some of the questions answered are: What educational advantages exist for physically handicapped children? Shall the exceptionally bright child be permitted to "skip" grades? Can the mentally retarded child be educated? Answers are accompanied by examples of what was done for children who presented such questions to their parents.

"Parents' Problems with Exceptional Children" will prove unusually valuable for study groups of parent-teacher associations. It will also be helpful to teachers, social workers, and others who deal with parents in the adjustment of problems affecting exceptional children. Following each answer

is a list of questions for discussion and suggestions for further reading.

Copies of "Parents' Problems with Exceptional Children," (Office of Education Bulletin 1932, No. 14), can be ordered through the Superintendent of Documents, Washington, D. C., or through local bookstores at 10 cents per copy.

INTELLIGENT READING IS FUNDAMENTAL

A striking challenge to education is made by Leal A. Headley, Professor of Education at Carleton College, Minnesota, in *Making the Most of Books*, just published by the American Library Association. "If in the primary school, or secondary school, or anywhere else," he says, "you have learned to read efficiently . . . colleges and universities—aside from the human contacts they offer—have little in store for you that you can not get, or will not get, for yourself. The sad fact is," he continues, "that nearly all students enter college, and not a few leave college, without having mastered the art of reading."

Educators agree that intelligent reading is the bed rock of learning. To them, anything that will help students master this art is a step in the right direction.

Professor Headley's book is sure to arouse comment, perhaps criticism. Nevertheless it is an honest effort to give college students an insight into the significance and rewards of reading and to help them improve reading techniques. The chapters on comprehension, concentration, and rate of reading are exceedingly practical. Whether or not some of these techniques can be introduced successfully into high schools and the grades is an interesting topic for speculation.

LASTING VALUES

Having mismanaged credit and currency, they now tell us that education must be mis-

managed, too. Having stupidly forced the liquidation of business, they are now even more stupidly forcing the liquidation of intelligence. In the last decade we spent money liberally on buildings. These buildings now stand empty. Is that saving? Is that the proper use of income? If we had spent our income on education and health, we would at least have something that is of some good to us today.—William Trufant Foster, economist, Boston, in the *Journal of the National Education Association*.

USEFUL MAGAZINE SUSPENDED

The Teachers Journal and Abstract, published at the Colorado State Teachers College at Greeley, has just suspended publication owing to a sharp reduction in the number of subscriptions and to a serious cut in the maintenance income of the college. *The Journal and Abstract* has performed a useful service in the field of educational publications. Its suspension will be regretted generally.

THE READING TABLE

A MODERN INTRODUCTORY FRENCH BOOK, by H. D. Learned. New York: Oxford University Press. 1932. Pp. 317. \$1.70.

A truly original book. On every page it is easily apparent that it grew out of actual classroom experience and was not mechanically built from other textbooks. The reader continually visualizes the teacher at his blackboard rather than the book-maker at his desk. Before him is not a stack of older French grammars, but an array of pupils and the future of these pupils.

In teaching the verb, the author does not employ mere memory tricks caught from accidental resemblances — however useful these may be—but his analysis is scientific, based on historical development and reliable foundation principles.

It is a keen pleasure to examine this

text. One marks certain diagrams and illustrations to be used later—with due acknowledgment—on one's own blackboard. But the very originality and individuality of the book raises the question as to whether it is quite usable in the hands of the average teacher. E. P. C.

LA LANGUE FRANCAISE: COURS ELEMENTAIRE. By Charles J. Drapeau. Garden City, New York: Doubleday, Doran and Company. 1932. Pp. 340.

This text seeks to combine the best elements of both the grammatical and the direct methods. There are more than fifty introductory pages, including valuable pedagogical advice. It is a French book—not merely a book about French—for the instruction throughout is given in that language. Grammar drill is provided by the abundant exercises for translation from English into French. The anecdotes at the end of the lessons are fresh and spicy, and afford pleasant topics for conversation.

E. P. C.

ELEMENTS OF GERMAN. By Jacob Greenberg and Simeon H. Klafter. New York: Doubleday, Doran and Company. 1932. Pp. 293.

One almost feels a desire to start all over again in the study of a language upon sight of such an attractive and well-planned book for beginners. This text is adapted for use in junior or senior high schools. It is a New York City product, following the syllabus of that school system and using a modified direct method. It is rich in poems and songs—with their music—and in illustrations, ranging from pictorial maps and a frontispiece of Baron von Steuben to the cliff of the Lorelei and a planetarium. No pains seem to have been spared to help the pupil from the very beginning to learn not only German but Germany and the Germans. Many things have been tactfully omitted, but placed within reach in a forty-page appendix. E. P. C.