Our Nation faces the acute responsibility of providing a right-of-way for the American child.

—Herbert Hoover

We must take an aggressive attitude toward schools if we are to keep them open. It is not a matter of passing resolutions but a matter of fighting. Fight through! Fight highways! Fight politics! . . . . It is worth while.

—Ray Lyman Wilbur, Secretary of the Interior
THE VIRGINIA TEACHER

Volume XIV FEBRUARY, 1933 No. 2

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EDUCATION IN THE PRESENT CRISIS

This open letter to members of state legislatures has been prepared for distribution by the editors of the School Executives Magazine, in the January issue of which it first appeared. For its sensible and logical statement of the situation it may be commended to Virginia legislators.

"Dear Legislator:

"We are taking this liberty of writing to you briefly on the important subject of education. You will be called upon to vote on many educational measures which will be brought before the coming session of your legislature. Decisions will be difficult, especially with regard to those measures that affect the support of education. We all recognize the seriousness of the present economic situation and the necessity for rigid economy in all public expenditures. Economy is essential, but if we lose sight of the welfare of the state and the welfare of the people in effecting these economies, it will be a matter which will have the most serious consequences for our children.

"It cannot be too emphatically asserted that education is the foundation of the democratic state. The Fathers of the Republic saw that. President Madison said, 'A popular government without popular information or the means of acquiring it is but a prologue to a farce or a tragedy, or, perhaps, both . . . people who mean to be their own governors must arm themselves with the power which Knowledge gives.' In this faith, the American system of education has been created and developed. The social stability which has characterized America in this period of depression would have been impossible without our system of education. The social well-being of tomorrow is in a large measure dependent upon the school of today. Madison's words are more significant for the industrial age in which we live than they were for his own time.

"Three considerations are basic to the educational bills which you will consider during the present session:

"1. An orderly solution of our economic, political, and social problems is dependent upon a high level of social intelligence among all the people. The alternative to this is mob psychology and mob rule. Ignorant citizenship exploited by the demagogue will certainly lead to social disintegration. The conditions of the present time demand leaders with far-seeing vision. The ignorant, it must be remembered, cannot follow the wise leader wisely. Every school in this country should be an institution for the education of children, youth, and adults with regard to the economic, political, and social problems of our day. The narrow curriculum—reading, 'riting, and 'rithmetic—which so many well-meaning persons are advocating today, constitutes nothing less than a social menace. These persons forget the long hours of leisure of the machine age and the complexity of the society in which we live.

"2. Educational opportunity denied to the children of the state today is taken away from them forever. New roads as well as other improvements may be postponed without irreparable damage to individuals, but the education of a child cannot be postponed without irreparable damage to that child. This would constitute an injustice to the individual child by robbing him of his rightful American heritage, and it would be a menace to the state, for in so doing we of today would be contributing to the ignorance of tomorrow. Our system of education is not perfect. It has many defects, but it is the only instrument which has been
created to serve this most important function of democracy. Let us strengthen, not weaken, our schools in this moment of national calamity!

“3. Budgetary problems and the support of education cannot be considered apart from other problems of taxation. Many of our present difficulties are due to antiquated tax laws. A tax system that denies education to children in one community while making good schools possible in another (because of the concentration of population, or wealth, or both) should no longer be tolerated in America. There is sufficient wealth in America and sufficient national income, even in this time of most serious depression, to provide educational necessities for all our youth. Under our present system of taxation, unjust burdens are imposed upon many taxpayers, especially upon farmers and small house owners. The educational crisis demands a reform of our tax laws. It demands state systems of school finance, under which all the wealth of the state will be drawn upon for the education of all the children of the state.

“Recently, Mr. A. F. Harman, State Superintendent of Education in the State of Alabama, stated the educational issue most clearly when he said, ‘We are indeed put to it to solve the financial problems of the state, but there is no excuse for ignorance. We cannot afford to balance the budget with the ignorance of children.’

“In writing to you, we wish to make it clear that we are animated solely by our desire to protect this generation of boys and girls who, through no fault of their own, find themselves the victims of this depression. We, who are ready to bear the burdens and make the necessary sacrifices, are looking to you to protect the rights of your children and our children.”

Twenty-one of every 1,000 gainfully employed persons are engaged in passing on the torch of civilization by teaching.

THE LIBRARY’S PART IN EDUCATIONAL PROGRESS

Dr. Sidney B. Hall, Superintendent of Public Instruction of Virginia, in a recent letter to division superintendents and members of school boards, says: “When the school board provides a balanced collection of good books and magazines, necessary supplies and equipment, a suitable room, and a trained librarian, the library soon becomes the heart of the school.”

Dr. Wm. John Cooper, U. S. Commissioner of Education, in a letter of transmittal in Bulletin 1930, No. 6—State Direction of Rural School Library Service, states that “schools were never so dependent upon adequate library facilities as they are at the present time. This condition has come about largely through modern school curricula which demand for their execution large collections of books, magazines, and other reading matter relating to many subjects. At the present time much stress is being placed upon the necessity for well-trained teachers and supervisors of instruction. It is poor economy to provide a highly trained teaching personnel and withhold the tools necessary for good instruction. Libraries, like maps, globes, blackboards, and laboratory equipment, are tools of instruction. The need for better library facilities for children living in the rural areas of our country is very great.”

C. C. Certain, in the Foreword of his bulletin on Elementary School Library Standards which was prepared under the supervision of a joint committee of the National Education Association and the American Library Association, says “modern demands upon the public school presuppose adequate library service. Significant changes in methods of teaching require that the school library supplement the single textbook course of instruction and provide for the enrichment of the school curriculum. Children in the school are actively engaged
in interests which make it necessary for them to have the use of many books and a wide variety of materials, such as pictures and lantern slides. An essential consideration is that the books and materials be readily available when needed, and under the direction of a library staff which is part of the school organization.

In the traditional schoolroom, the library was more of a luxury than a necessity. Until recently there was no library in most public elementary schools. This was because the schoolroom procedure of the past was an impoverished procedure so far as social values were concerned. The teacher spent her time largely in urging the children from day to day to master, page by page, or section by section, some instruction. It is a far cry from this traditional schoolroom with its textbook courses to the modern ideals of public school teaching. The modern school is being developed more and more in terms of activities bearing important relations to life outside of the school. The modern school is organized with the purpose of giving children an opportunity to live and develop normally in the home and later in other great social institutions to which they may belong. We no longer teach, or no longer should teach, in terms of deferred values. As some one has said: "The children themselves have a right to live," a right to do more than turn the pages of textbooks. There is need, therefore, of a new department in the school whose function it shall be to assemble and distribute the materials of instruction. This department, moreover, must serve in the specific capacity of giving instruction in the use of books and libraries. It has the dual purpose of library service and library instruction."

Martha Wilson, a pioneer in the development of libraries in public schools, states that "the rural school is undergoing radical changes and in the new rural school there should be enlarged book service and instruction."

I have quoted these leading educators and school librarians to show that both of these groups are in agreement as to the importance of the school library. The possibilities of rural school libraries are increasing as rapidly as the public school officials and teachers adopt the newer methods of teaching. Progressive educators do not attempt to train the youth of our land for complete living in our complicated modern society by the use of a few required textbooks. The old practice of requiring students to memorize the facts in a limited number of textbooks and then consider that their education is complete is a thing of the past.

The education of our children must be based on their experiences. The experiences of rural boys and girls are limited because of their environment. This may be overcome to some extent by making good books and good literature available to them in the school libraries. It is not humanly possible for any individual to have first-hand experience in everything. The person who reads many books becomes broad-minded and liberal in his views. Such persons always command respect and are desirable in any community.

One of the most important habits that the rural school can develop in the childhood of America is the reading habit. The school library must appeal to students and teachers. Some will rush to the library with a definite need and limited time; others must first determine what they want. Some timidly ask for any good book to read, others request a certain book and do not wish to accept a substitute. Sometimes the request is for a book for someone outside of the school—mother, father, sister or brother. Many must build a background for literature appreciation, while others read beyond their years. Others have reached the high school without any desire to read or even with a decided distaste for books. The gap must be bridged between
the required reading for credit and that which the pupils do for pleasure. Students must not be permitted to over-indulge in reading along one line. All the above types must be guided with patience, tact, and sympathy to good books and good literature.

The rural school library is the proper place for students to become acquainted with good books and to learn how to use them. Student records at the universities and colleges show that graduates from high schools which are not provided with adequate library service cannot do their work with as much ease or as efficiently as graduates from high schools with well-equipped libraries. The training in the use of books and magazines which a child gets in a good rural school library will help him in college and in adult life. Education is a continuous process, the efficiency of which depends upon the value of the means provided for its growth.

It would be impossible to estimate the far-reaching effects of this library project of the Tri Sigma Sorority on the educational progress of Virginia. It is gratifying to the friends of education in the state and to the friends of this school in particular to know that this national educational sorority which was founded at the State Female Normal School at Farmville almost thirty-five years ago has decided to encourage the development of the school library. The gift of this lot of books to the library in this school will point out the urgent need for more and better selected books in the libraries in all public schools. No matter how small or physically unattractive the school house and grounds, good books have the power to bring all the world about the school house and to summon the great of all ages to sit within its walls.

It is worthwhile to know that the school library objectives are very similar to the educational objectives. The school library objectives are briefly:

1. To enrich the school curriculum; to acquire and organize books and literature for school service; to instruct children in the use of libraries and books as tools; to share with other departments the school responsibility for proper social training; to encourage informational reading as a life habit; to stimulate the habit of reading for pleasure; and to develop the library habit.

The curriculum in a good public school is based on the assumption that the textbook taken by itself is an inadequate tool. It must be supplemented by other books, all kinds of magazines and visual aids. This extra textbook and other material must be organized and arranged in a manner to provide for its effective use. One cannot understand how seriously the work may be interrupted by the introduction of magazines, newspapers, stereopticons and victrola records until he has visited a classroom of a progressive teacher which is cluttered with such material. Good teaching methods depend upon the ease with which appropriate materials of instruction may be secured. Books, pamphlets, pictures, maps, etc., should be selected, classified, housed and distributed through the school library without loss of time.

The present day idea of a continuing education demands that pupils must go beyond the text for essential information in classroom work as the curriculum includes projects and activities dealing with real life. Pupils should be trained in the public schools to handle books and literature efficiently and intelligently. One of the chief duties of the school, it appears to me, is to teach boys and girls how to use libraries and books as tools.

Training for worthy home membership and the development of ethical character are aims of the curriculum. No textbook has been written which can make a child socially minded. The child may get the im-

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1The Sigma Sigma Sigma Sorority chapter at the State Teachers College at Farmville had presented a school library to the John Randolph school near Farmville in Cumberland county.
pulse or the knowledge of what to do from a book, but he has not progressed until he has actually performed some correct act. No department of the school helps to develop ideals and habits of fair-play, good citizenship and fairness in social relations better than the school library.

Pupils are often required to “take subjects”; unfortunately, many subjects are not fully appreciated or understood by them. The atmosphere of freedom and friendliness in the school library gives the boy or girl an opportunity to mix real life stories with education, with the result that habits of informational reading are formed. Such habits formed in school usually become life habits.

In this machine age when people are working under high pressure, but also have much leisure time, it is of vital importance that school children be encouraged to form the habit of reading good books and good literature for pleasure. A casual glance at any news-stand or book store library will convince any thinking person of the wisdom and the necessity for training the young people of this generation to choose good books and good literature for their leisure time.

After all, the boy or girl who has been guided and directed by a sympathetic, kind-hearted and friendly school librarian in the effective use of library tools and who has developed a reading habit leaves school well prepared to continue his education through life. I believe that the school libraries are helping boys and girls to develop the reading habit and that the time is not far distant when they as citizens will demand that public libraries be established within reach of all of the people.

May I express to the representatives of the Tri Sigma Sorority my sincere appreciation for the generosity of their organization in donating good books to the John Randolph school library. I can think of no more effective way in which an educational sorority may stimulate and encourage the training of wiser and better citizens than through projects of this nature. In the words of Horace Mann: “Had I the power, I would scatter libraries over the whole land as the sower sows his wheat field.”

C. W. Dickinson, Jr.

STATEMENT OF THE STATE COMMITTEE ON SECONDARY SCHOOL SOCIAL STUDIES POINT OF VIEW

As respects point of view in considering the social studies curriculum and its construction on the secondary school level, it is the judgment of the Committee that, in order to establish a sound point of view from which the field of social studies is to be approached, the following fundamental phases or elements must be taken into account:

I. The scope or field of the social studies.

II. The basic factors to be taken into consideration for methods of approach.

III. The basic philosophy upon which the curriculum should be built and applied.

IV. The method of social studies.

V. The method of procedure in building up and applying the curriculum.

VI. The classification of aims or objectives.

VII. The bibliography for the teacher who is to construct units or to develop portions of the curriculum with her pupils.

I. Scope

We hold that the scope of the social studies is the entire field of human relations;
i. e., the unitary comprehensive view, as contrasted with the sterile idea of the field as simply the traditional subject matter of history, civics, geography, etc.

At the same time, however, we realize that the vital problems and issues of our contemporary civilization demand that proper recognition and emphasis be given to these various fields—economic, social, political, or governmental—on the secondary school level, because of the fundamental relationship between these distinct fields and vital problems.

II. Basic Factors

We accept two fundamental elements or factors as basic to a sound philosophy of curriculum building in social science on this (secondary school) level. These basic factors are: (1) the child and his interests; (2) the conditions, values, and needs of the democratic social order. Both of these factors are included in the curriculum for the child. That is to say, this committee is not willing to set up child interest alone as the major concern of the curriculum builder of social studies on the secondary school level. For adolescents, considering the present-day insistent problems, issues, needs and mal-adjustments in our democratic society, social needs certainly must be considered paramount. Neither, on the other hand, do we consider teaching social problems irrespective of child interests as a defensible method.

In accordance with this conception of Basic Factors, our point of view accepts as desirable and necessary the utilization or conducting of such research studies as those on activity analysis, on types of learning products, on progressive current practice, on the results of certain experimental school projects, and such like contributions, as well as those on fundamental child interests.

III. Basic Philosophy

The committee considers that the only acceptable philosophy for curriculum building and instruction in the social studies is an eclectic or integrating one. That is, we may take, from the various theories and methods of approach the elements that by experience and sound psychology are applicable. These variant philosophies or theories, some nine or ten in number, have contributed severally to certain types of organization of materials and to various types of learning products. In other words, there is practical good in each of these theories, though much that goes with and is claimed for them must be discarded, when each is contributing severally to a synthesis. One method and philosophy may supply certain of the experiences involved in the curriculum and other methods may supply other experiences. We have accepted the thesis, therefore, that the most practical approach, in considering the various philosophies, is to take what is best in each, as it applies to the social studies, and in so far as it will not conflict with the other criteria set up and accepted, and evolve a composite of the sound and practical aspects of them all—then build up the curriculum (or the units) in detail upon the basis of the general pattern thus set up.

The committee desires to emphasize in this connection the supreme importance of setting up early and carefully, in the process of curriculum making, the aims or objectives of social science. In fact, the committee lays special stress on educational objectives, classified in some systematic order; that of Mr. Fred M. Alexander, for example, in the bulletin Procedures for Virginia Curriculum Program, July, 1932, pp. 17-42.

This philosophy also includes provision for the preparation of students to recreate and improve the existing social order; i. e., particular emphasis is placed upon the basic phenomenon of the rapidly changing social order as contrasted with the all too prevalent concept of a static world.
IV. The Method of the Social Studies
We believe, with our State Elementary Social Studies Committee, that the method of social studies is primarily that of "producing real experiences in the life of the individual"; i.e., the securing on the part of the child the widest possible basis in actual experience, upon which he may base further actual and vicarious experiences. But, in this process he must be guided on the secondary school level, mainly by the conditions and needs of society, and not alone by his own interests, which may be indeed inconsequential in the light of the pressing problems and issues of society that he is already beginning to face.

V. Method of Procedure in the Social Science Curriculum
"With the interests of the children in mind," but also with social needs equally in mind, the activities employed in developing the proper interests and learnings, as well as the necessary subject matter and material to carry on these essential activities, must be provided. These activities and interests may usually be developed through the building up of units of work around centers of interest, as described on pages 129 and 143 of the procedures bulletin referred to under Section III above.

The curriculum also must provide for individual differences. This implies provision for different ability levels, and wide variations and flexibility of assignments for border-line cases between the group- or ability-levels.

VI. Classification of Aims or Objectives
The committee accepts the method of classification outlined by Mr. Fred M. Alexander, in the Procedures Bulletin mentioned in Section III, of this report (see Alexander's list, pp. 17-42, of the Procedures Bulletin). We desire, however, to mention here such research lists as those of Hockett (396 Problems and Issues, in A Determination of the Major Social Problems of American Life) and Billings (880 Generalizations, A Determination of Generalizations Basic to the Social Studies), to illustrate what we mean by the utilization of research studies in arriving at aims, centers of interest, unit headings, activities, etc.

VII. Bibliography for Teachers
4. Department of Superintendence, N. E. A. Sixth Yearbook, Chapters
9. Swindler, R. E.—Social Studies Instruction, With Particular Reference to the Curriculum, the Library and Reading Problem, the Objectives, and the Unit System of Instruction. (Edited by Dean E. Geo. Payne, of New York University.) New York, The Prentice-Hall Co., 1933.

NOTE
The committee was unanimous in its opinion that the following explanatory note should be appended to this report, for the reason that the type of unit of work accepted for the secondary school level affects vitally the point of view as a whole:

There arises the point or issue of the prolonged
unit, often covering several months or a year or two of time (e.g., "The Fur Trade") versus the short unit, of from two to five weeks' duration. It is the conviction of this committee that the short unit is the only defensible type on this level of pupil learning. There are several reasons for this view; but the two most important perhaps are these: (1) the long unit of the type mentioned above sets up a minor activity, problem or issue of our very complex civilization, and emphasizes it as if it were a major activity; (2) these units are so long that it is impossible to develop or use enough of them ever to fairly balance the understandings and life equipment that a secondary school pupil should have in order to face the dynamic and perplexing issues and problems of the present American scene.

The organizing "center of interest," however, may be of indefinite length.

**THE NEW SCHOOL**

In these days of radical differences of opinion, when one person says the Government should do this and another says it should do that, it is difficult to find any common ground, but there is one national responsibility on which all can agree. That is our obligation to the nation's children. Tariffs will come and tariffs will go. International complications will wax and wane. Whether we drink or whether we don't will cease to be a problem. But always and ever there will be facing us the question of the rights of those who are to be the nation when we are gone. Here, after all, is the thing that counts most: whether or not we are giving the children a chance to prepare for and to build a better civilization than we have been able to achieve.

The question is insistent; it clamors for an answer as we watch the millions upon millions trooping back to school—nearly thirty millions of them, if we count the high school and college boys and girls. And of course we should count them; more particularly count them, for they are just about to face us with questions as to our stewardship of their time. We can keep the smaller ones busy with their reading, 'riting, and 'rithmetic; they won't know for several years that we have muddled things and are not preparing them to set them aright. But not so the high school and college boys and girls. We have told them they must study this, have insisted that they learn that. And in the last three years we have turned a few millions of them loose with the belief that they were ready for work, and they can find no work—for either head or hand. It won't do to put the whole blame for this upon the industrial depression, for, long before the depression struck us, we were doing in our educational institutions just what our industrialists were doing in the business world—overlooking the inevitability of reaching a point where standardized products produced wholesale could no longer be absorbed. The fact that industry collapsed first offers no alibi for our educational system; its day of reckoning was at hand, delayed only by a period of prosperity that fooled everybody.

"The public school system offered the opportunity for the individual to choose what he believed he wanted and was fitted to do, regardless of what was necessary to be done, or what there was available to do. The result was that we prepared 20,000 persons to act where there was only need for twenty," says Dr. Henry Suzzallo, president of the Carnegie Foundation.

The way to correct this condition is obvious: before making lawyers, doctors, engineers, of our boys, an educational institution should try to find out whether there is a reasonable chance of their finding an opportunity to work. Further, the schools and colleges should find out where opportunities do exist, not leave it to the student to stumble upon his chance. This is not too great a task for education to take upon itself, though it seems, at first glance, almost insuperable. Maybe if we could look past the imposing piles of wood and brick and stone that represent the tangible, unyielding part of our educational system, to the young people for whom the system was elaborated, we would see the necessity for making an effort to prepare youth for life as it is. That, we think, is what the White House Confer-
ence had in mind when it wrote Article X of The Children's Charter, demanding "for every child an education which, through the discovery and development of his individual abilities, prepares him for life; and through training and vocational guidance prepares him for a living which will yield him the maximum of satisfaction."

In the meantime, the millions of children and young people follow the old, worn way to the schoolhouse. There they must find at least the opportunities offered so freely to their predecessors. If there must be a choice, build a schoolhouse, and leave a road unpaved. We must have education; it is America's boast. While other things are crumbling, our schools must be maintained. Not just as they are; they have not fully met their opportunity. There is too much loose thinking, too little comprehension of what citizenship means, for any one to claim that. But as we rebuild our economic structures, let us teach our young folks how to play a bigger part in the world—how not to be just cogs in a machine that may be wrecked without warning.

We can move forward only through our children. If we give them adequate training, they'll work this thing out for themselves some day, but it's going to be a long hard struggle, and we may as well help them by getting it started. The old—and present—hopper system is inadequate. Tomorrow's school must treat children as individuals. Mass production has failed. The time has come to act sensibly in both business and education.—WILLIAM FREDERICK BIGELOW, Editor of Good Housekeeping

One hundred and two of every 1,000 adults are high school graduates.
Twenty-three of every 1,000 adults are college graduates.
Two college students grow where one grew in 1920.

TEACHER PARTICIPATION IN CURRICULUM IMPROVEMENT

"The curriculum of the Chicago schools must not be thought of only in terms of printed courses of study produced by subject matter experts or by those few individuals most capable of constructing the printed courses. The curriculum improvement program must be conceived as continuous professional growth on the part of every teacher and supervisor of the Chicago school staff. With this concept in mind, it is clear that such improvement can go forward only when every classroom teacher in the system is engaged in thinking through curriculum problems and revising her own practices. When courses of study are made by a few highly competent individuals, they, and they alone, get the intellectual stimulation and growth involved in the production of the materials. It is impossible to expect the intellectual stimulation and growth to have taken place in the entire teaching staff simply because they are able to read the completed product of a few individuals who produced the courses. Vital growth on the part of the entire staff can occur only when all the members are engaged continuously in remaking the curriculum of the Chicago schools. Superior printed courses are necessary at intervals in order to give the tangible satisfactions of completed steps in the process, but the chief criterion of the success of a curriculum program is the continued growth of the members of the school staff. In such a curriculum program printed courses of study serve two purposes: first, to make tangible the results of the effort, and second, to make accessible the better thinking and practice of a large number of classroom teachers."—From the Report of the Survey of the Chicago Schools (III, 45).

The current or running expense of the schools is only fifty-one cents per pupil per day.
Good Food for Little Money
to protect the health of children

LUCY H. GILLET

The less money a family or a community has to spend, the more necessary it is to spend that money to the best advantage.

Study the following and help to save the children from future suffering by vigorously emphasizing the need of foods that will protect health:

MILK

1 quart per child per day if possible; at least a pint.
A tall can of evaporated milk with an equal amount of water added is as good for children as one quart of pasteurized milk. Use it in soups, cocoa, desserts, and to drink.

VEGETABLES AND FRUIT

Potatoes and one or more of these daily: carrots, turnips, beets, onions, cabbage, spinach, lettuce, escarole, peas, beans, or other vegetables; oranges, apples, bananas, or other fruit.
A raw vegetable, such as chopped cabbage or grated carrot, at least 3 or 4 times a week.
Oranges or tomatoes every day if possible.
Canned vegetables may be used in place of fresh vegetables when cheaper.

BREAD AND CEREALS

Bread and cereals, one or both at every meal. Dark or whole grain bread and cereal are best for growth; use at least once daily.

EGGS, MEAT, FISH, CHEESE, DRIED BEANS, PEAS AND LENTILS

One or more of these foods daily if possible.
An egg at least every other day but never more than one egg daily. Brown eggs and white eggs are equally good.
Use meat never more than once daily.
Cottage and cream cheese may be given to young children.

FATS AND SWEETS

Enough fat to make food palatable, but avoid large amounts.
Fried foods should not be given to children.
Use sugar only in cooked foods.

A WEEK'S FOOD ORDERS FOR FAMILIES OF VARIOUS SIZES

<table>
<thead>
<tr>
<th>Item</th>
<th>Three</th>
<th>Four</th>
<th>Five</th>
<th>Six</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk (quarts)</td>
<td>14</td>
<td>21</td>
<td>25</td>
<td>28</td>
</tr>
<tr>
<td>Tomatoes (pounds)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
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<td>14</td>
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<td>25</td>
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</tr>
<tr>
<td>Fruits (pounds)</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Bread and cereals (pounds)</td>
<td>10</td>
<td>14</td>
<td>17</td>
<td>20</td>
</tr>
<tr>
<td>Eggs (number)</td>
<td>6</td>
<td>9</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>Fats (pounds)</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Sweets (pounds)</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Meats, fish, cheese, dried beans, peas, and lentils (pounds)</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

Milk, eggs, vegetables, whole grain bread and whole grain cereals provide maximum food value at a minimum cost. Tomatoes, oranges and other citrus fruit have such valuable qualities that they should be provided at least three or four times weekly.

IMPORTANT

Children must have proper food during their growing years. The choice of food must not be left to chance. To satisfy hunger is not enough. Food must build up sound bodies, vigorous health and strength in order to develop resistance to disease. If children do not get essentials for normal growth and development at this time, there is a grave danger that they will suffer physically in later years.

AMERICAN CHILD HEALTH ASSOCIATION
450 Seventh Avenue, New York City
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EDUCATIONAL COMMENT

INCREASED DEMAND FOR LIBRARY SERVICE

Libraries were created by our democratic society in order that every citizen might have throughout life the means of self-education." This proposition was developed at its recent mid-winter conference by the Council of the American Library Association. The statement continued:

"More people used libraries, more books were borrowed from libraries, and more books were used in library reading rooms in 1932 than ever before. Sample reports from 33 cities representing only one-tenth of the total population of the United States show that the number of books borrowed from their libraries in 1932 was 81,663,423, an increase of 37 per cent since 1929.

"Economic and social insecurity has led men and women to attempt to understand through reading the fundamental and current problems which confront them as citizens. Books on the business of earning a living are in great demand. So also are the books of many kinds which contribute to the maintenance of a spirit of hope.

"Library expenditures are a small part of the public budget. With few exceptions libraries have been operated without extravagance, with an intelligent regard to the public interest and the tax-payer's burden. It is nevertheless the duty of library administrators to re-evaluate the library's services in terms of present conditions, to distinguish sharply between essentials and non-essentials, and to seek new ways of carrying on the most necessary activities at the lowest possible cost.

"Libraries are more needed today than ever before. There is much to learn which was not taught when the present-day adult was at school. Never was the average adult driven to the printed page and to the library so repeatedly in order to become reasonably well informed about matters which are of vital concern to him. In the interest of an intelligent, understanding citizenship the library's essential services must be maintained."

ESSENTIAL IDEALS IN UPPER ELEMENTARY GRADES

Teachers of Virginia will find great interest in the list of ideals and attitudes which were used as a measuring instrument in the recent survey of the schools of Chicago. Members of the survey staff regarded them as central considerations in teaching in the upper elementary grades. They are offered as embodying the point of view of the best modern educational philosophies:

1. The majority has a right to make decisions in a democracy.
2. The minority has the right of free speech in attempting to convert the majority.
3. Change is both an inevitable and a desirable accompaniment of growth.
4. A good citizen has learned to cooperate in groups of his fellows, each individual contributing to the welfare of the group and benefiting as the group benefits.
5. The good citizen puts his trust in
thinking as the intelligent method, both of learning and of solving his own or the state's problems.
6. Self-appraisal is an essential attribute of a good citizen.
7. Self-direction is an essential attribute of a good citizen.
8. Self-control is an essential attribute of a good citizen.

AUDUBON BIRD PICTURES AND LEAFLETS FOR BIRD-STUDY

The National Association of Audubon Societies is again furnishing colored bird-pictures and leaflets to school teachers and pupils of the United States and Canada. The plan is very simple. The teacher may explain to the pupils that they are going to form a Junior Audubon Club and have a few lessons, from time to time, about some of the more common North American birds. The teacher will also explain that each child wishing to be enrolled must bring a fee of ten cents in return for which he will receive a set of six beautifully colored bird-pictures made from original paintings by America's leading bird-artists. Accompanying each of these pictures, there also will be a leaflet with four pages of text, written by well-known authorities on bird-life. This will tell in an entertaining way about the habits of the birds, their courtship, their songs, their nests, their food, their winter and summer homes, their travels, their enemies, and many other facts of interest. There is furnished, too, with each leaflet an outline drawing of the bird which the pupil may fill in by copying from the colored plate. Every child in addition receives a beautiful Audubon Button of some favorite bird in color which is a badge of membership in the Club. A new set of pictures and leaflets is furnished every year to all who wish to repeat this plan of bird-study.

The teacher may explain this bird-study plan to the pupils, collect their ten-cent fees, and send them in; and the material will be forwarded immediately. If preferred, however, a circular of explanation, "An Announcement to Teachers," together with sample leaflet will be sent to any teacher making request of T. Gilbert Pearson, President, National Association of Audubon Societies, 1775 Broadway, New York City.

TAXES

The present tax stringency is directing painful attention toward the bases of taxation for school purposes. In the simple social life of the American people of a century ago when the average voter owned real property, the local real-estate tax was probably as good a tax as any to use to support the public schools. In 1932 the ownership of real estate is concentrated in a comparatively small percentage of the population, and a large percentage of the voters pay no real estate taxes except indirectly through rents. In times of depression rents are lowered to a point where the owner is not able to secure both taxes and the customary interest on capital from the renter.

As a result of this condition, the owners of real estate have organized into a fighting organization, national in scope and reaching into thousands of localities, to effect the lowering of taxes for all purposes including the schools. Their propaganda is vigorous and effective. They have a case.

Real estate has ceased to be the major form of wealth in modern life. During the last century wealth has also taken the form of the so-called intangibles, stocks, bonds, royalties, and the like, which in the main are not carrying their share of the burden of taxation as they should in justice be doing.

The local taxing unit for school purposes cannot get at the wealth within its boundaries. The millionaire who owns intangibles may be taxed only on the home he owns for support of the local schools. These considerations are causing the public to ex-
amine nervously the bases of taxation to find better methods of contacting the wealth of the nation. Even in these hard times there is plenty of wealth to support public enterprises. The sums of money spent for tobacco and cosmetics are far in excess of the amounts spent upon the education of children. The trouble is that our taxing methods do not reach all the sources of wealth—they make real estate bear too great a burden.

One method that is being tried to relieve real estate is that of decreasing the proportion of school costs borne by local real estate and increasing state support. In Ohio, for instance, a governor's commission proposes to reduce local property taxes by 20 per cent and make up the sums necessary for the support of schools from state taxes. This means the tapping of new sources of state revenue of which there are a dozen or more—by income taxes if it is desired to make those with large incomes bear the burden, or by sales taxes if it is believed that everyone should directly contribute to the support of the schools.

The principle of equalization of opportunity has long been accepted by many states, but the plan has been applied chiefly in very poor districts. At the present time there is a strong trend in the direction of equalization in all districts by making the state rather than the local district the collector of taxes. This movement is equitable to all concerned and should be supported by school men, not because the schools will get more money but because taxes will be more fairly distributed.—W. W. Charters, in the Educational Research Bulletin.

RADIO SPEAKERS ON SCHOOLS

A series of radio programs under the personal direction of Miss Florence Hale, first vice-president of the N. E. A., has been undertaken for the year 1933 under the general title, "Our American Schools."

These programs are broadcast over a nation-wide network of the National Broadcasting Company each Sunday evening from 6:30 to 7:00 p. m., Eastern Standard Time. The February programs are as follows:


February 12—"Education as a National Asset and Responsibility," Robert M. Hutchins, President, University of Chicago.


March 12—"Is Education Becoming a Step-Child?" Hon. Aaron Sapiro, New York City.

Other programs will follow each Sunday evening, 6:30-7:00 p. m., EST.

AMERICAN SPEECH NOW A QUARTERLY

American Speech has just been taken over by the Columbia University Press; it will be published quarterly under the editorship of William Cabell Greet and Mrs. Jane Dorsey Zimmerman. Formerly published first monthly and later bi-monthly by War-
wick and York under the editorship of Louise Pound and Kemp Malone, the magazine will continue to enjoy Professor Pound's support through a Miscellany Department.

American Speech concerns itself with problems of linguistic usage, including pronunciation, vocabulary, local dialects, place names, slang, phonetics, etc.

A NARROW CURRICULUM A SOCIAL MENACE

"There are no more dangerous elements in our society than those well-meaning though often selfish persons who would restrict the curriculum of the schools to the three R's, who cry out against the "fads and frills" and go so far as to include in the "fads and frills" such basic elements as education in art, in music, in health, and in social, political, and economic understanding. While the mastery of the tools of learning is essential to social living, it is nevertheless true that the three R's by no means comprise all the fundamentals of education. The development of innate abilities and interests, of high standards of taste and appreciation, of social understanding, of wholesome social attitudes and habits, the cultivation of a mind at once appreciative and critical of the society of which it is a part—theSEEN IN THE PUBLIC PRINTS

Replying to an article recently published in the Richmond Times-Dispatch, which cited income and appropriation figures for colleges and public schools to show that the state contributes roughly 24 per cent to the public schools as against 34 per cent of every dollar going to the higher institutions, Lewis Williams, Richmond attorney and member of the Board of Visitors of the University of Virginia, said any conclusion that the colleges are getting the lion's share at the expense of the schools is incorrect on its face.

"The 34 per cent of its dollar which the higher institutional group receives from the state is the only public money it does receive, and the balance, 66 per cent of the incomes of the colleges and universities, is derived from endowment incomes or from admission fees.

"In other words, the schools are getting 100 per cent of their incomes from the state, while the colleges are getting just a little over a third from the state.

"The success of the public schools as a source of education for the mass of people depends directly on teachers turned out by the colleges and universities. The rapid development of the school system in Virginia demands an adequate supply of well-trained teachers. If you cut down on the colleges, either in appropriations or in the number, the blow is immediately transferred to the schools.

"The whole thing will run in a vicious circle. First, you lower the quality of the colleges; that, in turn, lowers the quality of teaching in the public schools, and that faces the colleges with the problem of under-trained boys and girls seeking entrance."

Elementary schools must be kept open as long, if not longer, than high schools in the Virginia public school system, according to a decision of the State Board of Education.
announced by Dr. Sidney B. Hall, State Superintendent of Public Instruction. The Richmond Times-Dispatch goes on to say that this means a complete reversal of the custom in this state up to the present time.

"The decision of the State Board that elementary schools must be kept open certainly as long as the high schools is grounded on the fact that the Constitution of Virginia requires just this," Dr. Hall explained. "The State Superintendent, however, maintains that it is wrong in principle to make the superstructure stronger than the foundation, and that in any case the Constitution forbids it so far as public schools are concerned.

"Estimated school terms for the following counties this year were reported by division superintendents as follows:

Albemarle, nine months; Amelia, eight months; Amherst, seven months; Appomattox, seven months; Augusta, eight months; Bath, nine; Bedford, six and a half; Botetourt, eight or eight and a half; Brunswick, possibly eight; Buchanan, eight; Buckingham, possibly eight; Campbell, seven and a half.

"Caroline, eight and a quarter; Carroll, six and three-quarters; Charles City, five-day cut; Charlotte, eight; Clarke, nine; Craig, eight; Cumberland, six; Dickenson, eight and a half; Dinwiddie, eight; Elizabeth City, nine; Essex, eight and a half; Fauquier, eight and a half; Floyd, six; Fluvanna, eight; Franklin, six; Frederick, seven and a half; Giles, eight and a half; Gloucester, seven; Goochland, seven and a half; Grayson, six.

"Greene, seven and a half; Greenville, eight; Halifax, eight and a half; Hanover, nine; Henry, six; Highland, eight; Isle of Wight, eight and a half; James City, ten-day cut; King and Queen, eight; King George, eight; King William, eight and a half; Lancaster, eight; Loudoun, eight and a half; Louisa, possibly eight; Lunenburg, seven.

"Madison, eight; Mecklenburg, seven; Montgomery, seven and a half; Nelson, eight; New Kent, four-day cut; Norfolk, eight and a half; Nottoway, nine; Northampton, eight; Northumberland, eight; Orange, eight and a half; Patrick, six and a half; Pittsylvania, eight; Prince Edward, seven and a half; Prince George, eight; Prince William, eight and a half.

"Pulaski, eight; Richmond, eight; Roanoke, eight and a half; Rockingham, nine; Russell, eight and a half; Scott, seven and a half; Smyth, seven and a half; Southampton, eight; Spotsylvania, nine; Stafford, seven; Tazewell, seven; Warwick, eight; Washington, eight; Westmoreland, eight; Wythe, seven and a half; York, nine."

Abolition of county school boards and transference of their duties to the boards of supervisors was one idea proposed to the Senate Committee on Economy at its recent meeting. Other proposals included reduction of the number of Virginia counties from 100 to 60, reduction in the number of senators and delegates, fewer courts, fewer teachers' colleges, and elimination of the present duplication in engineering, medicine, and military training.

As a result of the depression and increased exemptions granted by the 1930 General Assembly, Virginia's individual income taxpayers dropped from 44,994 in 1930 to 27,095 in 1931, and taxes assessed against such incomes declined $773,000, or 40 per cent, according to the annual report of the State Tax Department.

Despite the fact that the depression had begun when the 1930 Legislature was in session, that body increased the exemptions on individuals in the lower income tax brackets and thereby took about $350,000
away from the state's revenue. The exemption increases were from $1,000 to $1,250 for single persons and from $2,000 to $2,800 for married persons.

Enrolment in 430 approved colleges and universities in all parts of the United States as of November 1, 1932, showed a decrease of 4½ per cent in the number of full-time students.

In the 21 teachers' colleges classified under technical institutions there are 21,582 full-time students, or 817 fewer than in 1931, a decrease of 3.7 per cent.

President F. W. Boatwright, of the University of Richmond, was elected a member of its executive committee at the nineteenth annual meeting of the Association of American Colleges, held in Atlantic City, January 12 and 13.

Judge William S. Gooch, Virginia representative of the Macmillan Company since 1897, died at his home in Charlottesville on January 7. In his long service as a representative of school-book publishers he had come to possess a wide acquaintance with school men and a familiarity with many of the problems of education in the state. As his successor the Macmillan Company has selected R. M. Williams, formerly division superintendent of Nansemond County Schools.

Dean W. T. Hodges, of the College of William and Mary, has been placed in charge of the Norfolk branch of William and Mary extension work to succeed Dr. Edward Gwathmey, who has just become president of Converse College, Spartanburg, S. C.

Harry Woodburn Chase, president of the University of Illinois since 1930, and president of the University of North Carolina in the decade beginning 1920, has just been elected chancellor of New York University, in which capacity he will succeed Dr. Elmer Ellsworth Brown on July 1 next.

Under Dr. Chase, the North Carolina institution, founded in 1795, the oldest state university in America, witnessed a complete regeneration. The building program, which for long had been a dream, was carried through to completion, graduate and undergraduate school enrolments doubled and trebled, legislative appropriations were increased greatly, and—far more important—Dr. Chase drew about him as teachers and research workers a group of young men and women who were soon the admiration of the education world, particularly in the fields of the social sciences and literature.

Always a crusader for intellectual freedom, Dr. Chase, with Dr. William Louis Potecat, president of Wake Forest College, twice successfully led the fight in North Carolina against the passage of an antievolution bill.

Dr. Chase, according to his associates, believes that it is the duty of a university to teach a student how to think rather than what to think.

The average annual salary of all teachers in the Virginia public schools for the session 1931-32 is $877, according to the annual report of the Superintendent of Public Instruction (XV, 2, 165).

Salary cuts effective as of January 1, 1933, average 13.4 per cent.

Virginia Polytechnic Institute is offering special instruction to the unemployed, Hollins College has provided free community programs of entertainment, and the Medical College of Virginia has aided the destitute and hungry, according to a summary just issued by the Office of Education following a questionnaire sent out by William John Cooper, United States Commissioner of Education.
THE READING TABLE

CHURCH, STATE, AND EDUCATION


The history of education in Virginia, especially in its religious bearing, is traced from the beginning of colonization down to the present time, through three phases of relationship between Church and State: First, complete integration of the two, with the Church in control of and responsible for education; secondly, complete separation, with religious education almost entirely outside the schools; and finally, as at present, co-operation between the two, though without legal alliance.

The fact is brought out that, through these several changes, there has been no antagonism to religious instruction on the part of the State, the only question at issue being at whose expense and under whose auspices it should be given. It will be a surprise to many to learn how much religious instruction, under present conditions, is being given in the schools of the State, from grammar school up through university, an increasing amount rather than otherwise—though practically without expense to the State, and not under its immediate direction.

While this seems to be evidence that the present arrangement is working smoothly, new phases of the question are likely to come up at any time—as for instance, the introduction of "Week-Day Religious Instruction" in the public schools of several of the counties within the past few years—and it would be well for teachers, whether of the pulpit or of the classroom, who are likely to come into direct contact with the problem, and hardly less so for fathers and mothers, to possess themselves of the authentic information given by this book, in order that they may be prepared to form intelligent opinions and support wise policies. The author offers the work as "An Explanation of Present Day Attitudes Toward Religion in Education From The Point Of View Of Their Historical Development"; and she has succeeded admirably well in her purpose.

The number of pages mentioned would seem to indicate that the volume is a large one; and it is. But when it is learned that one hundred and forty-four of these pages are given up to appendices, bibliography and index, and that practically every page of the text is partly devoted to references, or foot-notes, or both, it will be realized that the book will not take so long in the reading as might be at first supposed. Even though the text is still voluminous, it is well worth a complete and careful reading. The book is a most thorough and painstaking piece of work, bringing together an abundance of historical material in its proper relationship, and letting it speak for itself, almost every statement being backed up by reference to original sources.

Because of its thorough and detailed survey of the field, and its large offering of reference and bibliography, it is to be predicted that this book will be an outstanding reference work on its subject for many years to come.

WALTER WILLIAMS

POETRY FOR YOUNG CHILDREN


Here is a novel collection of verses—more than five hundred poems, most of them short, concerned with the daily activities and interests of children from three to ten years of age. The editors, experienced teachers of kindergarten and primary grades, have selected the poems on the basis of these well-established appeals to little children: rhyme, rhythm, action, dramatic appeal, unusual words, stories of animals or familiar experience, emotional appeal, humor, and guessing.

Of course the adult may prefer Keats's
line, “The hare limped trembling through the frozen grass,” but it is likely that a child will find as pat an imagery, as much poetic content, in Mary Carolyn Davies’s description of a rabbit: “And when it hits the ground, it bounces.” In this collection there are the standard authors who happily hold the child’s interest—R. L. S. and Edward Lear and Christina Rossetti—as well as numerous recent writers of children’s verses like Dorothy Aldis, John Farrar, Kachel Field, Elizabeth Maddox Roberts, and James S. Tippett.

The leaves, the moon, the rain, the snow, the wind, and Jack Frost; the four seasons; transportation and travel, insects and holidays, home and religion and fairies; boats and fish and frogs and kites and spiders—such concrete realities are abundantly represented.

In addition to author and first-line indexes, a complete index of subjects and activities adds to the teacher’s ability to find poems for immediate use in the schoolroom.

C. T. LOGAN


A study financed by the Typewriter Educational Research Bureau to ascertain the educational value of the use of the typewriter in the elementary grades. Following are some of the conclusions:

1. Used in a very informal way, the speed of writing acquired on the typewriter was about equal that acquired in handwriting.

2. The typewriter stimulates pupils to do more written work.

3. No loss in quality of handwriting was noticed when the typewriter was used.

4. The use of the typewriter appears to raise in some measure the level of achievement in some of the fundamental school subjects.

C. P. S.

SOCIAL TRENDS

RECENT SOCIAL TRENDS IN THE UNITED STATES. Reports of the President’s Research Committee on Social Trends, Dr. Wesley C. Mitchell, Chairman. New York: McGraw-Hill Book Company, Inc. 1933. Pp. xcv+1568. $10.00. 2 volumes.

This stupendous assemblage of facts with their interpretation, estimated to have cost not less than a million dollars, one-half of which was a Rockefeller Foundation grant, furnishes students of contemporary social life the raw data for the study of the most complex civilization the world has ever known. The Committee makes it clear that its function was not to outline policies for the settlement of the great issues that are paramount in American life, but that it was rather to collect data as to facts, “to indicate and interpret our ways and rates of change, to provide maps of progress, make observations of danger zones, point out hopeful roads of advance, helpful in finding a more intelligent course in the next phase of our progress.”

The busy reader will want to plunge quickly and directly into those of the twenty-nine chapters which deal with his major interest, for example, law, government, family life, recreation, crime and punishment, health and medical practice. But before and after working over such chapters, it will amply repay him to see that phase of modern American social life in relation to the others through the remarkably clear and helpful “Review of Findings” which precedes the first volume. The seventy-five pages are packed with interpretative statements regarding the three aspects of our national heritage, the physical, the biological, and the social. They also offer a summary of the two volumes and an integration of the independent findings of an army of special investigators who worked at the separate phases of the task.

Both teacher and administrator may be disappointed in chapter 7, which deals with education, as the treatment seems comparatively superficial, but they will find in brief
compass a wealth of data on the various phases of the school and its work, notably the curriculum, administration, and the teacher. The chapter lacks the usual interpretative conclusions. These weaknesses are partly atoned by a good many references and brief discussions of phases of education in such other chapters as those on Rural Life, The Arts in Social Life, Public Administration, and Taxation and Government Functions. For the teacher, chapter 15, which deals with Childhood and Youth, is one of the most significant, as it shows education in relation to other activities having to do with health and nurture. The administrator and teacher alike will find a very valuable discussion of Changing Social Attitudes and Interests in chapter 8, a discussion which is basic to many of the other problems in the study.

It would seem safe to predict that no study has been made in America of a similarly comprehensive type, and no pair of volumes has been presented to American readers that will be provocative of so much discussion and study. It is to be hoped that the timeliness of this report will make it directly useful in the solution of perplexing contemporary social problems.

W. J. G.

EDUCATION IN SOCIAL INSURANCE

With its ears filled with cries of distress from all types of mankind, society can not be impressed by logical arguments that, as I wrote sixteen months ago, "the last to profit from prosperity should not be the first to feel the pinch of depression," or by the rhetorical appeal that the budget must not be balanced at the cost of the rights of little children. Perhaps it can be made to listen to the larger argument that education must be preserved and promoted that society itself may be preserved and its future welfare insured.—Professor T. H. Briggs, in School and Society.

NEWS OF THE COLLEGE

The three literary societies recently elected the following officers:

Lee—Madaline Newbill, Norfolk, president; Edith Todd, Richmond, vice-president; Elizabeth Sugden, Hampton, secretary; Kathleen Tate, Lebanon, treasurer; Julia Courter, Amelia, chairman of the program committee; Sarita Byrd, Charleston, critic.

Lanier—Kathleen Carpenter, Norfolk, president; Eleanor Wilkins, Capeville, vice-president; Elizabeth Kerr, Harrisonburg, secretary; Dorothy Merryman, Rustburg, treasurer; Martha Saunders, Richmond, sergeant-at-arms; Douglas MacDonald, Scotts, N. C., chairman of the program committee; Virginia Orange, Exmore, critic.

Page—Gladys Farrar, Rustburg, president; Eleanor Cook, Charleston, vice-president; Rebecca Comer, Roanoke, secretary; Dorothy Martin, Norfolk, treasurer; Eunice Meeks, Baltimore, chairman of the program committee; Laura Melchor, Winston-Salem, sergeant-at-arms; Rachel Rogers, East Falls Church, critic.

The honor roll for the fall quarter is as follows:

Seniors—Helen Sites, Dayton; Katye Wray Brown, Roanoke; Lillian Holland, Kents Store; Catherine Manke, Hampton; Dorothy Martin, Norfolk; Gladys Myers, Timberville; Prudence Spooner, Chester.

Juniors—Mildred Simpson, Norfolk; Virginia Sloane, Winchester; Rhoda Winger, Harrisonburg; Mary Sue Hammersly, Randolph; Hilda Hisey, Edinburg; Elizabeth Kerr, Harrisonburg; Sarah Lemmon, Marietta, Ga.; Madeline Newbill, Norfolk; Janie Shaver, Harrisonburg; Mary Spitzer, Harrisonburg.

Sophomores—Marjory Hatcher, Washington; Betty Marie Coffey, Mint Spring; Louise Golladay, Quicksburg; Florence Holland, Eastville; Douglas McDonald,
Scotts, N. C.; Elsie Mallory, Vigor; Joyce Rieley, Troutville; Ruth Shular, East Stone Gap.

Freshmen—Katherine Glenn, Covington; Virginia Cox, Woodlawn; Lois Meeks, Baltimore, Md.; Margaret Thompson, Lexington; Mary Glover, Charleston, W. Va.; Sylvia Kamsky, Richmond.

According to Marietta Melson, business manager of the Athletic Association, the varsity basketball schedule consists of three games away from college and none on the home court. Shepherdstown, W. Va., will be host to the H. T. C. team February 11. The Schoolma'ams will meet Farmville, February 17, and Westhampton, February 18.

The varsity squad consists of the following: Frances Neblett, Victoria, captain; Douglas MacDonald, Scotts, N. C.; Julia Courter, Amelia; Edith Todd, Richmond; Mary Van Ladingham, Petersburg; Marietta Melson, Machipongo; Lucy Coyner, Waynesboro; Emily Pittman, Gates, N. C.; Alma Fultz, Butterworth; Anna Larrick, Round Hill; Edith Slusser, Raphine; Willine Clark, Petersburg; Marguerite Holder, Winston-Salem, N. C.; Melva Burnett, Leesburg; Lottie Burch, Petersburg; Mary Grogan, Spencer; Elizabeth Huffman, Hopewell; Edna Sayer, New York; Geneva Peters, Harrisonburg; Vada Steele, Harrisonburg.

Showing how wisdom overcomes superstition, the Sophomore Class celebrated their annual “day” on Friday, the 13th of January, attired in the costumary white dresses and bearing emblems of good luck.

The officers of the Sophomore Class are Marian Smith, Norwood, Pa., president; Mary Elizabeth Deaver, Lexington, vice-president; Anna Larrick, Round Hill, secretary; Sarita Byrd, Charleston, W. Va., treasurer; Eugenia Trainum, Louisa, business manager; Alma Fultz, Butterworth, sergeant-at-arms.

Nineteen new students entered H. T. C. for the winter quarter. They are Mabel Baker, North River; Violet Bernath, Orange; Gladys Bleier, New York; Charlotte Burch, Carson; Isabell Cordell, Norfolk; Camilla Dunham, Warm Springs; Grace Hart, Baltimore; Ethel Long, Eheart; Edith Laudermilk; Edinburg; Ella Onufer, Passaic, N. J.; Nancy Poole, Stoneville, N. C.; Ita Reed, Norton; Edna Sayer, Glendale, N. Y.; Ora Mae Smith, Suffolk; Berie Stewart, Alberta; Margaret West, Pooleville, Md.; Katherine Wilson, Harrisonburg; Virginia Boggs, Glenville, West Va.; Iva Lou Jones, Newport News.

The nominating convention held its first meeting recently to consider the nomination of students for the major offices next year. The board consists of Katye Wray Brown, president of Student Government; Emma Jane Shultz, president of Y. W. C. A.; Emily Peterson, president of the Athletic Association; Lois Drewry, editor-in-chief of the Schoolma'am; Christobel Childs, editor-in-chief of the Breeze; Dorothy Harris, Janet Lowrie, Catherine Bard, Mildred Henderson, Betty Bush, Gladys Farrar, Frances Whitman, Hilda Hisey, Mildred Simpson, Evelyn Watkins, Sarita Byrd, Mary Page Barnes, Ruth Scholar, Catherine Matthews, Anna Larrick, Bessie Watts, Virginia Spence, Emma Watson, Louise Howerton, Sylvia Kamsky.

Elizabeth Carson, Lynchburg, and Arthur Stump, V. P. I., led the figure with Dorothy Williams, Norfolk, and Paul Hogg, Medical College, assisting at the annual midwinter dance sponsored by the Cotillion Club on January 21 in the Big Gym. The gym was decorated in modernistic effects of blue and white. The Southern Collegians of Washington and Lee University played for the dance.

Lantern slides of Naples, Mt. Vesuvius, and the Island of Capri were shown to the faculty and student body by Dr. John A.
Sawhill, professor of Latin and Greek in assembly recently.

Home economics teachers in the public schools of the state were entertained here January 18 and 19. Miss Julia Robertson, associate professor of home economics, is a consultant for this group.

Margaret Hannah, Eleanor Balthis, Alice Kay won the three scholarships offered in piano, voice, and organ by the music faculty.

An exhibit of the etchings of Alfred Huty and Mrs. Elizabeth O'Neil Verner, both of Charleston, S. C., has recently been presented by the Art Club and the Art Department.

ALUMNÆ NEWS

ALUMNÆ NOW TEACHING IN NORFOLK

Teachers in the Norfolk City School system who have had some or all of their training in the State Teachers College at Harrisonburg are listed below. After each name is the period of attendance here; thus (4) means graduation with the B. S., (2) graduation in the two-year course, and (S. S.) attendance at summer sessions.

Maury High School—Hildegarde Barton (2), Virginia Turpin (4), Helen Walker (4).

Blair Junior High School—Mary T. Moreland (2-S. S.), Clara E. Pollard (S. S.).

Ruffner Junior High School—Louise M. Berryman (S. S.), Mrs. S. E. Bower (1), Helen M. Goodson (4), Leonide L. Harris (4), Helen M. Lee (4), Bessie C. Maury (S. S.), Sybil Page (2), Edna Phelps (4), Bessie Taylor (S. S.), Rachel Taylor (S. S.), Mrs. Annie T. Warwick (S. S.), Lilly H. Williams (S. S.).

Patrick Henry School—Annie E. Creekmur (S. S.), Ann E. Gammon (S. S.), Margaret Simmons (2), Fannie Willock (S. S.).


George Washington School—Mrs. Lanora W. Barnett (S. S.), Leota Hollomon (2), Cora C. Johnson (2).

Robert Gatewood School—Margaret A. Borden (4), Imogene Montague (1), Hortas Norfleet (2), Margaret Norfleet (2).

John Goode School—Margaret Ford (2), M. Elizabeth Terrie (2).

Stonewall Jackson School—Esther S. Hackner (2).

Henry Clay School—Katherine Bedout (2), Linda Carter (2), Isabel DuVal (2), Lelouise Edwards (2), Mae R. Gatling (2), Delphine Hurst (4), Hannah Lewis (4).

James Madison School—Alice Borum (1), Blanche S. Gray (S. S.), Mabel A. Henderson (2), Agnes L. Howard (2), Helen V. Jones (2), L. Eunice Lindsay (2), Virginia M. Milford (2), Mary H. Morris (S. S.), Mabel Rawls (2), Eva L. Watts (2), Belle Westbrook (S. S.).

John Marshall School—Margaret A. Cunningham (2), Mrs. Mary E. Rhodes (S. S.).

James Monroe School—Helen Brown (2), Estelle Crockin (4), Jessie Dey (S. S.), Lucy Gatling (2), Lannie Mae Phaup (2), Frances Rush (2), Dorothy Stephens (2).

J. E. B. Stuart School—Elizabeth M. Bishop (2), Lucy A. Davis (4), Thelma Eberhart (4), Frances Hanbury (2), Louise Harwell (2), Lillian Kegebein (S. S.), Nancy McCabe (2), Alice William-son (S. S.), Lily Wood (S. S.).


Villa Heights School—Mrs. Margaret G. Webster (2), Dorothy Lindgren (2).

Lafayette School—Margaret Menzel (1), Trixie Musgrave (2).

Frances E. Willard School—Bessie J.
Ansell (S. S.), Evelyn C. Bayto (2), Frances Hopkins (2), Elizabeth Mason (2), Grace Mayo (2).

Ocean View School—Madeline Bishop (2), Margaret Cornick (2), Jessie Culpeper (S. S.), Florence Mitchell (2), Mrs. Mollie S. Robbins (S. S.), Dorothy Rudd (2).

Meadowbrook School—Jessie Mish (2).

Larchmont School—Mae Gatling (2), Irene E. Harden (S. S.).

Chesterfield Heights School—Elizabeth M. Grubb (4), Axie Brockett (2), Allene Johnston (2).

Ballentine School—Mary Hopkins (2), Virginia Ransome (2).

Camposetella Heights School—Roselyn Brownley (2), Kathryn M. Duncan (2), Frances Hodges (2).

Bay View School—Alice C. Scaff (S. S.), Leanor Wilson (2).

Helping Teacher—Gladys Charlton (2).

Physical Education Department—Lee Eure (S. S.).

Heltzel-Ralston

On Saturday evening, December 3, at 7:30 o'clock in the U. B. Church at Dayton, Va., Miss Kathryn Margaret Ralston became the bride of Mr. Hunter P. Heltzel, of Washington. The bride received her degree from H. T. C. in August. Recently Mrs. Heltzel had accepted a position as census enumerator in Washington.

Strickler-Heatwole

Mrs. Frank A. Heatwole announces the marriage of her daughter, Margaret, to Mr. Harold W. Strickler. The wedding took place on Wednesday, December 28, at the home of the bride’s mother in Harrisonburg, the Rev. Parks Wilson officiating. Mrs. Strickler is a graduate of H. T. C. and for the past four years has been a member of the Amherst High School faculty.

Kramer-Rolston

Mrs. Frank A. Heatwole announces the marriage of her daughter, Margaret, to Mr. Harold W. Strickler. The wedding took place on Wednesday, December 28, at the home of the bride’s mother in Harrisonburg, the Rev. Parks Wilson officiating. Mrs. Strickler is a graduate of H. T. C. and for the past four years has been a member of the Amherst High School faculty.

LETTERS FROM ALUMNÆ

From Delphine Hurst, Secretary of the Norfolk Chapter:

“I’m sure the fact that we’re really striving to make a go of the Norfolk Alumnæ Chapter this year is good news to you as well as to others who have the good of H. T. C. at heart.

“Sherwood Jones is our president this year, and she is inspiring us to big things. It is our sincere desire to be able to realize some of those things. Last night we had a very enthusiastic executive meeting at Sherwood’s home. Betty Bishop, Lillian Derry
(Brown), Leota Hollomon and I were there.

"Will it be convenient for you to send us a list of Norfolk graduates for 1931-32? We would like also to have a list of Norfolk girls who are now attending H. T. C. We are planning a tea in honor of the latter group during the holidays.

"We are extending to you our very best wishes in your work this year, and we hope that we may contribute a little to its success."

From Nora Hossley, Alexandria:

"You no doubt know that we have organized an alumnae chapter here in Alexandria. When I arrived at the meeting rather late I discovered that I had been appointed chairman of a committee to draw up a constitution. I feel very much at sea. Could you send me a copy of a constitution of one of the chapters—which we might use as a guide?

"If you have any suggestions for our chapter, I am sure the girls will appreciate them. I certainly need a few before trying to draw up a constitution!"

ANNOUNCEMENT

Home coming dates March 17th and 18th! "Silver anniversary" of H. T. C! Make your plans to be in Harrisonburg for that week-end. For details write the Alumnae Secretary, Box 47, H. T. C.

PERSONAL ITEMS

Mrs. David C. Roberts, who before her marriage to Dr. Roberts, of South Orange, New Jersey, was Audrey Cassell, of Roanoke, was a welcome visitor on campus January 5. She was driving north after spending Christmas in Virginia.

Anne Trott’s address is 21 Curtis Place, Clarendon, Virginia.

Mina G. Thomas, who was president of the Student Government Association in 1930-31, is private secretary to W. T. Grant, of the W. T. Grant Company. Her address is 19 East 37th street, New York City.

Margaret C. Watts, whose address is 424 North street, Portsmouth, is teaching in that city.

HOW TO KEEP BUDGET-MAKERS FROM STARVING SCHOOLS

Not one issue of the local papers should appear without some real news about the visiting teacher or nurse, the activities of the home rooms that stimulate those of the home life, the training in citizenship, accomplishments in academic and other subjects, and the like. If such topics got as much space as football, interest and conceptions of heroes would change, and the school would be supported by reason rather than sentiment. Parents’ meetings need not be dull affairs if they reveal the significant accomplishments of the pupils and the plans for even greater effectiveness. Many an empty show window downtown could harbor exhibits that would stimulate interest in the schools and perhaps draw those with time on their hands to visit and see with their own eyes what this new education is. If the general public is convinced that the schools are doing a good job, we need not fear that they can be starved by elected officers who prepare budgets. If the public can not be convinced of the values of schools as they are, I am not sure but that I welcome some strangulation that may excite educational leaders to do their professional duty and make the schools convincingly worthy of generous public support.——THOMAS H. BRIGGS, of Columbia University.

OUR CONTRIBUTORS

C. W. DICKINSON, JR., is director of libraries and textbooks in the State Department of Education, Richmond.

R. E. SWINDLER is an instructor in the Teaching of Social Science in Secondary Schools at the University of Virginia.

LUCY H. GILLETTE is a member of the staff of the American Child Health Association, with headquarters at 450 Seventh Ave, New York City.
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