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


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, Quickburg; Florence Holland, Eastville; Douglas McDonald,