

THE VIRGINIA TEACHER

Published monthly, except June, July, and August, by the State Teachers College at Harrisonburg, Virginia.

Entered as second-class matter March 13, 1920, at the postoffice at Harrisonburg, Virginia, under the act of March 3, 1879.



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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

INCREASE IN STATE SCHOOL LIBRARY FUND

A sufficient amount of money is available in the State aid school library fund to purchase approximately \$100,000 worth of books during the school year ending June 30, 1935. This is more than double the amount available last year. Orders were forwarded to the publishers in the total amount of \$28,754.83 during three weeks in January, according to an announcement of C. W. Dickinson, Director of School Libraries and Textbooks.

The introduction of the new course of study has stimulated the purchase of additional instructional and recreational material to be placed in the public school libraries. Many of the orders now being received are for books selected from Supt. Memo. No. 716. This is a list of elementary books suggested for first purchase for schools using the new course of study. A copy of this list may be secured from the State Board of Education. Teachers desiring to purchase books included in the new high school course of study should send the list to the Director of Libraries and

Textbooks, State Board of Education, for quotations.

The Library Division of the State Department of Education subscribes to Subscription Books Bulletin, a review service of the American Library Association, and has other facilities for evaluating sets of books and subscription books. It is hoped that school officials will not purchase any set of books for the school library which has not been approved by the State Board of Education.

State aid cannot be allowed for the purchase of books on the basal or supplementary lists.

THE NATION'S PROBLEM

THE depression has made educators understand at last what their problem is. That problem is nothing less than the accommodation up to eighteen or even twenty of all, or almost all, the population of the United States. We might have known that this was coming; the depression has brought it on us now.

The depression has been the first major setback that American education has ever received. Schools have been closed; teachers have been left unpaid; salaries have everywhere been reduced; new buildings have been postponed. Yet high-school graduates have had no place to go except back to the high school.

We shall have to look after them. There is absolutely no way of solving the problem that these new idle present except through the educational system. The first thing that we shall have to do is to enlarge the number of junior colleges. We must expect the ordinary youth to complete what we now call the sophomore year of college instead of stopping at the end of high school. We must expect him to do this work at home. We must therefore look forward to a vast increase in the number of local junior colleges.

If we ever have a thirty-hour week we shall be face to face with adult education on an enormous scale. This aspect of education is the one about which we know least, yet it is a responsibility of the educational profession.

The state and local governments have failed to maintain our present inadequate educational system. The Federal government took four years to do something about it. Now it is helping students go to college to keep them off the labor market. It is financing research to help the white-collar worker. It is bearing almost the whole burden of school support in seven states. The great expansion and diversification of educational opportunity that is now coming cannot be carried through by the local authorities. *The nation as a whole must recognize that education is a national responsibility.*

This means a change in our historic attitude toward education, and a change long overdue. The Federal government must undertake to equalize educational opportunity among the states. It must grant at last that education is one of the fundamental interests and activities of the American people. If we may assume that the Cabinet represents those interests and activities, then education should have a place there. *The archaic ideas and the antiquated machinery of the past will not answer the educational demands of the future.*

—ROBERT M. HUTCHINS

LATIN REQUIREMENT ABOLISHED

Sweet Briar College, by a series of curriculum changes just announced, has joined the group of institutions of higher learning which no longer require Latin for the securing of a baccalaureate degree—but with the proviso that students who do not take Latin or Greek in college must take courses in classical civilization.

There are 158 teachers colleges in our country. Of this number, 13 may be found in Pennsylvania, 10 in Wisconsin, and 10 in Massachusetts. New York also leads in number of normal schools, while California, Texas, and Iowa report more junior colleges than any of the other states. Most of the Negro colleges and universities may be found in Texas, North Carolina, Georgia, and South Carolina.

THE READING TABLE

PROFITABLE COMPANY IN LITERATURE AND SCIENCE.
By John McLaren McBryde. New York:
American Book Company. 1934. 370 pp. \$2.00.

I have long thought to write some review of this unique book, *Profitable Company*, and it has lain just at hand for this purpose; but every time I have taken it up it has set me to reading instead of writing—to dipping into it again here and there, or else reverting to other books to renew familiar friendships of the past or to make new acquaintances among those whom Dr. McBryde has here introduced to us. At last the volume is laid aside with the full purpose of returning to it and its suggested readings many times in the future.

The title is fitly chosen from Carlyle's remark: "Great men, taken up in any way, are *profitable company*." And Dr. McBryde has indeed taken them up in many ways—chiefly in their own ways, letting each scientist or literary man speak for himself. The result is a rare blend of the scientific and the poetic, much needed if we are to attain to clear thinking without sacrifice of warm feeling, if we are to do away with the "misunderstanding and cross purposes" which have too long existed between lovers of literature and the explorers of science.

As a text for college students, inexpensive but rich, *Profitable Company* would prove most inspiring—at every turn challenging to individual thought and firing the mind to further reading and investigation