

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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EDUCATIONAL COMMENT

VIRGINIA WINNERS

Six students of Virginia schools received recognition in the annual contests conducted by the *Scholastic*, American high school weekly, as announced in its issue of April 25, 1936. The *Scholastic* awards are for the best student-written short stories, essays, poetry, book reviews, visual arts, and the crafts; journalism awards, sponsored by the Quill and Scroll, are given for various types of journalistic writing. The Virginia winners:

Newport News High School: Jack Dixon, 16, book review of *Paths of Glory*. Teacher, Miss Lucille Kaul. Honorable mention.

Matthew Whaley High School, Williamsburg: Margaret Edwards, 16, book review of *North to the Orient*. Teacher, Miss Shirley Payne. Honorable mention.

E. C. Glass High School, Lynchburg: Nancy Phillips, 15, historical article on "A Landmark in Lynchburg." Teacher, Miss E. O. Wiggins. Honorable mention.

Maury High School, Norfolk: Helen Wilhelmina Payne, 17, pottery.

Teacher, Miss Sara Joyner. Honorable mention.

George Washington High School, Danville: Dorothy Green, news story. Third prize.

Miss Turnbull's School, Norfolk: Sallie Eustis Moore, 14, humorous article, "A Gentleman of Fortune." Teacher, Miss L. Minerva Turnbull. Honorable mention.

RECORDED POETRY

Caruso's death did not end our opportunities to hear his golden voice, for he lived in a day when science had perfected the means of recording his tones faithfully. But we can only surmise how the story of Palamon and Arcite would have sounded in the melting, flowing voice of Chaucer; how Hamlet's noble phrases would have been colored by the music of Shakespeare's voice; how the sonorous lines of *Paradise Lost* would have been intoned by Milton.

At last, however, we shall be able to hear the poet's own interpretation of how his poem should sound. The record of his judgment and taste in the matter will be permanently accessible. We shall be able to hear whenever we wish not only Caruso and Martinelli, Emma Eames and Schumann-Heink—artists living and dead, whose voices interpret for us great music—but also Robert Frost and John Masefield, Edna Millay and Walter de la Mare, Carl Sandburg and Joseph Auslander. It will be possible hereafter for the poet's words, quickened by the sound of his own voice, to live after him.

Indeed this is already possible in a few instances. The resonant and booming chant of *The Congo*, for instance, may now be heard as interpreted by its author, the late Vachel Lindsay. But by a newly perfected process phonographic records of poetry readings will reproduce with much greater fidelity. Under the joint auspices of the National Council of Teachers of English, Erpi Picture Consultants, and *American*

Speech, a magazine published by the Columbia University Press, Robert Frost has recently made records of some of his most popular poems. Four records are now available at \$2.50 apiece from the Erpi Picture Consultants, 250 West 57th Street, New York. Teachers interested in this new educational development are invited to offer suggestions for desirable records to Mr. George W. Hibbitt, Columbia University, New York City.

In addition to recording the voices of living poets, the committee announces that it will invite various authorities to make records of works of historical literary significance, such as English, Scottish, and American ballads, and selections from Chaucer, Shakespeare, Burns, and others. Outstanding scholars will read into the newly improved recording machine lectures on special aspects of English and American literature.

GOVERNMENTAL SUPPORT TO EDUCATION

There is increasing evidence of President Roosevelt's active interest in the cause of public education. His recent speech at Temple University was the occasion of the following statement in which he testified to the government's support of national education:

"I am proud to be the head of a government that has sought to make a substantial contribution to the cause of education, even in a period of economic distress. Through the various agencies, the Government is helping educational institutions to add to their present equipment. Since 1933 the Government has made, through the various governmental agencies of the Administration, allotments to local communities for schools, colleges and library buildings amounting to more than \$400,000,000. We are also providing through the Works Progress Administration educational courses for thousands of groups of adults wherever

there are competent unemployed teachers, and through the National Youth Administration funds for part-time employment to help deserving young people to earn their way through accredited colleges and universities in all parts of the United States. We have rightly taken the position that in spite of the fact that economic adversity through these years might impose upon the youth of the country distressing and unavoidable burdens, the Government owed it to the future of the nation to see that these burdens should not include the denial of educational opportunities for those who were willing and ready to use them to advantage."

CHARLES HORTON COOLEY
ON
THE ETHICS OF GOOD-NATURED
CONFLICT

It is assumed that the student is wrong when he does not behave as the faculty would like to have him, but the truth is that the two groups have somewhat different interests, and he is not wholly mistaken in thinking that complete docility would be to his disadvantage. The faculty, moving in their own ruts and, like other men, somewhat uninspired, endeavor to impose what seems from their standpoint a proper scheme of college life. The students, on the other hand, feel that a mode of living which is rounded and human now and a sound preparation for the future is sometimes incompatible with the faculty demands. A conflict of wits thus arises, good-natured for the most part, and so long as this goes on we must expect that the ethics of conflict, which always justify deceiving the enemy, will to some extent prevail.—*Life and the Student*, p. 178. ALFRED A. KNOPF, 1931.