

THE VIRGINIA TEACHER

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EDUCATIONAL COMMENT

VIRGINIA LOOKING AHEAD

ANNOUNCEMENT on September 12 that the University of Virginia is to begin the construction of a new library at a cost of \$950,000 has received an enthusiastic reception from all quarters. Such a stimulus to the intellectual life of Virginia will insure that "come-back" which increasing manufacturing and commercial developments now promise.

Commenting on the grant of \$427,000 of PWA money to assist the University in its undertaking, the *Richmond News-Leader* rightly claims that this is "the most important event of the year in public education in the Old Dominion."

"Friends of education agree, of course, that the college library is now the most important laboratory on any campus. By no means everyone realizes how large the reading-room facilities of a modern library have to be. In the best new libraries at American colleges provision is made for the simultaneous use of the building by half the student-body. A good library for a college of 1,000 students is expected to be able to seat 500 readers at any given hour—and not to seat them, row on row, in one vast hall of stiff-backed chairs, but to make them comfortable in a number of rooms convenient to the stacks that contain the books

with which particular groups may be working. In the old days reading in the college library was made an ordeal; now there is a deliberate effort to make it a pleasure, so that every student will be induced to develop the habit of regular reading. This, we trust, will be done at the University of Virginia. The library rooms should be made as luxurious and as attractive as those of a good club. If the Spartans say this is effete and "un-Jeffersonian," let them wait ten years and see what the effect of the library will be on the intellectual life of students. By that time, any observer will be converted.

Provision for a great new library at the university will of necessity bring under review the institution's policy in the purchase of books. That, in turn, should involve a survey of the research facilities of the institution. . . . Some specialization in book-buying is unavoidable. In our opinion this specialization should be shaped by the lines of research the University is best able to conduct and, to a less degree, by the facilities of nearby storehouses. Obviously, with the Library of Congress a bare 100 miles away, it would be wasteful for the University of Virginia to attempt to provide all the critical apparatus that might be desired in a department that has, say, only three or four graduate students. On the other hand, it is of the utmost importance that the University of Virginia make a few of its graduate departments pre-eminent in the manner that ODUM has brought distinction to the department of sociology at Chapel Hill. To do this our university must buy not only what other institutions have but must acquire, for these specialties, everything of importance in print."

THE FUTILITY OF OATHS

THERE is really no good reason why teachers should be required to take an oath of allegiance to the government, any more than bankers, merchants or farmers. Aside from the unfairness of such a movement, one is impressed with the futility of it.

Loyalty and devotion to one's country have never been brought about by the swearing of oaths. Real patriotism is a thing of the heart and not a thing of the lips. Waving a flag, cheering a parade, or wearing a uniform are not guarantees of good citizenship. Apropos of this heralded movement, there comes to mind, involuntarily, the classic remark of the irascible Dr. Johnson who, provoked out of all patience, once exclaimed, "Sir, patriotism is the last refuge of a scoundrel." What the doughty Dr. Johnson meant was that sometimes those who talk the most about patriotism have the least of it. Human nature is now just about what it was in Dr. Johnson's time, as everyone well knows.

The teacher's oath movement is based upon emotional hysteria and not upon straight thinking.

—*The Kansas Teacher.*

TEACHERS' COLLEGES NEED LIBRARIES

Radical revision in teacher-certification laws seem to be needed in nearly every state in the Union, according to the findings of the National Survey of the Education of Teachers. It is now possible, the Survey has pointed out, for a teacher to prepare for work in one division of the school system and accept a position in a totally different one.

Women outnumber men 2 to 1 in the secondary schools and almost 20 to 1 in the elementary schools of the United States; in European countries men outnumber women 2 to 1 in the secondary schools, and the ratio of men to women in the elementary schools is approximately 2 to 3.

The type of student now selecting teaching as a career is distinctly superior to that of a decade ago; comparisons of liberal arts colleges and teachers' colleges student groups are only slightly favorable now to the former.

The libraries of liberal arts colleges show a marked superiority to libraries in teachers' colleges, the Survey discloses.

THE READING TABLE

PSYCHOLOGY, PAST, PRESENT, AND FUTURE

THE EVOLUTION OF MODERN PSYCHOLOGY. By Richard Muller-Freienfels. Translated by W. Beran Wolfs, M. D. New Haven: Yale University Press. 1935. Pp. 513. \$5.00.

The author has not written just another history of psychology, but a real genetic story of this science. Dodging the typical catalog of men and events in most such treatises, and reviewing the work of several hundred psychologists in all the various countries and languages, and being a psychologist in his own right, make this an epoch-making book.

Muller-Freienfels first traces rapidly the early history of the "Cinderella of the sciences" and selects 1880 as the date at which the science really begins to come into its own. His conclusion from this study projected from primitive times to the present day is that the "soul" has been the central problem and will continue to remain so.

The body of the book breaks into a discussion of six major viewpoints. The subtle meaning of the German is somewhat lost in the translation of the titles, but the fields may with more or less accuracy be listed as follows: structural and introspective psychology including Gestalt; physiological psychology; action psychology including the behavioristic and the functional viewpoints; the psychology of the soul, including characterology, psychology of the unconscious and psychoanalysis; and psychology of the superindividual or social psychology. The author in his keen analysis allocates the various writers and thinkers of recent times, and often finds they contribute to two or more of these points of view. The reviewer finds the only viewpoint that does not seem to receive really adequate emphasis is the recently developing organismic concept in which the body and mind interacting with environment give the focal point of attack upon psychological problems.

In the brief concluding chapter the au-