
THE VIRGINIA TEACHER

March, 1935



THE TEACHERS COLLEGE FACES THE FUTURE IN THE
SELECTION OF TEACHERS

George Willard Frasier

CO-ORDINATION IN GRADUATION REQUIREMENTS

Walter J. Gifford

AMERICAN IDEALS: THE AMERICAN SCENE
AN ANNOTATED READING LIST

Ida T. Jacobs, Chairman

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THE VIRGINIA TEACHER

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THE TEACHERS COLLEGE FACES THE FUTURE IN THE SELECTION OF TEACHERS

I AM writing these lines on a transcontinental train. I am a member of an interesting group—passengers from various parts of the country. Much can be learned in the observation car and the smoking compartments of Pullman cars.

Last night a half a dozen of us lingered long over the problems of today. We talked of unemployment, codes, old-age pensions, Upton Sinclair, President Roosevelt, and the international situation. I was much interested in one man. He was an engineer in charge of the maintenance of tracks and bridges on the railroad over which we were traveling. "My department employs about one-half of the men employed in 1929," he said. "In fact," he continued, "the whole system is operating with at least a thirty-per-cent reduction in personnel." "Is that a permanent reduction?" I asked. "Most of it is," he replied. "Then," I continued, "that means about 300,000 fewer men operating the railroads in America. What do you propose to do about them?" He had no answer, and could not see why the railroads should accept any responsibility. Shortly after this, we stopped at a division point. I wandered up ahead and watched the engineers change—one white-haired old man gave way to another equally as old—and we rolled on. The conductor came through the car to check up on tickets. The fringe of hair below his cap was white, and the stars and stripes on his sleeve showed that he had been many years in the service. By the ancient system of "bumping" on the

railroad, where a man of long service can take the job away from a younger man, the railroads have very few young men on duty.

One by one the other men in the group testified that their particular business was being run with fewer employees. I went to my berth wondering about the 300,000 railroad employees who would never be recalled to their old jobs, and the millions of employees in other lines of work who were facing an uncertain future. My pencil seemed to make figures that told me that somewhere between five and twelve million men once gainfully employed would never return to their old jobs. Business efficiency and machines have replaced them. What of their future? Some think that a new industry will absorb them and employment will pick up for a few years; however, the chances of this happening are very slim. The plain truth is that with our present machines in operation we cannot employ all who are looking for employment. In the future even fewer men will be employed making, transporting, and distributing things.

A few days ago I listened to the dean of a medical school discuss the over-supply of doctors. He told us that five thousand new doctors began practice each year, and only thirty-five hundred retired or left the profession. This condition has produced too many doctors. He concluded that it was necessary to further restrict attendance at medical schools. This same dean said that there were two hundred thousand nurses in America, that a large number of them were unemployed, and that we needed fewer nurses, and fewer and better schools for nurses.

It appears that in all of the professions too many are prepared to render services. Of course this is true not only in the pro-

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fessions but in all occupations. We are told that we have too many farmers, too many shoemakers, too many textile workers, too many miners, too many ditchdiggers; in fact, it is difficult to find any occupation where there are not too many workers. If we are to be logical then and follow the advice of some of the leaders of our professional schools, we would cut down the number of men entering all professions and all occupations. In other words, we have too many people in America. In fact, this whole line of argument reduces itself to absurdity. If we were to cut down our population by five to twenty million, we would then need fewer doctors, nurses, teachers, artisans, factory workers, miners, and laborers. For this very obvious reason, I prefer to present the other side of the question. We do not have too many doctors in America. Large areas of our country are without adequate medical service. Thousands of our people needing medical attention are being denied it for economic reasons. We are told that America's bill for patent medicine in 1933 was \$360,000,000, and that another \$100,000,000 was spent for self-medication remedies. When so large a proportion of our citizens are finding it necessary to doctor themselves, and when so many areas are without medical attention, it is absurd to reason that there is a surplus of doctors. The two hundred thousand nurses in America provide one nurse for each unit of five hundred and eighty in our population. Certainly that is not too many nurses. We are told that there are a million hospital beds in America, and that during the last year over 200,000 of them were idle, and that this is conclusive proof that we have too many hospitals and too many hospital beds in America. I hold that this is not true, when there are thousands of suffering people in America deprived of the advantages of hospital care during illness.

We are told there are too many teachers

in America—that we must cut down the number. I cannot believe this, when hundreds of thousands of children have been without teachers this year; when the schools even in our better cities are herding children into rooms where forty or fifty are being taught by one teacher; when we have been unable to provide adequate staffs for a program of adult education; when young children are provided no educational opportunities. The end of child labor in America means many more children to educate. The extension of the period of compulsory education means more teachers.

We do not have too many teachers in America; we do not have enough. We do not have a sufficient number of teachers to staff the schools we have and the schools we should have. Furthermore, we do not have a sufficient number of teachers adequately educated and technically prepared for their jobs to staff even the schoolrooms we now have. If we are to achieve social objectives in our changing society, we must look forward to a time when we will have a great many more teachers that we now have. It seems idle to attempt a changed society, if we are to go on with an inadequate educational system. Let me add also that our surplus labor must be taken up with social services which can be rendered by teachers, musicians, actors, writers, play-ground experts, doctors, dentists, nurses, and others who do not produce material things. There is a limit to the number of shoes that can be worn or cars that can be driven. There is no limit to the social services that can be rendered in our changing society.

This should mean that teachers colleges in the future must educate many more teachers. This means that we will need more students in our teachers colleges. How are they to be selected? There are those who believe that they should be selected on a quota basis. How does this quota system work?

In New York State each teachers college is allowed a certain number of freshmen. This number is fixed on the basis of an estimate of the number of teachers that will be needed four years later. I cannot believe in the wisdom of such a system. Had we at our college selected freshmen on that basis in the fall of 1929, they would have graduated from the four-year course in June, 1933. If we had selected the correct number, about half of them would have been without positions when they graduated. Now if we had selected a fixed quota of freshmen in the fall of 1933, the chances are that there would be a great shortage of teachers in 1937. Our society is not static enough to select freshmen on a quota basis for a demand that will exist four years hence. I much prefer to make this selection on the quality basis. I do not say for my college that I want 500 freshmen in the fall of 1935; but I do say that I want those who have character, health, ability to do college work, and a desire to teach. This number may be less than 500 or it may be more, but I prefer to take those who meet the quality classification rather than a certain number to meet a fixed quota.

Furthermore, we must be much wiser that we are now before we can select intelligently for a quota. A common standard of selection that is used takes students from the upper twenty-five per cent according to academic marks. I think this is bad. It excludes from teaching a large, competent, socially-minded group that probably would make better teachers than the academic-minded, upper twenty-five per cent.

No quotas for me. We need many more teachers, and I am much in favor of the middle fifty per cent as compared with either extreme.

GEORGE WILLARD FRASIER

The best school of discipline in home-family life is God's own method of training the young; and homes are very much what women make them.—SAMUEL SMILES.

CO-ORDINATION IN GRADUATION REQUIREMENTS

*From the Point of View of the
Professional School*

JUDGED by the criterion of timeliness alone, the program committee of the Association of Virginia Colleges has chosen wisely in selecting for this conference the problem of coordination. Particularly is this so since the program covers the whole range from admission to college, through the problem of curriculum studies, to graduation.

Two questions naturally arise, the answers to which it is to be hoped will be found in the program as a whole: first, how the concept coordination is related to such other concepts as articulation, integration, unification, and standardization, and second, how coordination itself can actually be specifically furthered by the discussions of this gathering.

*Educational Evolution in Virginia Naturally
Leads to Isolation Rather Than
Coordination*

When Dewey wrote his little monograph, *School and Society*, in 1900, he took the position that "all waste is due to isolation." In his discussion he called attention to the application of the principle to aims in American education, to the curriculum which has in the main been made up of disintegrated subjects, and more particularly to various parts of the school system. It seems important to develop briefly at this point the historical background of our present Virginia situation with reference to the evolution of the various institutions that go to make up what may be called the Virginia school system.

Something over a hundred years ago the State university was first established, the capstone of the public school system. It was

This paper was presented before a meeting of the Virginia Association of Colleges in Lynchburg, February 8, 1935.

not until 1870 that the impulse for tax-supported public education brought about the establishment of the public elementary school system. For several decades following, the intermediate link between the State university and the elementary schools consisted of the private academy which by this time had come to be conceived as a college preparatory institution. Particularly through the stimulus of the May campaign of 1905, public high schools began to develop and soon dominated the secondary field, preparing pupils for work of college grade, and also serving a growing group of pupils who were not interested in a college education. The academy in many communities served as the nucleus of the new high school and in quite a number of other communities expanded its work to the college level so that several of our private and public higher institutions are indebted to the academy movement for their beginnings.

The other higher institutions in Virginia, both state and non-state, grew up quite independently of the three-step public school system and were made permanent through legislation. This steady growth has now resulted in our having in the state nine accredited state supported higher institutions for the education of whites. In addition to these there are twelve accredited non-state collegiate institutions and eleven non-state standard junior colleges, bringing the grand total of higher institutions for whites to thirty-two.

In this period of the last fifty years, and in part because of the way that the Virginia educational system had evolved, there naturally resulted a good deal of competition, some of which has been unfortunate. At times in the Virginia Legislature we have seen the advocates of support for the public elementary school system pitted against the advocates of support for the higher state institutions. At other times it has been evident that the non-state and state institutions of higher learning have been working

non-sympathetically, and more or less to the disadvantage of satisfactory service to the youth of the state. Perhaps the recent discussion concerning the creation of a public liberal arts college for women has had its influence in that direction.

In this period of economic strain, it seems particularly vital that the Virginia Association of Colleges has taken under consideration the study of the problem of desirable coordination and cooperation among the higher institutions. Certainly at no time has it been more important to present a common front against those who are unconcerned about, and even antagonistic toward, the cause of education.

In this connection, it is fine that Virginia has had the splendid example of such an educational statesman as Dr. Alderman, who some ten years ago at a meeting of the Virginia Education Association in Norfolk—as on other occasions—spoke most convincingly on the concept that all the educational institutions in the state, both private and public, are branches of the same organism and must therefore cooperate fully. Two years ago at the meeting of the Virginia Association of Colleges, Dr. Hall spoke of the matter of more complete articulation and integration of the three major units of the Virginia public school system—elementary, secondary, and high—showing how each depended upon the other. At the same conference Dr. Burruss called attention to the unnecessary overlapping of work and corresponding waste that was then characteristic of our higher institutions, and made reference to the fact that there were some experiments of helpful cooperation between state and non-state colleges going on at that time in Virginia. No doubt there are many such to be found by investigation, and no doubt there could be much closer cooperation than is at present the case.

External and Compulsory Coordination vs. Voluntary and Cooperative Coordination

It is evident that when the term coordination is analyzed with reference to a state system there are two general types which come to mind. On the one hand external coordination may be brought about through the State Board of Education, through accrediting and examining agencies, Federal boards and departments, and so forth. On the other hand, institutions themselves may in large degree forestall much unnecessary external coordination by voluntary cooperation among themselves. These two phases of coordination will be discussed briefly with reference particularly to graduation and to the professional type of school.

If one turns to the three professions, law, medicine, and teaching, one finds a tendency in Virginia toward a period of two years of pre-professional training. Whereas formerly there were no requirements of collegiate work for law students in Virginia, we now find that one is not eligible to the bar examinations until one presents two years of work beyond the high school or its equivalent. Perhaps, for the time being, a good many substitutions will be found for this requirement, but undoubtedly it offers a beginning in the further increase of standards of both general and legal preparation. In the medical profession we find that the requirements include not less than two years of pre-medical work but not less than four years in a Class A medical college. In both of these professions, state examining bodies provide significant additional hurdles.

As regards teaching, we find that in the last ten years the State Board of Education has raised the standards for new members of the teaching profession so that those entering the elementary field must have the equivalent of two years of college work in a rather definitely prescribed curriculum. High school teachers must have not less than four years of college education, with the work so chosen that concentration in given fields permits a student to be certificated to teach specified subjects. The teach-

ing profession has not as yet felt it necessary to put up the final hurdle of examinations such as those now taken by applicants who wish to practice law and medicine. Nationally, however, as judged by the National Survey of Teacher Education, we find a tendency to consider the first certificate of a young teacher as a trial certificate or a provisional certificate to be made permanent only after successful experience. Also in Virginia, as elsewhere, there is persistent discussion of the desirability of a year of supervised apprenticeship following the four-year period of teacher education. In some states there is a very laudable tendency in the direction of such professionalization of the work in preparation for teaching that all certificated teachers will have had specialized education in the procedures and techniques of teaching, comparable with the professional training of the lawyer and physician, though somewhat less rigid.

With reference to teacher education and to the external control of standards, we find ourselves more fortunate in Virginia than in some neighboring states in that the details of the degree curricula have not been rigidly prescribed by the State Board of Education. This undoubtedly makes voluntary cooperation much more feasible and necessary. At the same time, it would be unwise to overlook the fact that various institutions of higher education in Virginia in part or in all of their work find their standards subject to review by the American Association of Teachers Colleges, the Southern Association of Colleges and Secondary Schools, the General Education Board, the State Board of Education, the Federal Board for Vocational Education, and so forth.

When one turns to the problem of voluntary or internal coordination, one finds a great dearth of available information about current practice. It is to be hoped that before another session of the Virginia Association of Colleges, data may be collected

which will indicate the actual extent of, and the possibility of extending, feasible and desirable cooperation.

When one peruses a considerable number of college catalogs, he finds that in the matter of grading, certain procedures have become fairly standard. The literal system has displaced the numerical system in most schools, although a few Virginia institutions still carry the older types of grading. Great numbers of schools throughout the nation, and a considerable number in Virginia, are now setting the standard for graduation as the equivalent of, or practically the equivalent of, a grade of C. In other words, there has been steady and valuable standardization in the direction of improving the product of our institutions through the effort to prevent the just-passing student from graduating.

Referring more specifically to the preparation of teachers, one finds that in the state of Maryland outside control is brought about: just as a standard is set for admission to teacher training institutions, so also a standard of certification is set whereby only the upper four-fifths of the graduating class may be certificated. A step in this direction prevents many of the weakest members of a group securing work before their stronger fellows on the basis of political preference. In some of our higher institutions in Virginia, student teaching is proving a means of elimination from graduation and entrance into the profession of some of those students who show a certain scholastic ability in the classroom but who lack teaching ability.

Gradually the comprehensive examination appears to be coming into vogue in many higher institutions. In some of them it has been used at the end of the junior college period, in others at or near the end of the senior college period. It is to be hoped that Virginia colleges will give serious consideration to this type of procedure, seeking data from institutions which have

used it long enough to have seen its effect upon the product.

In summary, one may say that as for graduation from professional schools in Virginia, there has been very little actual coordination in requirements, although there is some improvement of the standards of scholarship, at least as determined by the single item of grading. Much more may and should be done by the institutions themselves in emphasizing this item at the same time that other more important matters such as physical and mental health, professional outlook, and personality may, if not quantitatively, at least qualitatively, be set as standards for leaving college and entering the profession.

Constructive Recommendations

1. In order that the members of the Virginia Association of Colleges may be better informed about the work of all the institutions of the state, there should be prepared at once and made generally available, a brief, accurate, sketch of the evolution of the Virginia school system, including short sketches of the higher institutions and a statistical picture of the work of various institutions and of higher education as a whole.

2. An even more important service would be the setting up of a committee by the Association which would collect important data bearing upon all types of cooperation and coordination between the various elements of the Virginia school system, and make this the basis for a report at the next annual session.

WALTER J. GIFFORD

WHEN NOT TO CHANGE

Changes are worth making only if there is a reasonable prospect that students may be better advised and guided, professors more effective, and education better served. If these functions are performed satisfactorily, there is no point to making a change.

—WILLIAM F. RUSSELL.

AMERICAN IDEALS—THE AMERICAN SCENE

An Annotated Reading List

THE purpose of this study is twofold: (1) an approach to American literature in line with contemporary educational thought; and (2) a suggested exchange list for English students, of material which would help them better to understand the American scene. After considerable discussion the committee decided that it should consider as a basis for selection the following questions:

1. Does it portray a phase of the American scene?
2. Does it represent the thought of a large mass of people?
3. Is it literature?

No book could meet all three tests. We thought it should approach two of them. We sought material which attained to at least a fair level of expression, including the "good book of the hour" as well as that which may be the "book of all time."

Because we felt some kind of classification would be helpful we designated certain categories. We realize their inadequacy. It is difficult to discriminate between a book which gives a picture of America and one which depicts a certain aspect. Space does not permit cross references. We did not seek to paint a happy picture of America; we sought the best expression of its various phases, pleasant or unpleasant.

The list is not to be considered a course of study in American literature. A number of books listed are no doubt above the average level of secondary students. Others were included because they would prove helpful to teachers. Several of the standard classics found in courses of study have been omitted, not because the committee does not appreciate their value, but because it sought primarily to present material which would help both our own and English students to

a better understanding of the American scene and American trends.

Although a study of English literature has always played an important role in our course of study, we welcome a list of books from English educators, suggesting what in literature best expresses English thought today.

But America offers to England a more perplexing problem in understanding than does the latter to us. It is difficult for Englishmen, whose traditions and institutions have evolved slowly and steadily through more than a thousand years, to understand our country, which, in one hundred and fifty years, has developed through progressive periods of exploration and pioneering endeavor into a great world power.

We faced the questions: What literature will best convey to another people the conception of the composite nature of the American scene? What would point the way to the contribution which America with her heterogeneous background eventually will add to human experience? We found it necessary to consider the following constituent factors which, woven together, give us the tapestry of American thought:

1. Its democratic form of government
2. The pioneer movement across the continent
3. Its educational system
4. The rapid industrial development
5. The fabulous wealth drawn from its natural resources
6. Its character as the melting pot

The list is tentative. The committee hopes the criticisms it will draw will help them eventually to offer a more fruitful study.

The committee wishes to acknowledge its indebtedness to the *Council's* list, *Books for Home Reading*, and the English Club of Teachers College, Columbia University. It is grateful for invaluable advice to the following: Professor Franklin T. Baker and Professor Allan Abbott of Teachers College; Miss Helen Ferris, editor of the Jun-

ior Literary Guild; Mr. W. W. Waymack, editor of the *Register* and *Tribune*, Des Moines, Iowa; Miss E. Estelle Downing, Michigan State Normal School, Ypsilanti; Mr. J. Edgar Stonecipher, Principal of Roosevelt High School, and Miss Nellie E. Behm, Librarian, Des Moines; Mrs. Eva M. Page, reference librarian of the Des Moines Public Library; and Professor George F. Robeson, University of Iowa.

The Committee on International Relations of the National Council of Teachers of English
IDA T. JACOBS, *Chairman*

PICTURES OF AMERICAN LIFE

The American Procession

Agnes Rogers and F. L. Allen

Pictorial presentation of American life since 1860

As the Earth Turns G. H. Carroll

One year in the life of a typical American family deeply rooted in the soil of Maine

Blazed Trail Stewart E. White

A story of the lumber camps in Michigan

The Conqueror Gertrude Atherton

Historical novel based on the life of Alexander Hamilton, interesting because of analogy to present-day problems

The Crisis Winston Churchill

A study of the social problems arising out of the struggle between the North and the South

Gentlemen Unafraid . . Florence Willoughby

Alaska

The Grandissimes George Cable

A story of Creole pride in New Orleans in early nineteenth century

Java Head Joseph Hergesheimer

During clipper ship days in Salem the encounter of racial and social obstacles by an American merchant captain and his high-born Chinese wife

Little Shepherd of Kingdom Come

John Fox, Jr.

Social background of the simple folk of Tennessee during the Civil War period

s.s. Luck of Roaring Camp Bret Harte

Gold rush days in California

Oregon Trail Francis Parkman

Exploration of the Northwest

p. The Sante Fe Trail Vachel Lindsay

A panorama of moving America in the Southwest

Smoky Will James

A cowboy's account of the relationship—almost human—between himself and his horse

So Big Edna Ferber

The development of an unusually strong personality through meeting the challenge of adverse circumstances—the motive, a mother's love for her son.

The Story of Skyscrapers . . Alfred Morgan

Through College on Nothing a Year

Christian Gauss

An interesting story of the struggle of a boy to put himself through college

The Virginian Owen Wister

A romantic picture of cowboy life

dr. Where but in America . . Oscar H. Wolff

Winning of the West . . Theodore Roosevelt

TREND TO RECREATE THE PAST

Age of Innocence Edith Wharton

A conflict in ideas between the old and the new in New York in the eighteen seventies

Death Comes for the Archbishop

Willa Cather

Story of a noble French priest among the Mexicans and Indians in pioneer Southwest

Digging in the Southwest

Ann Axtell Morris

The work of the archaeologist in the Southwest told as an interesting adventure

The Farm Louis Bromfield

Story of a way of living—characterized by two intensely American fundamentals, integrity and idealism—which has vanished except in a few families that have clung to that standard in spite of everything

The Great Meadow (Daniel Boone)

Elizabeth Madox Roberts

A beautifully related story of the Revolutionary period in Kentucky, giving the rigors of pioneer life and "showing a new order dawning out of chaos"

House of Mirth Edith Wharton

The failure of a young woman to make her social adjustment in New York in the nineties

In the Days of Poor Richard

Irving Bacheller

A human story of our struggle for independence and the part Benjamin Franklin played in it

p. John Brown's Body

Stephen Vincent Benet

An epic based on the Civil War

Show BoatEdna Ferber
Life on a floating theatre on the Ohio and the Mississippi

p. Song of Hugh Glass...John G. Neihardt
Early exploration days in the Mississippi Valley

So Red the RoseStark Young
Sympathetic treatment of the South during the Civil War

ASPECTS OF AMERICAN LIFE

Agrarian: Pioneer Life

Able McLaughlins.....Margaret Wilson
Middle West

Covered Wagon.....Emerson Hough
Westward Movement—Transcontinental

CimarronEdna Ferber
Opening of the Cherokee Strip—Oklahoma

Giants of the EarthOle Rolvaag
Dakota

Vandermark's FollyHerbert Quick
Erie Canal—Iowa

A Lantern in Her Hand
Bess Streeter Aldrich

Nebraska

s.s. Main Traveled Roads
Hamlin Garland

Wisconsin—Iowa—South Dakota

Agrarian: Years of Development

dr. Beyond the Horizon..Eugene O'Neill
A study of two brothers who at a dramatic moment in their lives choose to follow careers for which they are not fitted

s.s. Farmer Eli's Vacation..Alice Brown
The habit of a lifetime unfits Farmer Eli for the enjoyment of longed-for dreams

dr. Ice BoundOwen Davis
A close-to-the-soil picture of the Jordan family in Maine

Poems of Robert Frost

New England life

s.s. Revolt of Mother

Mary Wilkins Freeman

A mother accepting patiently her own disappointment revolts when her daughter's happiness is at stake

Business

BabbittSinclair Lewis
The author's conception of a certain type of American business man

DodsworthSinclair Lewis
A more attractive conception of the American business man by the same author

The HarborErnest Poole
The struggle between capital and labor in New York

The PitFrank Norris
A corner in wheat in early twentieth century

The PlutocratBooth Tarkington
An American business man, close to caricature, with the conventional characteristics found in fiction

The Rise of Silas Lapham
William D. Howells

A spiritual triumph over disaster of a self-made American business man in Boston toward the end of the nineteenth century

The Show OffGeorge Kelley
A satire on the "go-getter"—an amusing story in self-delusion which culminates in a successful business venture for the "go-getter" and confounds his critics

Industry

p. Caliban in the Coal Mines
Louis Untermeyer

Chicago PoemsCarl Sandburg

p. The Man With the Hoe
Edwin Markham

Labor without hope

TurmoilBooth Tarkington
Effect upon a sensitive youth thrown into the noise and turmoil of industry

Professions

ArrowsmithSinclair Lewis
A young scientist's choice of a career in medical research in preference to one which offers material reward

Careers for Women...Catherine Filene
A vocational panorama showing opportunities open to women in a changing world

Watching the World Go By
Willis J. Abbot

Fifty years of journalism by a notable newspaper man

(Other books in this field are listed under particular categories: art, drama, music, autobiography, biography).

Puritan Convention

Ethan FromeEdith Wharton
Story, told in the manner of stark Greek tragedy, of a triangle on a New England farm

dr. The Great Divide
William Vaughn Moody

- A conflict of ideals when East met West in the United States
The Scarlet Letter.. Nathaniel Hawthorne
- Amalgamation and Adjustment*
- American BeautyEdna Ferber
The decadence of a great American family and its renaissance through the union with Polish peasant stock
- Children of Loneliness
Anzia Yeziarska
Stories of a young Russian immigrant girl
- HumoresqueFannie Hurst
A musician's interpretation of the soul of America through his symphony
- Island WithinLudwig Lewisohn
A psychological, autobiographical tale of conflict between Jew and Gentile
- Laughing BoyOliver La Farge
The tragic experience of the Indian when brought in contact with the white man
- Little CitizensMyra Kelley
Children of immigrants in New York City
- My AntoniaWilla Cather
A Bohemian immigrant girl's surmounting of adverse circumstances and carrying her family with her
- My Mother and IE. G. Sterne
Problem in this country of young person of foreign-born parents
- O PioneersWilla Cather
Successful emergence of Swedish and Bohemian families in Nebraska into normal American life
- p. Scum o' the Earth
Robert Haven Schauffler
The contribution of the immigrant
- Young Man AxelbrodSinclair Lewis
The pursuit of his dream of America by a Scandinavian immigrant
- Home—Family—Children*
- The Bent Twig. .Dorothy Canfield Fisher
The permanent effect of early training upon character
- The ChildrenEdith Wharton
Victims of divorce of American parents against an extremely sophisticated continental background
- The Court of Boyville
William Allen White
- Friendship VillageZona Gale
Wisconsin
- Huckleberry FinnMark Twain
The adventures, real and imaginary, of a boy in the region along pioneer Mississippi
- Iowa InteriorsRuth Suckow
Character sketches
- Little WomenLouise M. Alcott
Life in a modest home of culture in Concord
- PenrodBooth Tarkington
A typical American boy
- The Professor's House.....Willa Cather
Conflict of ideas and ideals in the household of a professor in a midwestern college town
- SeventeenBooth Tarkington
An interesting tale of adolescent life in the Middle West
- dr. The Silver Cord.....Sidney Howard
The unhappiness caused by a mother, selfishly devoted to her son
- SonnyRuth McEnery Stewart
An amusing story of self-direction in education
- Tom SawyerMark Twain
Huckleberry Finn's companion
- Understood Betsy
Dorothy Canfield Fisher
The portrayal of a young orphan in a simple New England background
- Within This Present
Margaret Ayer Barnes
A contemporary typical wealthy American family
- Years of Grace...Margaret Ayer Barnes
Changing American social customs—Chicago
- Class Distinction*
- Alice AdamsBooth Tarkington
A Certain Rich Man
William Allen White
- Magnificent Ambersons
Booth Tarkington
- e. Our Class Distinctions
Katharine Fullerton Gerould
No factors common to all communities: education, wealth, ancestry, etc.
- Backward People*
- Carolina Folk-Plays
Frederick H. Koch, Ed.
- The Glass Window.....Lucy Furman
Kentucky mountain people when present century progress in education and comforts of life penetrate the community
- In the Tennessee Mountains
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- (Mary N. Murfree)
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Black Manhattan
James Weldon Johnson
A historical chronicle of the educational, economic, and social growth of the Negro
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Negro Anthology
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Poems of Paul Laurence Dunbar
William Dean Howells: "Dunbar was the only man of our African blood and American civilization to feel Negro life aesthetically and express it lyrically."
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- e. Farewell to America
 Henry W. Nevinson
 An Englishman's penetrating criticism of America
- e. Foreigners Stephen Graham
- p. L'Amérique de Roosevelt. . . Bernard Fay
- Mark Twain Stephen Leacock
- dr. Melting Pot. Israel Zangwill
- e. Oxford as I See It. Stephen Leacock
 A comparison between Oxford and American universities; treated in kindly, semi-satirical vein

Key to abbreviations—
 dr. drama p. poetry
 e. essay s.s. short story

WANTED: A FEDERAL POLICY FOR EDUCATION

DURING the past year approximately \$200,000,000 of federal funds were expended for the financial support of education. This money literally prevented the collapse of thousands of schools and colleges. It meant the difference between some educational opportunity and little or no opportunity for millions of children and youths. It provided subsistence for thousands of unemployed and destitute teachers. It financed classes for adults and other activities which are of large significance to future educational progress. These are some of the items on the credit side of the ledger. For this indispensable help in a time of great need, the teaching profession and the public in general owe a debt to Secretary Ickes, Administrator Hopkins, Commission-

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er Zook, and to other federal officers, both administrative and legislative.

It is to be regretted that this editorial cannot end here. It cannot because certain concomitants of the relief provided the schools are unfortunate, to state it mildly. The public welfare, as it is tied up with education, demands that the federal administration and the teaching profession identify and remove the liabilities in the situation.

Most of these liabilities originate from the fact that there has been no federal program for the emergency help of education. There has been merely a general relief program. The emergency assistance provided education has been incidental to the larger program. The administrative set-up and the policies governing relief to the unemployed have been used in providing educational assistance. Practices, doubtless necessary in dealing with an emergency proposition, the relief of millions of unemployed, have been carried over and applied in assisting well organized, going concerns—the schools and colleges of the nation.

A series of evils has resulted. Relief administrators, unacquainted with school needs and procedures, have dictated educational policy with unfortunate effects. For example, in some hard pressed school districts, it has been necessary for regular and well qualified teachers to be replaced by indigent and poorly qualified teachers in order that schools might be kept open.

Particularly unfortunate, from the viewpoint of a professional group, are the methods it has been necessary to use to secure relief funds for education. Responsible administrative officials let it be known that education would receive aid only when conditions became desperate and pressure was applied. A virtual invitation was extended to the profession to bring pressure from back home and through Congress as a condition for receiving relief for education. Such pressure got results. It was used frequently during the past year in the interest

of neglected children and unemployed teachers.

Is it not time to revise this whole situation? Is it not time to develop a program for the emergency relief of education similar to that which has been realistically provided for other vital areas of our life?

In working to this end, the administration could count upon the intelligent co-operation of the nation's million teachers. It is exceedingly distasteful to them to use back door, political pressures in order to secure emergency funds to open closed schools and to feed unemployed teachers. They would greatly prefer to enter the front door of the White House, to sit down at a table and co-operate in the development of a statesman-like program for the emergency relief of education.

In past crises, the teaching profession has shown itself capable of intelligent and unselfish cooperation. No group more vigorously or effectively supported the policies of Woodrow Wilson both in peace and in war than teachers. No group is inherently more cordial toward the purposes for which the New Deal strives. Is it not time that policy and action should be brought into accord with the logic of the situation?

JOHN K. NORTON.

THE METHOD OF A SUCCESSFUL LECTURER

At the beginning of my public work, I adopted the plan of making full notes for the preparation of a lecture, but never using them for delivery. I found that to look down at one's notes always involved a loss in attention and a break in the unity of speaker and audience. My lectures are never written; for with a keen verbal memory, whole passages would be remembered and recited, which is something I wish to avoid. The notes are prepared and reworked with extreme care; until the ideas are developed in logical relation. Then, with thorough preparation for each piece of

work, the mind can be trusted to repeat the program of ideas, while the expression is extemporaneous.

This method makes each lecture carry the challenge of a new artistic creation, and keeps the work alive and ever growing. No matter how often a subject may be given, the lecture is never twice the same. This means, of course, rigid fresh preparation for every piece of work, to which I have held myself without exception. It also means that, since each lecture must be a freshly created work of art, one never goes on the platform without anxiety and embarrassment. Of course, with the years, one learns a self-control that prevents one's knees shaking visibly; but they continue to shake.

A further principle to which I have held unalterably, has been never to "talk down" to an audience. Any audience is worth the best that any speaker or artist has to give. Moreover, to give ever anything less than the best of which one is capable is suicide for the artist. To simplify and humanize the expression, eliminating technical vocabulary, is to ennoble the thought; but never may the thought be lowered. Always I have been my own severest critic, taking time to review, afterward, each lecture I have given, in the effort to see how it might have been improved and made more worthy.—EDWARD HOWARD GRIGGS, in *The Story of an Itinerant Teacher*.

THE PERFECT BOOK

A perfect book for the child is one that in some way enriches his life by developing his mind, widening his experience, or enlarging his sympathies. It must have sincerity, vitality, and a technique adequate to its purpose. Most important of all, it must satisfy the child's present, active interest and by sheer entertainment carry him at least one step further along the path of personal development.—LOIS DONALDSON.

STATISTICAL SUMMARY OF AMERICAN EDUCATION

How many schools are there in the United States?

The Federal Office of Education reports receiving information about 276,555 schools of different types throughout the United States. Individual reports came to Washington from more than 40,000 of these schools.

How many school buildings are there?

It was estimated that in 1932 there were 232,750 public elementary schools and 26,409 public high schools. Elementary schools of the one-room type are decreasing in number and high schools appear to be increasing in number. There were 5,556 fewer public elementary schools in 1932 than in 1930, and 2,479 more public high schools (including junior high schools) in 1933-34 than there were in 1930.

How many pupils are enrolled?

About one fourth of the nation's total population attends school daily. More than 30,550,000 students were enrolled in full-time day schools, according to last reports reaching the Federal Office of Education: Elementary school enrollment, 23,570,000 pupils; Secondary school enrollment, 5,590,000; College enrollment, 1,150,000; Enrollment in State and private residential schools for exceptional children, 67,600; Federal Government school enrollment, 56,000 Indians and 4,600 natives of Alaska; Public night school enrollment, 1,064,000; summer school enrollment, 485,500; Part-time and Continuation school enrollment, 257,000. Summer school or extension and correspondence courses in colleges in 1931-32 also enrolled 850,000 students.

How many students graduated?

It is estimated by the Federal Office of Education that more than 833,000 students graduated from high school in 1931-32. There were 138,000 students graduated from first-degree courses in colleges. The Federal Office of Education also estimates that in 1932 there were 1,900,000 living college graduates and 8,100,000 living high school graduates who had not continued their education through college. The Statistical Summary announces that of every 1,000 persons 21 years of age and over in 1932, about 25 had college degrees and 109 had high school diplomas.

How many teachers are there?

There are approximately 1,063,000 teachers in all types of schools in the United States. About 700,000 of these are in elementary schools, about 250,000 in secondary schools, and about 90,000 in colleges.

What is the income for schools?

The estimated total income for all education from kindergarten through college, public and private, reporting to the Federal Office of Education was \$3,083,808,785. (\$2,459,000,000 for elementary and secondary education, \$567,000,000 for colleges, and about \$58,000,000 for residential schools for exceptional children.)

What is the amount of school expenditures?

Including schools in Alaska and Government schools for Indians, the expenditure for all levels of education, public and private, the Federal Office of Education reveals, was \$2,968,019,400, according to last reports. (Elementary, \$1,700,000,000; High School, \$700,000,000; College, \$544,000,000.) All publicly supported education could have been paid for if each person of voting age would have contributed 9 cents a day in 1932, the Federal Office of Education announces. About 2 cents in addition would have paid the bill for private education. The annual expenditure per adult for public education was \$32.95, and for private education, \$7.10.

What is the value of school property?

School plants were worth approximately \$758,000,000 more in 1931-32 than in 1929-30. The approximate investment in educational plants is \$10,000,000,000, and in endowments, \$2,000,000,000.

The Statistical Summary containing complete facts and figures on American education is available for five cents from the Government Printing Office, Washington, D. C.

THE VIRGINIA TEACHER

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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

TEACHERS COLLEGES TO GRANT ARTS DEGREE

Virginia's four teachers' colleges were authorized to confer the A. B. degree as well as the B. S. in education at a special meeting of the State Board of Education March 2. The action of the Board was unanimous.

The text of the final committee report, as adopted by the Board, appeared in the newspapers of March 3 in the following form:

"Whereas, at a meeting of the State Board of Education held in the City of Richmond, March 26, 1930, the State superintendent of public instruction reported to the board a joint resolution approved by the House and Senate authorizing the State Board of Education to make changes in the curricula of the state teachers' colleges that will best serve the needs and demands of the women of the state. The state superintendent was requested to confer with the heads of the teacher-training institutions to ascertain if it be practicable to incorporate courses other than those leading to teaching,

and to report at a future meeting of the board; and

"Whereas, the said presidents, after due consideration, assured the State Board that there is a definite need for modifications, and that the modifications can be made; and

"Whereas, it is evident that the supply of qualified teachers is approaching the saturation point; and

"Whereas, the State Board of Education at a meeting held in Farmville, October 27, 1932 requested the president of each State Teachers College to prepare for the consideration of the board suggestions for broadening the scope of the teachers colleges, and expressed the opinion that curricula changes of a far reaching nature should be brought about slowly, and only after study and mature judgment; and provided that at some subsequent date it would devote an entire meeting to a discussion of this matter; and

"Whereas, at a meeting held at Petersburg, on Thursday, January 26, 1933, the State Board of Education, by resolution appointed a committee consisting of Joseph H. Saunders, Sidney B. Hall, and Thomas D. Eason, to confer with the presidents of the four state teachers' colleges concerning the content of curricula for the A. B. degree, said committee to report their recommendations to a future meeting of the board; and

Whereas, on January 24, 1935, the State Board of Education unanimously approved the following report submitted by the special committee: (full report setting up degree requirements), and

"Whereas, the presidents of the State Teachers Colleges at Farmville, Fredericksburg, Harrisonburg and Radford, submitted to the committee the following reports outlining the courses of study in each of said institutions for granting the bachelor of arts degree (copies of reports of the four state teachers' colleges).

"Now, therefore, the special committee

recommends that the State Board of Education approve the reports submitted by the presidents of the respective institutions, and that the teachers' colleges at Farmville, Fredericksburg, Harrisonburg and Radford be authorized to grant the A. B. degree.

"Respectfully submitted,

"JOSEPH H. SAUNDERS,

"SIDNEY B. HALL,

"THOMAS D. EASON,

"Committee."

WHAT IS A LYCEUM?

The first lyceum was a covered walkway leading to a temple in ancient Athens. Here Aristotle walked and talked. Here, as he talked, grew his idea of what is man's greatest good. Here, as he talked, was born his belief that "Happiness is the best and noblest and pleasanter thing in the world,"—but he added: "Happiness does not consist in amusement." And it is the lengthened shadow of Aristotle that has given an eternal dignity to the lyceum.

Of course profitable instruction and amusement are to be found in music, in song and dance, in magic, in puppet shows, in motion pictures—even in bell-ringers and yodellers. But in a college there remains the central obligation to depend on the spoken word and the vibrant personality, both in the classroom and on the platform, as a chief means of stimulating young minds—and old—to nobler thinking.

Surely, in a world that is so completely entertainment-conscious, there is a great need that colleges should bring to their students the stimulus of great personalities. Indeed, the occasional assumption that college students are bored by speakers would, if it were true, be a terrific indictment of academic life.

The voice, the presence in visible form, the possible handclasp of a great man who has nobly lived and wrought, may well mean more in the fundamental education of young people than all the mechanical con-

trivances of our civilization. No college can neglect this fundamental; and surely no course of entertainment deserves to be called a lyceum unless it brings before its audiences living personalities whose words offer real "messages."

NOT ENTIRELY

Education is no philosopher's stone. Literacy is no guarantee against recklessness. But when the national government every year gives many times more to road construction than it does to education, it is giving its resources to the creation of power without proper regard for creation of skill and understanding in the use of power. When the states spend more on roads than on schools, they indicate a preference for the machine over the man, for the tool over its intelligent use. . . .

While we are spending millions, therefore, in the name of roads and of safety, let at least a sum equal to road spendings be spent to make Americans fit for the roads. Such a spending if it did not give jobs to diggers and drivers would give jobs to school teachers, who are not entirely without value even in a materialistic civilization.—*Raleigh News and Observer.*

HIS LITTLE JOKE

Schools cannot be stopped from teaching things just because some taxpayers do not believe in those things. Around here all the taxpayers believe in the influence of the ground hog over the weather. Still this is not taught at the University of Virginia, a tax-supported school. We also have implicit faith in the effect of the moon on growing vegetables, yet this truth is wholly ignored by our Virginia Polytechnic Institute, to the great and grievous derogation of us much-believing taxpayers.

We know that college professors have never had any experience in agriculture, and we make allowances for them. They teach what they read in books. Our knowledge is empirical.—THOMAS LOMAX HUNTER.

THE READING TABLE

NUTRITION AND PHYSICAL FITNESS. By L. Jean Bogert. Philadelphia: W. B. Saunders Company. 1935. 566 pp. \$3.00.

In this revision of a 1931 publication, Dr. Bogert links up facts of science with practical applications that should make the reader "food conscious." Each chapter ends with "rules about eating" which give excellent advice. The chapter on vitamins has been rewritten and quantitative study has been stressed. Another chapter that has been rewritten in the light of recent discoveries is the one on digestive disturbances.

Frequent repetition makes the student with a background of knowledge feel that his intelligence has been challenged, but the elementary college student, the high school student, and the public with hazy ideas of nutrition will find this very repetition valuable.

The five main parts of the book deal with foods, body requirements, body processes, meal planning, and diets for special conditions. There are sixty-five illustrations. The book may well be read and studied by every boy and girl, man and woman interested in nutrition—and who isn't interested in nutrition?

B. R. V.

ANTHOLOGY OF CHILDREN'S LITERATURE. By Edna Johnson and Carrie E. Scott. Boston: Houghton Mifflin Company. 1935. 914 pages. \$3.50.

Here is an abundance of worth-while material for children's reading: Mother Goose rhymes, fables, folk tales, myths, legends, nature stories, biography, poetry, and fiction.

Although no suggestion of method is given and the continuity of reading matter is uninterrupted by facts, the introduction to each type of literature and the six appendixes include much helpful material for teachers. One of these, a section titled "The Story of Children's Literature," suggests a threefold division—books written

for a moral purpose, those written to interest the child, and those artistically written to interpret childhood. Other appendixes are concerned with the illustrators of children's books, the Newbery Awards, and biographical notes on the authors in this volume.

The fiction includes both early juvenile stories and also chapters from good recent books. The biographical readings present a variety of people and achievements. The poetry includes both old favorites and many delightful but unfamiliar new poems.

Prospective teachers should welcome this anthology with open arms, for in it they can find reading material of all types for all ages and all tastes.

M. V. H.

THE THORNDIKE-CENTURY JUNIOR DICTIONARY. By E. L. Thorndike. Chicago: Scott Foresman & Co. 1935. 970 pp. \$1.32.

"We have not been satisfied to abbreviate and adapt definitions made originally for adults," states Dr. Thorndike; "definitions are not like clothes that can be cut down and made to fit." This dictionary for children of the fourth to the eighth grades therefore uses understandable definitions supported by illustrative sentences and pictures to make meanings clear. It is printed in clear and readable type; it uses the system of diacritical marks of the Century Dictionary; it contains the 20,000 words found by Thorndike to be the most common through word-counts of 10,000,000 words. Syllabication is shown by spaces; thus the hyphen is reserved for hyphenated words.

A life-time of researches by Dr. Thorndike have been brought to bear on the preparation of this book, making it an ideal tool for young people.

C. T. L.

The happiness of your life depends upon the character of your thoughts.

—*Marcus Aurelius.*

NEWS OF THE COLLEGE

In the recent election of minor officers to be installed at the beginning of the third quarter, Charleva Crichton, of Hampton, was chosen as vice-president of Student Government. Other student government officers elected were: Annie Cox, Baywood, secretary-treasurer; Catherine Cartee, Hagerstown, Md., recorder of points; Elizabeth Bywaters, Opequon, editor of the Handbook.

Nell Williams, Suffolk, will serve as vice-president of Y. W. C. A. next year; Marian Townsend, Red Springs, N. C., will be secretary; and Frances Graybeal, Christiansburg, treasurer.

Anne Kellam, Weirwood, was elected vice-president of the Athletic Association; Elizabeth Gilley, Axton, business manager; and Bernice Sloop, Harrisonburg, treasurer.

Lois Meeks, Baltimore, Md., and Margaret Newcomb, Formosa, will manage the business of the *Breeze* and *Schoolma'am*, respectively.

Mae ("Babe") Simmerman, Roanoke, succeeds Helen Madjeski as cheerleader.

Barely holding its record of no defeats during eleven games and two years of playing, the H. T. C. basketball sextet played the Savage School of Physical Education a tight match 20-20 here on February 23.

Back from Pennsylvania, where H. T. C. won a 31-30 victory over the East Stroudsburg State Teachers College on March 2, the team had exciting tales to tell of how the first quarter ended with a score of 14 to 2 against them. At the half Stroudsburg was still in the lead 21 to 16. Then came the Harrisonburg rally that saved the day—and the season's record.

The last important game of the season was played Saturday night, March 9, when H. T. C. met the sextet from New College of Columbia University, winning by a score of 36 to 18.

This was the last intercollegiate game for

almost the entire regular varsity team, Pittman, MacDonald, Fultz, Regan, Courter, Mackesy, being seniors. Of these, Pittman, Fultz, MacDonald, Courter have been members of the varsity squad throughout their four years in college.

The recently-organized International Relations Club has elected Elizabeth Bywaters, of Opequon, president. Members of the social science department are sponsors of the club.

"The Young Idea," a light romantic comedy by Noel Coward, will be the spring production of the Stratford Dramatic Club, Miss Ruth Hudson, dramatic coach, announced recently.

Virginia Cox, of Woodlawn, president of the Virginia Intercollegiate Press Association and editor-elect of the *Breeze*, and Evelyn Pugh, of Edom, editor-elect of the *Schoolma'am*, attended a business meeting of the V. I. P. A. in Richmond, February 23. The most important outcome of the meeting was the announcement that college papers will be exempt from fees under the NRA publications code. This question has been a source of worry to college editors throughout the year.

A fine exhibition of Virginia artists' work has been shown in the art rooms of Wilson Hall during the past few weeks. The exhibit, sponsored by the Art Alliance of Virginia, contained work by prominent artists from Norfolk, Richmond, and Lynchburg.

A song recital on March 1 by Mrs. Susan Reid Stuart, soprano, of Norfolk, was the fourth feature of the year's entertainment course.

Susan Quinn, Richmond, and Dolores Phalen, Harrisonburg, have been appointed staff members of the *Schoolma'am* as representatives of the Alpha Literary Society and the Freshman class, respectively.

The members of the Junior class celebrated their third anniversary February 22, using "Knowledge is a treasure" as their

motto for the day. Juniors were dressed in pirate costumes and presented a novel pirate stunt at the party in Reed Hall.

Dr. Florence E. Boehmer, former dean of women of this college and now president of Cottey College in Nevada, Missouri, spent March 2 and 3 on campus as the guest of Mrs. Adele Blackwell.

ALUMNAE NEWS

The Homecoming program for Friday and Saturday, March 22 and 23, is shaping up nicely; and plans already announced by Dr. Rachel F. Weems, secretary of the Alumnae Association, indicate a likely attendance of 300 alumnae.

Arrangements a week in advance were as follows:

FRIDAY, MARCH 22

8:30 p. m.—Joint concert by Kathryn Meisle, Metropolitan Opera company contralto, and Mildred Dilling, harpist.

SATURDAY, MARCH 23

9:00-10:30 a. m.—Business meeting, Harrisonburg Alumnae Association.

11:00-1:00—Open meeting. Speakers: President S. P. Duke; Eva Massey, Principal Boyce High School; Anne R. Trott, Social Service Director, Staunton; Clotilde Rodes, teacher of chemistry, Woodrow Wilson High School, Portsmouth; Frieda Johnson, assistant professor of English, George Peabody College for Teachers, Nashville, Tenn.

1:30 p. m.—Basketball game

2:30 p. m.—“One Night of Love”

4:30 p. m.—Tea, Alumnae Hall

6:30 p. m.—Banquet, Bluestone Dining Room

8:30 p. m.—Second Movie: “Grand Old Girl”

8:30-12:00—Dance, Reed Hall Gymnasium.

The Augusta County chapter of the Alumnae Association was organized on March 6, the leaders being Margaret Proc-

tor Ralston, '20, and Anne Trott, '31. Officers elected were Anne Trott, '31, of Ft. Defiance, president; Lucy Taylor Cole, '28, of Waynesboro, vice-president; Betty Bush, '33, of Waynesboro, secretary; and Mary Green, '29, of New Hope, treasurer. The plan is to have smaller organizations in different parts of the county that will be responsible to the local chapter. The new chapter discussed plans to encourage the best of the high school girls to come to H. T. C. and to establish a Loan Fund for the use of an Augusta County girl.

Virginia E. Orange, '31, of Exmore, has recently accepted a position as home economics teacher in the Wakefield High School. The position was formerly held by Florence E. Stephenson, '31, of Norfolk, who has been given charge of the Virginia rural rehabilitation program in the Warsaw area of the Northern Neck.

Nora Hossley, '27, has been given a year's leave of absence by the Alexandria school board for a much-needed rest. She is now in Charleston, S. C.

Anne Trott, '31, who has been teaching in Arlington county since her graduation, recently accepted a position in social service work in the Staunton district. She is most happy in her work.

The following message comes from Abbie Daughtrey Bowler, '24, of Criglersville: “I am very sorry, but I'll be unable to attend the Home-coming. I wish that I could, for there is nothing I would enjoy more. Best wishes for all who attend.”

OUR CONTRIBUTORS

GEORGE WILLARD FRASIER is president of the Colorado State Teachers College at Greeley, Colorado, and a national leader in public education.

WALTER J. GIFFORD is dean and head of the education department in the State Teachers College at Harrisonburg, Virginia.

IDA T. JACOBS is chairman of the International Relations Committee of the National Council of Teachers of English. She is also head of the English department of the Roosevelt High School in Des Moines, Iowa.

SCHOOL AND SOCIETY

Edited by J. McKeen Cattell

The issue of SCHOOL AND SOCIETY for October 20 includes addresses by Dr. Dixon Ryan Fox, president of Union College, and Dr. Nicholas Murray Butler, president of Columbia University, which *The New York Times* says in an editorial article "together make a tractate, which deserves to have place with Milton's brief treatise on education." The number also contains an extensive account by President Raymond Walters, of the University of Cincinnati, of the recent radio conference in Chicago.

A copy of this number will be sent free so long as the supply lasts to any one who may care to consider subscribing to the journal.

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Harrisonburg is a progressive little city, delightful to live in; its 7,000 inhabitants—people of culture and refinement—are deeply interested in the welfare of the college and its students.

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