

THE VIRGINIA TEACHER

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EDUCATIONAL COMMENT

TEACHERS' SALARIES

President L. M. Burton, the newly elected president of the University of Michigan, will receive a salary of \$18,000 a year and a guaranteed retiring allowance of \$10,000 a year. We are glad to see one teacher come into his own.

State Commissioner John H. Finley, of New York State, has recommended to the legislature as the first of several provisions to remedy the shortage of teachers an increase in the salaries of teachers in normal schools where the teachers are trained.

The poorly paid college professor will hail with joy the Rockefeller gift of \$50,000,000 to be used entirely for increasing salaries.

Bainbridge Colby, the newly appointed Secretary of State, recognizes the present teacher shortage throughout our country as a situation demanding immediate consideration of the nation. His remedy is increased salaries. It is most refreshing to hear prominent governmental officials acknowledge the existence of this social problem, at least. What would be the situation if the National Government had a Department of Education with a secretary as a member of the President's cabinet? Support the Smith-Towner Bill in Congress, which provides this Department and Secretary and \$2,000,000 annually for public education in Virginia.

LIGHT BREAKING IN VIRGINIA

Undoubtedly one of the most urgent needs of the public school of Virginia is more adequate financial support. The following achievements and possibilities are extremely encouraging:

1. Annual State appropriation increased by more than \$1,000,000.
2. The constitutional amendment removing the limitation on local taxation has passed the legislature for the second time and is ready to go before the people. We do not believe there will be any question about its passing.
3. A bill to allow counties to levy capitation taxes to support public schools is receiving favorable consideration at the hands of the legislature.
4. The Smith-Towner Bill has apparently enough support to assure its passage.

UNIONIZATION OF TEACHERS

Teachers' organizations should be encouraged by all means. They should strive to improve by professional methods the efficiency of the craft and the working and living conditions of teachers. Teachers' unions become a menace to public service, however, when they begin to affiliate with the American Federation of Labor. The teacher is a public servant who must serve all the children of all the people. He can not align himself with one class as against another. He must stand for truth and justice among all classes of society or he is worthy no longer of being called a public servant.

DEMOCRACY IN SCHOOL ADMINISTRATION

Teachers are objecting strenuously in many places to the autocratic character of school administration and are demanding a voice in the determination of the policies that are to give direction to our public education. Committees of teachers which are to advise school boards will not only make for a better *esprit de corps*, but will add the many virtues of the good judgment, the self-expression, and the developed initiative of the body of classroom teachers. We agree with Winship: "Teachers can not live under an Autocratic Public Sentiment and make the children Democratic."

WHY SHOULD THE COUNTRY BOY OR GIRL
RECEIVE AN EDUCATION INFERIOR TO
THAT RECEIVED BY THE CITY
BOY OR GIRL?

There is no reason for it, but it is a fact. Our rural schools have shorter terms, lower salaries, poorly trained teachers, and inferior buildings, but the rural boy or girl is just as worthy and deserving of an education as the city child. The most difficult teaching position in our profession is the job of teaching the one-room school and it should demand the services of our best teachers. Rather than lower already low standards by putting into this school a young boy or girl absolutely unqualified for teaching you might as well nail down the windows and put a padlock on the door.

THE RESPONSIBILITY OF THE PRINCIPAL AND
THE SUPERINTENDENT

We opened the school year 1918-19 two thousand teachers short, the year 1919-20 probably three thousand teachers short. We do not believe the situation will be any better for 1920-21 unless high school principals and division superintendents use their full influence to get young people to enter training for teaching. The Normal School can not send out teachers in any larger numbers than the high schools send them students. Let us pull together for a superior teaching force in Virginia or else all our increased expenditures for public schools will be wasted.

SAMUEL P. DUKE

AND WHY NOT "STIPEND," TOO?

I sing a song of Pedagogue,
Of *set*, and *guidance* too,
Of *memory spans*, and *projects*
That *motivate* anew;

Of *individual differences*,
Reactions, *yardsticks* true,
Of *junior high schools* organized
For *adolescent* crew;

Of *tangible realities*,
And *distributions*, too,
Of *quartiles* and of *frequencies*:
This song I sing for you!

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ARTICLES OF EDUCATIONAL INTEREST
IN THE MONTH'S
MAGAZINES

HOW TO KEEP YOUNG

This more or less burning question with teachers, no less than people of more leisurely living, is briefly but clearly treated in *The Survey* of February 21. Seven rules are quoted from the December Health Letter of the Life Extension Institute, which may be summed up in five words: "Strive; Work; Play; Love; Learn." Under "Play" may be included the rule given as "No. 4"—perhaps the most important one in this rushing age: "Rest and relax; few people know how to really relax. Study the cat; and see how she gives herself up and lets go of every muscle."

DELINQUENCY AND TEAM-PLAY

The moral tendency of interest and participation in games, especially those involving team-work, is illustrated in this same issue of *The Survey* by an account of the result of a study of the recreations of delinquent girls at the Juvenile Detention Home in Chicago. The Superintendent of the Home asked the girls, "Do you care for sports and games?" and also in what sports and games they had participated. Out of 131 girls, only twenty-one admitted that they had ever taken part in games of any kind, and not one of the games mentioned by the twenty-one was preeminently a team game, such as basket ball, or volley ball—games calling for co-operative interest and incidentally fostering a social attitude.

HANDICRAFT FOR WAYWARD BOYS

A similar correlation between morals and muscles is described under the above heading by Arnold Lewis in *School Arts* for February, as practised in the New York House of Refuge on Randall's Island. Every form of muscular activity in both play and work is prescribed for the boys, and all are connected up with some branch of academic education. The writer declares this way of taking care of misguided boys to be "most efficient."

SHALL WE CUT OUT THE DISCIPLINE?

A thought-provoking and perhaps also opposition-provoking discussion is now ap-