

THE VIRGINIA TEACHER

Published monthly by the State Normal School for Women at Harrisonburg, Virginia.

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

James C. Johnston, Editor
Henry A. Converse, Manager

Advisory Board

John W. Wayland	Elizabeth P. Cleveland
Conrad T. Logan	Katherine M. Anthony
Mary Lancaster Smith	Annette Louise Houston
Rosa P. Heidelberg	Jo B. Warren

VIII

EDITORIAL

JUST BEGUN

Big barriers to school progress have been removed by the three amendments to the State Constitution sanctioned by the voters of Virginia on November 2.

Our work has "just begun", however, as these amendments simply remove obstructions in two of the three cases, namely, those regarding local taxes for schools and compulsory school attendance.

The legislature may now fix the maximum rate for local taxes and we do not believe that a maximum less than \$1.25 on the \$100. will meet the urgent needs of our public schools. This is a matter for our next legislature.

In the meantime local communities must be informed about the needs of our schools. Pertinent facts should be brought before them through the newspapers and various organizations so that no community which needs additional funds for its schools shall fail to take advantage of the maximum tax rate now provided by the legislature.

The compulsory attendance law we believe should be formulated by educators and put before the people to secure sufficient momentum to have it passed by the next session of the legislature. A committee of the State Teachers Association, working with the State Board of Education and representatives from the Superintendents and School Trustees, would be admirably suited to accomplish this purpose. S. P. D.

IX

EDUCATIONAL COMMENT

WHY I LOVE TEACHING

The following sentences taken from a prize essay of Supt. John Dixon will pay reading and re-reading, especially whenever our interests lag a little or the work is at all discouraging:

"I like teaching because I like boys and girls, because I delight in having them about me, in talking with them, working with them, playing with them, and in possessing their confidence and affection.

I like teaching because the teacher works in an atmosphere of idealism, dealing with mind and heart, with ideas and ideals. . . .

I like teaching because the relation of teacher to learner in whatever capacity is one of the most interesting and delightful in the world.

Teaching is attractive because it imposes a minimum of drudgery. Its day is not too long, and is so broken by intermissions, and so varied in its schedule of duties as to exclude undue weariness or monotony. The program of each school day is a new and interesting adventure.

There is no work in which men and women engage which more directly and fundamentally serves society and the State. Teaching is the biggest and best profession in the nation because it creates and moulds the nation's citizenship. It is the very foundation and mainstay of the national life.

And now at last the teacher's work is coming into its own. From now on, the teacher will be adequately paid, and accorded the place which is rightfully his in the public regard.

The TRUE TEACHER is, and may well be, proud of the title, for his work is akin to that of the Master Builder, the creation of a temple not made with hands."—*Public Service*, September 28, 1920.

"THE OUTLOOK FOR TEACHING"

In a pamphlet with the above caption published by the Illinois State Normal University and addressed to high school seniors, President Felmley points out that, with a great shortage of teachers, salaries are