

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
Conrad T. Logan, Assistant Editor
Henry A. Converse, Manager

Advisory Board
John W. Wayland Elizabeth P. Cleveland
Ruth K. Paul Katherine M. Anthony

Manuscripts offered for publication from those interested in our state educational problems should be addressed to the Editor of The Virginia Teacher, State Normal School, Harrisonburg, Virginia.

EDUCATIONAL COMMENT

EYE CONSERVATION

EYE conservation is being carried into the public schools of the country in a very practical way as a part of the national campaign by the Eye Sight Conservation of America's millions of school children and industrial workers. There have been distributed to superintendents throughout the country, copies of Eye Sight Conservation Bulletin No. 2, which presents a program for Eye Sight Conservation Day in schools. The Council is enlisting the services of the teachers in making visual accuity tests, instructions for which are fully outlined in the bulletin which states:

"First Health Then Wisdom" is an excellent motto and, fortunately, more and more attention is being devoted to the physical being of the child in school. A larger percentage of the defects of vision can be effectively detected and corrected with less expense and less difficulty than is true of any other class of physical defect; there is, therefore, less excuse for neglect with respect to the eyes. It is possible for the teacher to render most valuable and helpful assistance by personal interest and service, as outlined in this pamphlet."

Superintendents and health officers are urged to institute Eye Sight Conservation Days if consistent with their present school welfare programs. It is not the desire of the Council to suggest or recommend anything that may not fit in with the regulations of the various Departments of Education. It is

not offering a substitute where there are adequate provisions for visual accuity tests of the school children, but it is in comparatively few communities that school children receive even the most superficial eye tests, and in the majority of schools there is little or absolutely no attention given to this important matter. The program as presented in Bulletin No. 2 outlines a procedure suitable for large schools; for the schools with a number of rooms; or for the little red school house of one room in the most remote district.

The object of an Eyesight Conservation Day in schools is merely to discover the fact that a child has a defect of vision or symptoms of a defect, rather than to determine the degree of deficiency.

Eyesight Conservation Day should be observed semi-annually, shortly after the beginning of each school semester, and should be an integral part of the general school program for Eye Sight Conservation Days in Schools should be omitted until the tests and observations have been completed.

This is not a "day" arbitrarily set for National observance, nor is any particular date suggested. The matter of the date is immaterial and is necessarily best decided by the educational and health authorities in different communities. It is of moment though that the health and educational authorities appreciate the importance of having visual accuity tests made of every school child.

The Eye Sight Conservation Council, with national headquarters at the Times Building, New York City, furnishes a vision chart for schools and in addition to the program for Eye Sight Conservation Days in Schools has published other pamphlets and a series of folders. The folders present in story form the message of eye care, and the intent is to change the seeming indifference of most parents into a realization of the actual need of attention being given to the eyes of school children.

The Board of Education of New York City in observance of Health Day distributed 215,000 of one folder published by the Council, placing these in the hands of every child with manifest defect of vision with instructions for the child to take it home to parents or guardian.

The Council will welcome inquiry from

any educator interested in the cause of conservation of vision. Every teacher in the country should read Bulletin No. 2, and the other publications of the councils.

INTERPRETATIONS AND DENIAL ARE DIFFERENT

AS was to be expected—as was indeed inevitable—Bishop Manning made very clear in his letter to Dr. Grant that he did not deny to the latter the privilege of modifying or even of abandoning beliefs once held by him and still held by his church as represented by its authorized representatives. The Bishop explicitly repudiates the desire as well as the intention to silence him. He proudly proclaims that in the church to which both have belonged wide liberty in the interpretation of creeds is accorded, but he quotes with approval words of the late Dr. Potter to the effect that interpretation of a creed is one thing and denial of it is quite another.

He makes plain his earnest hope that if Dr. Grant finds himself in conscience unable to carry out longer the promises made at the time of his ordination he will go where no obligation to fulfill them exists, and so to prevent undergoing a trial for heresy of which there could be but one result.

In this connection let us recall the unpretentious song of Eugene Ware:

THE WASHERWOMAN'S SONG

In a very humble cot,
In a rather quiet spot,
In the suds and in the soap
Worked a woman full of hope;
Working, singing all alone,
In a sort of undertone,
"With a Saviour for a Friend,
He will keep us to the end."

Sometimes happening along
I have heard the semi-song,
And I often used to smile,
More in sympathy than guile;
But I never said a word
In regard to what I heard,
As she sang about her Friend
Who would keep her to the end.

Not in sorrow nor in glee,
Working all day long was she,

As her children, three or four,
Played around her on the floor;
But in monotones the song
She was humming all day long:
"With a Saviour for a Friend,
He will keep me to the end."

It's a song I do not sing,
For I scarce believe a thing
Of the stories that are told
Of the miracles of old;
But I know that her belief
Is the anodyne of grief
And will always be a friend
That will keep her to the end.

Just a trifle lonesome she,
Just as poor as poor could be;
But her spirits always rose
Like the bubbles in the clothes,
And though widowed and alone,
Cheered her with the monotone
Of a Saviour and a Friend,
Who would keep her to the end.

I have seen her rub and scrub
On the washboard in the tub;
While the baby sopped in suds,
Rolled and tumbled in the duds,
Or was paddling in the pools
With old scissors stuck in spoons,
She was humming of her Friend
Who would keep her to the end.

Human hopes and human creeds
Have their root in human needs;
And I would not wish to strip
From that washerwoman's lip
Any song that she can sing,
Any hope that song can bring;
For the woman has a Friend
Who will keep her to the end.

EUGENE F. WARE

A SUPER-UNIVERSITY

THE meeting of the American Association for the Advancement of Science in Cambridge, according to an editorial in the *New York Times*, fulfilled in a way the vision which Franklin K. Lane had of a "super-university." In a letter written in his own hand on the day before he went on the operating table in May of 1921, he described this "place of exchange for the new

ideas that the world evolves each year" as follows:

No Faculty—but a super-university with all the searchers and researchers, inventors, experimenters, thinkers of the world for Faculty. No students—but every man the world round interested in the theme under consideration welcome as a student without pay.

Except that the meeting in Cambridge was national in its personnel, it answered very well Mr. Lane's definition. Nearly all the departments of human knowledge were represented: chemistry, botany, anthropology, Mathematics, physics, geology, geography, zoology, agriculture, psychology and the economic and social sciences. Those not included were represented in like meetings elsewhere. A thousand papers were presented, from Professor Edmund B. Wilson's on "The Physical Basis of Life" and Dr. Bell's discussion of the smashing of atoms to a study of baldness and of the ideal stature of successful salesmen. Every paper meant research into the field of the unknown in man's environment and most of them pushed back by much or little the mystery that surrounds his existence or made friends for him of forces that before seemed hostile to his freedom or his life.

This meeting also gave the super-university "Faculty"—serving for very love of the truth itself in most cases—an audience that was generally competent to understand what was brought before it. And when the results are intelligently, intelligibly and accurately reported, as was done by *The Times*, the student body becomes larger than that of any university, larger even than that of the super-university conceived by Mr. Lane.

There is only one thing lacking, and that is a permanent exhibition of the yearly increments made by man's conquest of his environment so that the public may have an opportunity to see (so far as it can be visualized) "all that is new in science, philosophy, practical political machinery and all else of the world's mind products." If there could be a place for such permanent exhibitions for the year of scientific research and experiment and invention (and "why not in New York?" said Mr. Lane), the value of such meetings as that at Cambridge and in other parts of the world would be vastly increased.

IS FREE EDUCATION TO END IN THIS COUNTRY?

*Carnegie Foundation Report Presents a
Gloomy Outlook for the Public
School*

THE cost of modern education is becoming so great, the burden on the taxpayer is so heavy, that unless some way is found to meet the problems, there will be an eventual curtailment of education and free public education will be endangered, according to the report of the Carnegie Foundation for the Advancement of Teaching, just made public. Much of his burden is due to the fact that the conception of what schools are for has changed, and there is an attempt to teach the child a little bit of everything and fit him for a trade or profession, rather than give him a fundamental intellectual background.

"The present-day system of education has reached its enormous expense, not wholly by reason of its efficiency, but partly by reason of its superficiality," says the report. Many of these forms of training, particularly vocational training, are called educational farces, which should be confined to trade schools, of which there is a great lack. Many of the business and other courses in colleges are delusive, for their subjects cannot be taught in an academic way. Only by separating fundamental training from specialized training can this superficiality and expense be done away with, it is stated.

The cost of public schools increased from \$140,000,000 in 1890 to \$1,000,000,000 in 1920, the report shows, and the cost of salaries of teachers has increased from \$96,000,000 to \$436,000,000. Enrolment in the public elementary schools has increased from 13,000,000 to 22,000,000 in that period, while the enrolment in high schools has increased from 200,000 to 2,000,000. National income and taxation have also increased prodigiously in that time.

Attendance Grows Fast

"The outstanding facts seem to be these," the report says. "While the population has increased between 1890 and 1920 by about two-thirds, the growth in the number of pupils attending the elementary schools increased approximately in the same proportion,

but the attendance upon the high schools and the colleges grew at a rate many times faster than that of population; and that, while the national income has also grown notably in these thirty years, the burden laid upon the people of the country has enormously increased.

"The simple fact is that municipalities and States are finding the rising cost of their educational budget a most difficult and serious problem. The question how to finance the public system of education in the face of the other great demands made upon these communities and States has become today an acute question. There can be no doubt that there is needed for its solution a statesman-like consideration, both of the educational needs and possibilities and of the financial difficulties and burdens.

"The systems of public education—both tax-supported institutions and institutions dependent upon tuition and endowment—are facing a problem of financing for which the money can be had only if it can be shown that the return which the public is to get from its school system justifies the expenditure. Hitherto the people of the United States have accepted their school system as an integral necessary part of the democratic program. They still believe in education, perhaps as fervently as ever. They are becoming, however, somewhat critical as to whether the system of education for which they are paying is justifying itself in the results which it brings forth, and as to whether the kind of education which our institutions are advocating makes for effectiveness, for intelligent citizenship and for independent character to the extent that it has been assumed in the past that it did."

The cost of public service, of which education is a part, has risen all over the world in the last century, due to increased population, increased wealth and a higher standard of living, the report shows. The war accentuated the problem.

Men Are Producing Less

"The world finds itself today facing a situation in which there is a highly stimulated demand for the comforts and the luxuries of life, while at the same time there is, on the whole, a diminished production by the individual worker, and over a large part of

the most highly cultivated and industrial regions of the world bitterness and strife have displaced the ordinary processes of peaceful industry.

"All these causes have tended to increase the cost of every form of public service. Government is more expensive than it was a decade ago in all countries, and the support of government absorbs an ever increasing share of the productive energy of each individual. That form of public service which has to do with education has shared in this movement. In some respects it has advanced more rapidly than other divisions of public service."

The cost of schools cannot be indefinitely increased, and education must reckon with economic necessity, it is shown. Some of the causes for this increase are grouped in two classes. In the first are:

"The increase in population and the resulting increase in the number of pupils.

"The increase due to educational buildings and facilities demanded in modern schools.

"The rise in the scale of teachers' salaries.

"In the second group, no less influential in bringing about the present day cost of education, may be placed those causes which rise out of the educational theories and strivings of our day, and which indicate a new conception of what the school ought to be and what it can accomplish for society. Among these factors the most important are the following:

"The widespread notion that formal education is not only the one way to advancement, but that it is also the panacea for all social and political disorders.

Wrong People Take Courses

"The admission of great numbers of pupils ill-fitted for the higher and more expensive schools, such as the high school and the college.

"The so-called 'enrichment' of the curriculum of the schools as compared with the curriculum of two decades ago. This factor has been perhaps the most influential in the rise of the cost of public education. So great has the change of studies been between the high school of twenty years ago and the high school of today that the two involve funda-

mental differences in the conception of what the high school is for.

"The introduction of vocational training into the high schools and the acceptance of the notion of scientific research as the primary object of the college teacher have gone far to add both to the cost of equipment and the cost of teaching."

The increases in the cost of school buildings and equipment have, on the whole, been justified, the report concludes, and the increases in the salaries of teachers in the public schools have been necessary. Other elements in the situation are, however, severely condemned. After saying that popular opinion looks upon education as a cure for all ills and the only open door to usefulness and position, the report says:

"The result of this popular devotion to a single form of social training is, first of all, a pressure to bring into the schools and to retain in them great numbers of pupils whose intellectual endowment is ill-suited for formal study, but who have, in many cases, marked ability for other fields of activity. The American father assumes that the child must be kept in the public school whether he can do the work or not. The overemphasis on education, and, in particular on higher education, as the sole opening for the youth of the country, has not only filled the schools with ill-assorted pupils, but has closed the minds of people to the opportunities offered by agencies other than the school.

"For example, in the trades, today there are numberless openings for which the remuneration is high and which offer a life of satisfaction and usefulness. Yet, so great is the emphasis on the occupations to be reached only through high school and college, that the opportunities in such trades are depreciated and the facilities for training the youth of the country adequately for them are meagre."

The high school of today offers not only a moderate grounding in knowledge, but a technical training as well, for which the teachers themselves are responsible, the report says.

Need More Special Schools

"It is not too much to say that the vocational training offered in the high schools has so little of the sharp, accurate respon-

sibility of the well-trained technician, and is so poorly related to the facts and circumstances of these vocations, that it is in great measure an educational farce. The teaching of vocations in the high school is a mistake. These vocations should be taught through trade schools in which the whole spirit and technique of the training partake of the accuracy, the sharpness, and the skill that alone can give them significance.

"These educational theories are those which have added most to the high cost of education. Through the exaggerated enrichment of the curriculum, not only have numberless studies been added, but pupils have been led to believe that a superficial knowledge of many things could replace the intellectual discipline that comes from the mastery of a few things. The notion that trade school training could be made a part of general high school work has served to make soft and flabby the general conception of our people as to what kind of skill and energy are needed for the prosecution of an honorable trade. The pay of the teacher has been diluted by the bringing in of great numbers of teachers to offer this variety of studies. The rise in the cost of education has come in large measure out of a transformation of the notion as to what a school is for, and until we shall come to some definite conclusion with respect to this fundamental matter there is no hope that the cost of the school system will stop short of the financial solvency of the various States and communities."

The morals and character of the child inevitably are affected by his school life, and there are certain studies which must be made the intellectual background of any American child who is to become a good citizen, says the report.

What Child Should Learn

"He must know his own language. He must have some knowledge of elementary arithmetical processes. He must know something of the government of his country and his rights and obligations as a citizen. In this day most people would admit that this minimum must embrace some acquaintance with the processes and results of science. If this be granted, a school offering its pupils four studies, to be pursued resolutely and vigorously during the terms of years that a

pupil spends in it, would afford one conception of the function of the school and the method by which that function would be performed.

"In contrast with this notion there has arisen another theory of education: that the child must know something of a great number of things that are going on in the world. He must be taught something of art, something of science, something of literature, something of political economy, something of every form of knowledge in which the modern world interests itself.

"The first conception makes for sincerity, for thoroughness and for intellectual vigor. The second, only too often, in the endeavor to give the child some grasp of all knowledge, gives him only the most superficial smattering, and instead of quickening his powers of reason, tends to give him the impression that he can solve the problems of his own life and of his own country by the same superficial process that he has learned in the school.

"The courses offered in high school on retail selling and advertising undertake to cover the economics of production and of retail trade; the labor question; the technical management of retail business and the psychology of the methods by which a customer can be approached. The courses are given in a large proportion of cases to students who cannot write good idiomatic English. As a matter of technical training it is certainly to be doubted whether this should go in the high school. As a matter of cultural education it may well be doubted whether advertising is a field in which the American boy needs stimulation."

Pupils Are Deluded

The question of technical and professional training should be a separate and distinct problem from that of general education, the report says, and should be solved in real schools, not imitations. Colleges vie with each other in the same way as the high schools, it is pointed out, and courses in business administration are cited, courses which are delusive because they do not and cannot teach practical business administration.

The report also deals at some length with the increases in college salaries, which represent "the most extraordinary rise in the compensation of college professors, and perhaps in the compensation of any professional

group, which has ever been known. In the larger institutions associated with the foundation the median salary has risen 40 per cent. at Cornell, 60 per cent. at Columbia, Yale, and Harvard, and 80 per cent. in colleges like Wesleyan and Williams. Typical increases are from \$1,400 to \$2,000, from \$4,000 to \$5,000, and in the larger institutions from \$6,000 to \$10,000."

Report on Finances

The total amount of money held by the trustees of the Foundation on June 30 was \$26,376,000. During the year there was received for general purposes \$1,560,761, in addition to \$51,886 from the endowment of the Division of Educational Inquiry, \$760,761 from the general endowment and \$800,000 from the Carnegie Corporation of New York.

Total retiring allowances paid to officers and teachers and to widows during the year were \$1,019,014. The expenses of administration and publication were \$86,954, and the expenses of the Division of Educational Inquiry were \$1,167,019.—*The New York Times*.

CURRENT EDUCATIONAL PUBLICATIONS

NATIVE DRAMA

A fifteen-year-old girl who used to show me her attempts at "short stories" always chose for her setting the romantic streets and homes of a fictitious New York. The stories she read were laid in New York; so the stories she wrote were placed there too. To her the implications of Gramercy Park and Battery Park were the same: both were parks—and interchangeable as settings for her stories. She had generously to forgive me when I suggested that she try to place her stories in scenes that she knew, among people she had seen and talked with.

This enchanting glamor that distance lends is only less potent in guiding the choices of skilled story-writers. But Joseph Hergesheimer, Philadelphia-born, did not write *The*

CAROLINA FOLK-PLAYS, edited by Frederick H. Koch. New York: Henry Holt and Company. 1922. Pp. 160. \$1.75.