

THE VIRGINIA TEACHER

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EDUCATIONAL COMMENT

EXTENDING THE TEACHER'S TENURE

WE need more teachers and better ones. On this point all the warring factions in the educational field are agreed. And the supply, in the country as a whole, is not responding to the need. In rich states like New York most teaching positions can be filled. But they can be filled only through the robbery of poorer states. This is made beautifully clear by an article in the December number of American Education contributed by Dean John W. Withers of New York University.

There are in New York state 60,000 teachers. Their average tenure is seven years; consequently 8,000 new teachers must be enlisted annually to keep the ranks full. The number of school children is increasing rapidly. Every year 1,500 teachers are needed to take care of the increase. To provide the 9,500 new teachers needed, 10,000 high school graduates must enroll in the normal schools. The high schools graduate about 24,000 a year, of whom 9,600 have trained themselves for commercial pursuits. Of the remaining 14,400 more than 4,400 go on to college, leaving less than the requisite ten thousand for the normal schools. Everyone knows however that nothing like one hundred per cent of this remainder will enroll in the normal school. Dean Withers does not supply an estimate on this point. We should

doubt that the percentage would run above fifty or sixty.

The state faces a shortage of teachers. It is dependent even now on teachers imported from outside, and with the advance of teaching standards elsewhere this resource becomes more and more precarious. Where then, shall we turn for a remedy? Plainly we cannot count on persuading more young men and women to go into teaching by the mere publication of our need for them.

Moreover, even if it were practicable to increase the number of recruits to the teaching profession, there would remain unsolved serious problems of economy and efficiency. It takes seven years to make a teacher, counting both the four-year high school course and the three years of normal training. Seven years of preparation for a profession to be exercised for only seven years represents a heavy cost both to the state and to the individual. Nor can the best educational results be expected so long as the average professional life is so short. In ordinary business, although most operations follow a simple routine, it takes a considerable time, sometimes months before a new employee is worth his wages. In view of the complexity and subtlety of the work of the teacher, it must take much longer to attain to full efficiency. In industry the efficiency of an employee begins to run down as soon as he begins to plan on a change in employment. The same must be true of the teacher. As Dr. Withers recognizes, the way of reform is through measures that will extend the tenure.

Why do teachers abandon their profession in such disastrously large numbers? Partly because the profession is relatively underpaid; partly because politics and bureaucracy take the savor out of the work. But the chief reason is that most of them are young women and persist in marrying. It is no longer true that marriage automatically throws a woman teacher out of her profession. But the indirect effects of the old anti-feminist rule hangs on. The teacher who continues her employment after marriage is often the subject of adverse public opinion, openly expressed. Having a man to support her, why does she not step out and give an unmarried woman a chance? Or has she perhaps taken for husband a poor thing who can't support her? A similar public opinion is playing upon the hus-

band. If it is defied, it grows stronger with time. Suppose the married teacher does not have children: plainly she is avoiding motherhood in order to continue with her profession. She is sacrificing her true mission, her highest duty to the state, etc. Or if she has children and still manifests a desire to return finally to the teaching profession, she is held to be a most egoistic and discontented person.

We do not believe that any woman should sacrifice motherhood to her profession, nor the joys and responsibilities of devoting herself exclusively to the care of her own children, so long as they need her. It is the husk of superstition that envelops the sound kernel of maternity and child rearing that does the mischief. Of the teachers who marry, a considerable percentage, probably not less than fifteen will never have children, however much they may desire them. Of the rest the majority will have only one, two, or three children, who will rapidly grow up and be taken over by the schools for the chief part of their care and training. If the household can afford it, some ten or fifteen years of a mother's time can most profitably be given up mainly to the care of her children. But ten or fifteen years out of the period from twenty-five to sixty-five—and nobody has any business to seek the chimney corner before sixty-five—leave twenty-five or thirty years to be disposed of. What sense is there, really, in making a relatively brief period of domestic preoccupation serve as a permanent bar to the exercise of the teacher's profession?

It will be said that after ten or fifteen years of rusting a woman is no longer competent to resume the work of teaching. This conception of motherhood as a state of rusting is hardly worth discussion. Any mother who has really taken a professional attitude toward her former work of teaching will find it entirely practicable to keep track of the larger movements in education. She would be pretty sure to do so if she expected to return to the profession. She is certainly losing nothing of her interest in children and her understanding of them—after all, the most important part of the teacher's equipment. No doubt she forgets many of the old tricks of the trade and fails to acquire the new tricks as they emerge. But there is no insuperable obstacle to the devising of short courses in

trade rehabilitation, when the public and the individual recognize the need.

We are aware that many school administrators would be violently opposed to the restoration of women to the teaching profession after a long interval devoted to domestic life. Such women would be difficult to discipline. They would feel too independent. They should not take the business of filling out report cards as seriously as they should. They would question too often the wisdom of instructions handed down from above. We recognize these difficulties, and agree that the reform we are urging might make the schools run less smoothly. But smoothly running schools are not exactly the highest desideratum. A large infusion of teachers of intellectual maturity would offer a factor of resistance to the bureaucratic tendencies that always threaten to turn a public service into a soulless machine. Such a factor is needed in every public service, but most of all in the schools.

Dr. Withers suggests as the best means of lengthening the average tenure of school teachers the substitution of men teachers for women. That would be the easiest way, if finances permitted. The end can, however, be attained as surely, and with much greater gain to society at large, through the simple abandonment of the obsolescent view that a woman should, on marrying, make herself dependant for her living on her husband's earning power. Motherhood, we grant, has claims superior to those of any profession, however worthy. But for a woman to abandon a dignified and useful profession merely in formal acknowledgement of the husband's ancient claim upon all his wife's time is a shirking of paramount social obligations that the modern world can not tolerate indefinitely.—*The New Republic*.

WILL YOUR SCHOOL BE REPRESENTED AT CHICAGO?

Once each year the superintendents of schools of the United States gather in the great winter meeting of the Department of Superintendence. In February they will meet in Chicago. It is within a single night's journey for over half of America's educational workers. A remarkable group of

programs will cover a wide range of school topics. Numerous section meetings will give opportunity for specific and intimate discussion of problems in the several administrative fields. Inspiring general sessions in the Auditorium Theater will be addressed by recognized leaders of educational thought.

Modern school systems need precise knowledge of facts, educational and financial. Research Bureaus, with highly trained personnel, have been organized to meet this demand. A valuable feature at Chicago will be an exhibit prepared by the Division of Research of the National Education Association, assisted by the Research Bureaus of many cities. It will include material gathered in a nationwide study of present curriculum practice.

School equipment, books, and supplies cost the nation about \$65,000,000 annually. By a visit to the exhibits arranged by leading manufacturers, the visitor may become acquainted with the latest improvements in the material things which a school must have. Unwise selection of a single item of furniture for a new school building may cost several times the price of the convention trip.

No school can fully meet its obligation to the children, the community and the Nation, unless its administrative officers are in touch with progress in modern education. To this end the meeting of the Department of Superintendence offers exceptional opportunities. May we earnestly inquire of every Board of Education, Can your school afford not to be represented.—*N. E. A. Press Service.*

GOVERNMENT BULLETIN ON VIRGINIA CO-OPERATIVE EDUCATION ASSOCIATION

AN organization of 50,000 enthusiastic citizens, recruited from every section of the state, all working in close co-operation with various agencies for better school conditions and community improvement, is described in the bulletin "The Education Association of Virginia," just issued by the Department of the Interior through the Bureau of Education.

The organization has for its basic principle a larger, nobler and better type of citizenship. It crystallizes public sentiment for better schools, better health, better highways, and improved home and farm conditions.

The work of the association is carried on

largely through community leagues. These leagues have county federations, and the district organizations are made up of counties. The school boys and girls are organized into junior community leagues, which train the children through service to their school and neighborhood during school days to meet the opportunities and responsibilities of full citizenship which will be theirs later as men and women. There are now over 300 junior leagues in the state with an approximate membership of 18,000.

The association organized and conducted the first educational conference in Virginia; it was the first agency in the state to raise its voice in the interest of compulsory education, says the bulletin. The farm demonstration work was brought to Virginia through the efforts of the association, as was the work under the women demonstration agents. The first State Rural Life Conference of its kind ever held south of the Potomac River was called in 1921 through the suggestion of the association. At the request of the State Council of Rural Agencies the association has brought together for conference and co-operation representatives from the county-wide agencies, such as the heads of educational, health, highway and child welfare departments, ministerial associations, community leagues, junior community leagues, Red Cross, schools and colleges, Y. M. C. A., farm organizations, county and home demonstration agents, bankers, and selected representative citizens.

The awakening of community life in Virginia, according to the bulletin, has so taken hold of the people that it is impossible to overestimate the value of this association as a material and spiritual asset to the commonwealth.

So comprehensive is their platform and so satisfactory the response, it is not surprising that the work has attracted attention beyond the borders of the state. The late Franklin K. Lane, while Secretary of the Interior, Dr. W. S. Learned of the Carnegie Foundation, Chief Justice Taft, State Governors, and others have expressed their hearty approval and appreciation.

The movement is supported by a legislative appropriation from the State of Virginia, a grant from the Carnegie Corporation, and by public spirited citizens.

In 1922 the association included 1,675

leagues with a membership of 48,865, and \$253,198 was raised during the year for local improvements. They publish a regular monthly magazine entitled "The Community League News," with a circulation of 5,000 copies each month.

WORLD PEACE THROUGH EDUCATION.

\$25,000 Award for Best Plan

A gentleman who wishes his name withheld has given the World Federation of Education Associations twenty-five thousand dollars to be used as an award for the best plan which will bring to the world the greatest security from war. The donor of this generous gift watched the proceedings of the World Conference on Education, which met in San Francisco in June, 1923, and believing that lasting peace can come only through education, he desires to encourage a movement calculated to promote friendliness among the nations.

The World Federation of Education Associations—The world Federation gratefully acknowledges this generous gift to be used in furthering the world's greatest cause and accepts the offer in the spirit which actuates the giver. The Federation joins the donor in the belief that such a reformation as the award is to promote must await the longer processes of education. It also accepts the belief that textbook materials and teaching attitudes are all essential and any plan proposed must have as its principal object the bringing about of better understanding between nations with the elimination of hatreds both racial and national.

The Peace Plan—A plan of education calculated to produce world amity is desired. There is a distinct difference between this plan and the one called for by that distinguished citizen and generous donor, Mr. Edward Bok, inasmuch as this contest calls for a world-wide program of education which will promote the peace of the world. The contest is likewise world-wide and open to interested persons of all countries. The plan does not call for legislative action unless necessary to back up new and fundamental processes. It is the conviction of the giver and of the Federation that universal peace must

have universal application and must begin with unprejudiced childhood. We desire also to create a world-wide thinking on the subject of the Golden Rule as applied to international contacts and to produce a psychology or "world mindedness" such as will support any system of diplomacy or any functioning of the state.

Rules of the Contest

1. All manuscripts must be in typewritten form with sufficient margin for the notes of the examiners.

2. The Commission on Award reserves the right to reject such manuscripts as it may desire.

3. The plan should contain a clear, concise set-up of not to exceed 2,500 words, with not more than an equal number of words in argument or clarifying statements.

4. Manuscripts will not be returned. The Federation reserves the right to retain for such use as it may see fit all plans submitted.

5. Only one plan may be submitted by one person or organization, and no person who is a member of an organization which submits a plan shall be allowed to participate further in the contest.

6. In order to secure impartial decision manuscripts should be unmarked, but should be accompanied by a plain sealed envelope unmarked, in which shall be given the author's name and address, so that in case of acceptance the award may be mailed to the proper person. Any identifying marks on the manuscript will render the sender ineligible to compete.

Plans must be submitted to Augustus O. Thomas, President of the World Federation of Education Associations, Augusta, Maine, U. S. A., bearing postmark not later than July 1, 1924.

8. Twelve thousand five hundred dollars of the award will be given when the plan is accepted and \$12,500 when the plan is inaugurated.—*N. E. A. Press Service.*

THE VISITING TEACHER

"What the school can do—and do far more efficiently than any other agency—is to become a center through which medical and social problems are wisely referred to the agencies in the communities best fitted to deal with them. The link in the system is the visiting teacher who is needed both for social investigation and co-ordinating the problem offered by the child with the social resources of the city."—Dr. Helen T. Wooley.

COOLIDGE FAVORS EDUCATION
DEPARTMENT

The establishment of a Department of Education with a Secretary in the President's Cabinet has been proposed and opposed during so many years that one hardly knows whether or not to take fresh hope from President Coolidge's reference to the subject in his recent message. Implicit in the statement seems to be agreement with President Harding's plan for a Department of Education and Welfare.

President Coolidge said: "Having in mind that education is peculiarly a local problem, and that it should always be pursued with the largest freedom of choice by students and parents, nevertheless, the Federal Government might well give the benefit of its counsel and encouragement more freely in this direction. If anyone doubts the need of concerted action by the States of the Nation for this purpose, it is only necessary to consider the appalling figures of illiteracy representing a condition which does not vary much in all parts of the Union. I do not favor the making of appropriations from the National Treasury to be expended directly on local education, but I do consider it a fundamental requirement of national activity which, accompanied by allied subjects of welfare, is worthy of a separate department and a place in the Cabinet. The humanitarian side of government should not be repressed, but should be cultivated.

"Mere intelligence, however, is not enough. Enlightenment must be accompanied by that moral power which is the product of the home and of religion. Real education and true welfare for the people rest inevitably on this foundation, which the Government can approve and commend, but which the people themselves must create.

"Because our minds are absorbed and filled with far less important interests—of the market place and of the senate—we have neither time nor space, in our little thoughts, to grasp the stupendous import of the wise education of the young.—Charles A. McMur-ray, George Peabody College for Teachers.

THE EDUCATIONAL SERVICE OF
THE LIBRARY

Ignorance is the menace of civilization. If America continues to grow the minds of her people must grow. And the schools alone cannot satisfy this need for continuing the intellectual growth of American citizens. In America today, 85 per cent. of the boys and girls are in school until the age of 18. Then what happens? A scanty few go on to college or university and the others do not. Is this the end of their education then? Must their mental growth cease when the school doors close behind them?

There must be some way out. Some way to continue the educational growth of American Citizens. And there is a way. That way is the public library. It is America's continuation school. It is the most democratic of American educational institutions. It is free to every person,—color or race, nationality or creed—make no difference. It is free to every person who wishes to read, and who is willing to read. If the schools will only teach the reading habit, the library will educate the world for the public library of America is free to every new idea, free to every fresh point of view; nothing is barred because it is new or radical or different. The public library is free from party politics; it is free from religious intolerance and prejudice. The public library provides information on all sides of every important question—so far as its funds will allow.

The citizen has his duty toward the library. First of all he should encourage larger appropriations of funds. Too many people are being turned away because there are not enough copies of certain books to supply the demand, or not enough money to buy all the books that should be on the shelves. More than half the people of the United States do not have library facilities of any kind. The educational facilities of the library have not been recognized as they should be; with that recognition will come greater service.

Democratic as the library is, its service should be greatly extended. The librarians should be prepared to give more service, more encouragement and sympathy to their patrons, whether to help the half literate foreigner or the scholar. The public should be made to see that the library is a continuation school.

While the library is useful and helpful, it has still not reached its maximum of helpfulness or usefulness and it cannot do so until the people themselves realize what it has to give them.

WILLIAM ALLEN WHITE.

A LETTER FROM THE PRESIDENT OF THE NATIONAL EDUCATION ASSOCIATION.

To State Directors of the National Education Association—

Will you help me make a dream come true? It is my dream, but I am hoping it may prove to be a big vision for every teacher who comes to the Washington meeting of the N. E. A. and that it will demonstrate the teacher's high ideals to all his fellow-countrymen.

This is my dream—

The closing day of the convention happens to be the Fourth of July. We want the whole week's work to build up towards a culmination in certain acts of patriotic service by the teachers of America in the Capital of their country and on its birthday. Washington and the country around it have many places which are really shrines of patriotic interest. To these places the teachers will go in groups according to tickets they have previously procured. At each place a brief patriotic program will be given and some specially appropriate tribute will be rendered.

I am calling these visits to the American shrines around Washington, "Patriotic Pilgrimages." In order to arrange the program and manage the details for each Patriotic Pilgrimage committees will be needed.

We plan to have a separate committee for each place. Each committee is to be small and is to consist of a teacher from the Washington city schools, a teacher selected from some state having some historical or geographical connection with the place itself, and teachers from at least two other states. It is in the selection of these committees that I need your help.

The list of the proposed Patriotic Pilgrim-

ages together with the state from which one person has already been selected follows:

1. Lincoln Memorial—Kentucky.
2. Grave of Unknown Soldier—New York.
3. Washington's Tomb at Mt. Vernon—Virginia.
4. White House—Ohio.
5. Capital—Iowa.
6. Washington Monument—Washington.
7. Jefferson's Home at Monticello—Virginia.
8. Yorktown—Virginia.
9. Jamestown—Virginia.
10. Williamsburg—Virginia.
11. Fortress Monroe—Nebraska.
12. St. Johns Church, Richmond—Virginia.
13. St. Pauls Church, Norfolk—Virginia.
14. Fort McHenry—Maryland.
15. Annapolis—Maryland.
16. Gettysburg—Pennsylvania.
17. Lee Monument at Lexington—Virginia.
18. Red Cross Building—Massachusetts.
19. Wilson's Home—New Jersey.
20. D. A. R. Hall—Connecticut.
21. Pan American Building—Texas.
22. Walter Reed Memorial Hospital—Virginia.
23. Hampton Normal and Industrial School—Virginia.

To each of the representatives of states mentioned it is desired to add representatives of two more states besides a teacher from the Washington schools.

1. If your state is not named in the foregoing list, please indicate three (3) Patriotic Pilgrimage Committees in which you would like your State to be represented. If your state is named, please indicate two (2) other Patriotic Pilgrimage Committees.

2. Please give names of three persons of any rank or grade in your school system, who will attend the Washington meeting of the N. E. A. and who will serve on the committees selected or indicated for your state. Please let me suggest that I hope you will name people whose enthusiasm and energy will help make the dream come true.

3. Please give this plan of Patriotic Pilgrimages all possible publicity in your state

so that teachers will understand its aims and ideals and will come to Washington to help make this unique Fourth of July celebration a success. For this purpose you may publish this letter if you wish.

Thanking you most heartily for your cooperation, I am

Sincerely yours,

OLIVE M. JONES
President.

"COLDS" IN SCHOOL CHILDREN

The ordinary "cold" or coryza, has not received adequate consideration. Too often it is deemed merely an inconvenience or an uncomfortable nuisance. At the Lincoln School of New York City more days were lost by pupils with colds than from all other causes combined, and this probably represents the general school experience. The serious complications such as inflammations of the middle ear, of the various sinuses, and of the glands, that may arise from a cold make it sound policy to protect children from unnecessary exposure to this disease.

Parents are constantly importuned by educational authorities to send their children to school lest they fall behind in their work; minor ailments are ignored. Even the medical profession is inclined to underestimate the seriousness of colds, and, in the absence of complications, to permit children to attend school regularly. There can be no doubt, however, that the ideal medical position is to advocate absence from school far more frequently than is now the practice. The mere fact that we know so little about coryza indicates the importance of giving it more thoughtful attention. It is a condition that does not induce much immunity; indeed, it appears to reduce individual resistance to various infections. Our knowledge of the microbic causes of colds is still unsettled and the results of treatment vaccines, either to prevent or to cure the disease, are as yet most inconclusive. Until we have much more definite and satisfactory knowledge of these matters the wise plan is to keep children with colds out of school. They are a serious factor in the illness and mortality of children of school age. This will be more difficult

in public schools than in private institutions, but should be urged by every physician.

—HYGEIA.

CURRENT EDUCATIONAL PUBLICATIONS

SPECIMENS OF BIBLICAL LITERATURE, by James Muilenburg. New York: Thomas Y. Crowell Company. 1923.

A LITERARY GUIDE TO THE BIBLE, by Laura H. Wild. New York: George H. Doran Company. 1922.

Designed for use in school or college, Mr. Muilenburg's book attempts to indicate the main literary types that are to be found in the Bible and then gives selections from each type with notes, suggestive readings, theme subjects, a brief bibliography (rather inadequate), and a glossary with the pronunciation of difficult names. The various types given are as follows: Narrative, including history, short story, parable, and fable; poetry, lyric and dramatic; reflection (proverbs); essay; prophecy, including rhapsody, invective, emblem, satire, lament, dramatic prose; gospel; oratory; and letters. Although some critics may object that the drama, the essay, and the short story are modern types of which the ancient Hebrews were totally ignorant, it may prove a pleasant and profitable task to select and compare those passages from the Bible which approximate to modern literary categories. The selections, on the whole, are well made and well arranged. The editor wisely avoiding all controversial questions has produced a book that may safely be used in any school or college.

Unlike Mr. Muilenburg's book, Miss Wild's contains no selections, but like his it seeks to make a classification into literary types, and her classification agrees in the main with his. It is surprising, however, to discover that in neither book are the fine rolling periods in Deuteronomy, with their alternation of passionate pleading and stern denunciation, included among the examples of Biblical oratory.

"There is need just now," declares Miss Wild in her Introduction, "for a text-book for the beginner in the study of the English Bible which will help him so to realize the art and beauty of Biblical literature that he can read it along with other world masterpieces and