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EDUCATIONAL COMMENT

EDUCATIONAL COSTS IN TWELVE LARGEST CITIES

The country's twelve largest cities spent $286,133,000 for educational purposes other than for libraries in 1922. A Census Bureau statement, just issued, shows that New York City spent almost 38 per cent. of the total in 1922, and that in 1917, the twelve spent $112,178,000, making the increase in their total educational expenditures 155 per cent. The average of their expenditures per capita increased from $7.51 in 1917 to $17.03 in 1922

The total expenditures for educational purposes, which include teachers' salaries and other expenses for the operation and maintenance of schools, and for permanent improvements for schools, in the various cities were:

New York, $107,204,000; Chicago, $39,001,000; Philadelphia, $22,797,000; Detroit, $25,349,000; Cleveland, $17,795,000; St. Louis, $8,743,000; Boston, $14,945,000; Baltimore, $8,132,000; Los Angeles, $16,141,000; Pittsburgh, $10,983,000; San Francisco, $6,140,000; and Buffalo, $8,903,000.

Boston spent the most per capita for maintenance and operation with $16.18, while New York had the next highest per capita expenditures for that purpose. Detroit had the highest per capita expenditure for other outlays such as permanent improvements with $12.76, while Los Angeles has second largest expenditure for that purpose with $11.31.

Los Angeles had the largest per capita expenditures for all educational purposes with $25.94. Detroit wa ssecond with $25.51, and Cleveland third with $20.82 Expenditures in other cities were: Boston, $19.54; New York, $18.38; Pittsburgh, $18.07; Buffalo, $16.99; Chicago, $13.77; Philadelphia, $11.98 San Francisco, $11.69; St. Louis, $11.09, and Baltimore, $10.67.

VIRGINIA'S "DELANO" NURSE

A "Delano Nurse", the first to be appointed in Virginia, has been assigned to Buchanan County by the Red Cross to carry a message of better health to the people in this isolated mountainous area in the southwest corner of the State.

Buchanan County in which there are practically no Negroes, or foreigners has 15,000 population, Americans for the past four or five generations, who live in small settlements widely scattered over the mountains. There is not a mile of surfaced road in the county, most of the so-called roads being merely mountain trails. Travel is done by horseback. It has the highest birth rate of any county in the State. And it also has the highest death rate, just twice the average of the rest of the state. The wanton waste of life there is appalling to people who are familiar with the ordinary principles of health.

Miss Mary Emily Thornhill, Virginia's nurse, is the fourth "Delano Nurse" in the whole United States, to be appointed by the Red Cross. These nurses are selected from the organization's Nursing Service because of proven unusual ability to handle unfamiliar situations coupled with ability to impart knowledge to others—a rare characteristic.

The Delano nurses are the living memorial to the work of Miss Jane A. Delano, the first Director of Nursing Service of the American Red Cross. During the war she organized and directed more than 20,000 Red Cross nurses who carried on their work overseas. In addition there were thousands more in the camps here in the United States. An army corps commanded by a major general numbered about 37,000 men. Miss Delano directed that many nurses.

The strain of saving thousands of lives and giving care and attention to our wounded sapped her strength and cost her own life. She died in France early in 1919 a martyr

to the war as truly as any soldier. She is buried in Arlington among those who fought the fight with her and paid for it with life.

In her will she stated that the income from a fund be used to pay for nurses to be sent to places isolated from the rest of the world who could carry the teachings of health and hygiene to those sections seldom reached by doctors.

The other three Delano nurses are located in Alaska, on the Coast of Maine, and at Highlands, North Carolina, where, in communities shut off from the world, they are doing yeoman's service in spreading the gospel of better health.

Miss Thornhill is exceptionally fitted for her hard task in this sparsely settled county. She is a graduate of the Children's Hospital in Washington, D. C. She served as a nurse during the War at Camp Sheridan. After the War she went to Richmond, Va., where she took further training in Public Health Nursing with the Instructing Visiting Nurses Association.

On completing this work she went to Alexandria, Va., where she soon saw the need of some way to assist the crippled children whom she found there in the course of her daily work. Funds to aid this work which necessitated taking the children to Richmond for hospital treatment, were provided largely by the Elks and other organizations in Alexandria. As a result, there are fifty-two children walking and playing today who would be unable to get around without the aid of crutches had it not been for Miss Thornhill's knowledge and her ability to put the project over.

There are only two physicians in Buchanan County in general practice, and two more physicians associated with the lumber companies (only four in all). There are no nurses at all, so that the new Delano nurse will fill a long felt need.

Miss Thornhill reports that the people are already meeting her more than half way in their eagerness to learn how to improve their living conditions. The lack of someone to teach has been the cause of most of their difficulties and while one nurse cannot attend to everything, she can and will accomplish a "modern miracle" by assisting to educate the people who want knowledge of hygiene and sanitation.—*The American National Red Cross.*

CROWDED OUT!

Collier's, the National Weekly, made a study recently of the number of desks available for use in schools of more than three hundred cities of the United States and compared the figures with the school population of the same cities. The investigation revealed an amazing shortage of accommodations for city children. For instance, Birmingham appears first on the list with 44,000 pupils and 34,500 school desks—a shortage of 9,500. Atlanta needs 8,000 desks. Winston-Salem, N. C., 1,000; Nashville, 6,000; San Antonio, 5,800; Norfolk, 2,080; Los Angeles lacks 27,767 of having a supply, Chicago shows a shortage of 46,800; and New York must provide 80,965 to meet the demand. A similar report came from practically all the three hundred cities.

This shortage in seating accommodations means part-time instruction or some kind of forced and unnatural grouping of many thousands of children. It means that these children will not get their full rights to an education until the condition can be remedied; and the surprising part is that the unfavorable condition exists in the most enlightened communities of the nation. The lay reader, the person who has never studied education, can readily see that if great centers find it so difficult to keep pace with educational growth, then rural boys and girls must be suffering indeed, for their communities are slowest to provide modern accommodations.—*Alabama School Journal.*

SMOTHERED IN MEDIOCRITY

"There is a widespread feeling abroad in this country that too many students are now going to college, who cannot, or do not, profit greatly by the experience, while their presence puts upon the colleges a heavy and unjustifiable burden."

This statement by President James R. Angell of Yale University is said to foreshadow an announcement that Yale will limit its total enrollment in order not to be "smothered in mediocrity."

"A mere limitation of numbers," says President Angell, "is no corrective for the difficulty. Improvement in the methods of selection offers the only intelligent means of excluding the unfit, and this we hope to be able to accomplish."

TEXTBOOKS IN SCHOOLS

In the brief epitome of the proceedings in the House of Delegates, published in the columns of The Times-Dispatch on Saturday, appeared this:

> By Graves—To provide that after the State Board of Education has selected a standard textbook, it cannot order a change until after the textbook has been used ten years.

That may be a bit drastic, in that ten years may be somewhat too long a period and in that the arbitrary inhibition against the withdrawal of a textbook, no matter how full of error it may be, is dangerous. On the other hand the State Board of Education should not adopt a textbook until it has ascertained that it is not materially incorrect. And with the principle of the bill, especially with its prohibition against the frequent changing of textbooks, the whole State—with the possible exception of some professional educators—is probably in accord.

Of course, there are good textbooks and bad textbooks, and if the latter are grossly false they should be discarded. But after all, textbooks are only a part of the mechanism of imparting education. They are the mechanism: the life of education, the eagerness to acquire knowledge, the desire to understand the reason, always the reason, the impulse to study—all these must be imparted by the teacher. If education is limited to the use of textbooks, then teachers are of comparatively little value.

If the teacher is as valuable as the school system assumes, and if the textbook is faulty or incomplete, the teacher corrects or completes the textbook. With others, The Times-Dispatch laughs at the dear, old-fashioned idea that the sewing-machine is a menace because it discourages careful hand-sewing, hemstitching or whatever it is, and that the typewriting machine ought to be abolished because it has ruined handwriting. But The Times-Dispatch does not laugh at the belief that the constant changing of textbooks in schools in the hope of finding some perfect book for pupils to study and for teachers to ask questions from leads directly to the danger of diminishing self-culture among teachers and thinking among pupils.

As part of the mechanism of teaching and learning, the textbook is useful. If it is to be considered the principal factor in teaching and learning, then our public educational system is wrong from top to bottom.—*Richmond Times-Dispatch.*

FEWER, LARGER, BETTER

Believing that a curb should be put upon the establishment of small high schools in communities too small to maintain them properly, Virginia's State department of education, with the cooperation of the United States Bureau of Education, is making a study of high schools in two counties. From the result of this study it is expected to develop a policy favoring the establishment of schools maintained by counties rather than by districts. This should bring about larger and better schools, in the opinion of the Virginia authorities.

KINDERGARTEN CONFERENCE

Kindergarten teachers from many countries will discuss the relation of the kindergarten to the primary grades at the annual meeting of the International Kindergarten Union to be held at Minneapolis May 5-9. That the kindergarten should be the first school grade and not a separate unit will be emphasized at this meeting. On the afternoon of May 7, the kindergarten teachers will have the opportunity to attend the national conference on home education conducted by the United States Commissioner of Education.

SCHOOL LIBRARIES IN TENNESSEE

Every school except five in Robertson County, Tenn., has a library. This is partly the result of a contest between the counties of Tennessee in which the State Department of Education and the State Library Depository jointly offered a teachers' library to the county having the largest number of school libraries. Robertson made the best record and won the prize. The teachers' library, which contains many of the latest books on education, has been placed in the office of the county superintendent. In the course of the contest the various schools held entertainments and used the money to buy books.

HOW IS YOUR SIGHT?

According to the statistics of the Eye Sight Conservation Council of America nine out of every ten persons over twenty-one have imperfect sight. At thirty-one the proportion is larger. Above forty it is almost impossible to find a man or woman with perfect sight. It was learned by the examination of several thousand school children in one of our large cities that sixty-six percent of them had defective vision. This condition, in the opinion of the Council, is to a very large extent unnecessary; and the economic loss alone is of tremendous proportions. The Council is conducting a national movement for the conservation of vision in the schools. The Council should have the heartiest support on the part of school officials.

LITERARY EVENING INSTITUTES

To provide for the cultural needs of men and women who desire to enlarge their knowledge, to cultivate their taste, to enrich their leisure, and to widen the scope of their interests, both public and private, the London County Council maintains "literary evening institutes" in many parts of the city. At these institutes discussions and group work are arranged in many subjects, including the appreciation of art, architecture and music, classical and modern literatures and languages, philosophy and psychology, history, economics, and social problems, science, elocution, and vocal and orchestral music. Classes in physical training are also held. Visits are made to art galleries, museums and other places of architectural and archeological interest.

THIS IS THE HOUR

This and no other is the hour for educational reconstruction. Much of the future has a kind of mechanical inevitableness, but in education, far more than anywhere else, can a few resolute and capable souls mould the spirit and determine the quality of the world to come.

—H. G. WELLS, *"The New Education."*

Chicago has spent $30,000,000 for playgrounds and community centers.

CURRENT EDUCATIONAL PUBLICATIONS

"THE STORY OF A SOUTHERN SCHOOL"

THE STORY OF A SOUTHERN SCHOOL, by Arthur Barksdale Kinsolving. Baltimore: The Norman, Remington Co. 1922. Pp. 335.

This book is a graphic pen picture written by one on the inside. The author is one of the "old boys," who develops his theme with intimate and loving touch. He is evidently of those who believe that history is best told through biography; his story centers in the main round the lives of the splendid men who have been headmasters of the school and the pupils who have gone out to take prominent places in the state and throughout the nation. This fact gives the book a touch of personal interest to almost any reader in Virginia, as he is most likely to find intimate sidelights on the developing personality of one or more men whom he knows or knows of. The present reviewer, for instance, was much pleased to read several little sketches of the school life and character of a cousin who he knew had been killed in the Civil War, but of whom he knew almost nothing else. He had gone out from this school to take his place and meet his death in the ranks of the Southern immortals.

The fact that the history of the school traces through this stormy period of the war gives it a peculiar interest to every Southern reader. The recital is gripping and poignant as the author tells how one after another of the boys of that day, the flower of Southern youth, felt the fire of patriotism and heard the call to arms, and slipped quietly away to take their places among men and play the part of men, many to rise to positions of leadership, and many to die the death of heroes on the field of battle.

This school, the Episcopal High School, near Alexandria, Va., opened its doors in 1839, under the leadership of the Rev. Wm. N. Pendleton as Headmaster. Its purpose, in the words of this devoted man was: "To educate youth on the basis of religion. To apply the instructions of the Bible in the work of training the mind, influencing the heart, and regulating the habits; to provide boys during the critical period of middle youth and in-