

# THE VIRGINIA TEACHER

Published monthly, except June, July, and August, by the State Teachers College at Harrisonburg, Virginia.

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



CONRAD T. LOGAN, *Editor*  
HENRY A. CONVERSE, *Business Manager*  
CLYDE P. SHORTS, *Circulation Manager*

## ADVISORY BOARD

KATHERINE M. ANTHONY      BESSIE J. LANIER  
C. E. NORMAND

Manuscripts offered for publication from those interested in our state educational problems should be addressed to the editor of THE VIRGINIA TEACHER, State Teachers College, Harrisonburg, Virginia.

## EDUCATIONAL COMMENT

### PUZZLING PARADOXES

Heigh ho! This is a topsy-turvy world!

The schools are told that they must teach good citizenship; and their teaching or lack of teaching in the past is blamed by some for the present ills of society. But, if we attempt to teach principles of citizenship not strictly in accord with the interests of powerful and possibly socially dangerous groups, we lose our jobs.

Some of our citizens declare that teachers ought not be paid pensions because they are willing to teach for what they are paid while teaching, and paying them pensions after they retire may pay them more than they have earned. But some of these same citizens complain bitterly against paying taxes upon their own great wealth much of which they obtained without really earning it.

Less than two years ago the newspapers were full of comment concerning the most wonderful period of prosperity ever experienced by any nation. Since then they have been full of stories of business depression, unemployment, bank failures with loss to school funds and teachers savings, teachers going without salaries, the sufferings of poverty, and similar accompaniments of hard times.

We have invented and manufactured labor-saving machines to make other machines and the necessities and luxuries of life until we have thrown so many men out of work that now great multitudes of men have no wages to buy what the machines make. Therefore, both machines and men are idle, and the men and their families are ragged and hungry. In other words, so many desirable things can now be made so easily and rapidly in great quantities that millions of people must do without them.

The Secretary of Agriculture a few months ago, after carefully studying the situation, told the American farmers that they had produced too much for their own good, and that, if they want to improve their financial condition, they must raise less corn, wheat, and the like, and thus reduce the surplus. This was followed almost immediately by the most tremendous efforts of Congress and the Red Cross to keep hundreds of thousands of farmers and their families from starving. So logic drives us to the conclusion that the farmers have produced so much food that they are starving to death.

Why mention these paradoxes in a teachers' magazine? Because the anomalous economic conditions are beginning seriously to affect the schools and teachers' salaries, pensions, etc. Also because in our travels we often hear that such crazy and dangerous situations ought to be prevented or cured by the proper kind of education, which means by the teachers. So it is time for teachers to think on these problems. Of course thinking is hard work, particularly after a soft period of prosperity, pleasure, propaganda, joy-riding, True Confession, Clara Bow, and Amos and Andy. But, if we still have the power, it is time to do some serious and unprejudiced thinking about how to get out of this jungle. What do you think?—*The Illinois Teacher*.



### SUPERVISORS RAISE RURAL SCHOOL STANDARDS

Advancement of rural school education standards by professional supervision, so that the boy or girl in the open country may enjoy better facilities for learning, is indicated in a new U. S. Office of Education bulletin on Supervision and Rural School Improvement by Annie Reynolds, associate specialist in school supervision.

State-wide rural school supervision, or supervision practically state-wide, is found at the present time in six states: Wisconsin, Delaware, Maryland, California, New Jersey, and Connecticut, although the bulletin shows that some provision for local supervision of rural schools has been made in thirty states. Only 516 counties, however, out of 2,122 have established supervision. It is pointed out that no local county supervisors are employed in twelve states: Arizona, Colorado, Idaho, Iowa, Kansas, Missouri, Montana, Nebraska, Nevada, New Mexico, Washington, or Wyoming.

Certain services of rural school supervisors are enumerated in the Office of Education study. Supervisors show better methods of instruction by demonstration lessons; they stimulate superior teachers to increased efficiency, and the discouraged to renewed effort; they increase the percentage of promotions in the primary grades, and thus eliminate much of the lamentable retardation in these grades; and they insure a satisfactory completion of the elementary curriculum by older pupils.

Experiments made in limited areas in four states—South Dakota, Indiana, Michigan, and North Carolina—with the definite purpose of measuring results of supervision objectively are described in the Office of Education bulletin. Eminently satisfactory results are reported.

Increased interest by city as well as country residents in the betterment of rural

schools, and a suggestion by Mrs. S. M. N. Marrs in 1928, then President of the National Congress of Parents and Teachers that the Office of Education prepare a bulletin especially adapted to further the campaign for extension of rural school supervision, prompted the publication of the bulletin dealing with this subject. It is expected to be helpful to study clubs formed in connection with parent-teacher associations and similar organizations, as well as to superintendents and teachers interested in rural school supervision extension.

### HOME ECONOMICS SCHOOLS TEACH FALLACY OF HIT-OR- MISS HOME-MANAGEMENT METHODS

The difference between trusting to luck and planning ahead in spending the family income, what to consider in planning and buying house furnishings, the relation of science to home management and child care and training, and how to buy the family food and clothing, are among the subjects which girls and women—174,500 of them, to be exact—were studying in vocational home economics schools throughout the country in 1930.

"While we are interested in the numerical growth of vocational home economics classes in this country," says Adelaide S. Baylor, chief of the home economics education service, Federal Board for Vocational Education, "our principal satisfaction arises from the fact that this increase shows that mothers are awaking to the need for the training of their daughters in home-making pursuits covered in the vocational home economics courses, and that in addition women already managing homes of their own are anxious to take training which will make them better managers."

The enrolment in home economics schools in 1930 increased thirteen per cent. over the enrolment in 1929. The 2,769 centers in which home economics was being taught



in 1930 required the services of 4,960 teachers.

"The practicality of our home economics courses," said Miss Baylor, "will be more readily understood when it is realized that our students carry out in their homes, projects in which they receive correlated instruction in the classroom. Their homes are their laboratories, in other words. The project and instruction work is carried on in such a way as to make the course a delight instead of a burden to the student. Examples of remarkable improvements in the furnishings, business management, and food habits of homes, as a result of training received by the mothers or daughters, are on record in the files of home economics vocational schools in every section of the country.

"In one State alone—Texas—over 8,500 home projects all representing activities related directly to the home and family life, were conducted in 1930."

#### ODDS IN FAVOR OF HAPPY MARRIAGES

That the child's success in future marriage and parenthood depends primarily on his own parents is the claim of Dr. Paul Popenoe, Director of the Institute of Family Relations of Los Angeles, in the current issue of *The Parents' Magazine*.

After several surveys on the subject he sets the proportion of happy marriage at seventy-five per cent. "If it be objected," he continues, "that a marriage may really be unhappy when it appears to be happy, the reply is to find out what the married people themselves say. Katherine Bement Davis inquired of 1,000 married, educated women, who answered under conditions of secrecy which enabled them to speak their inmost thoughts with perfect freedom; 87 per cent. declared unhesitatingly that they were happy. It is worth while to bring these facts before young people, lest they adopt the idea circulated by cynics that no marriage is really happy, and that it is

foolish to gamble against such odds."

"The conduct of modern youth," concludes Dr. Popenoe, "is already considerably better than that of their parents and grandparents, if various lines of statistical evidence that are available are to be trusted. It is of course extremely difficult to get anything that can really be called proof as to whether, for instance, there is more sexual promiscuity than there was a generation ago. The indications, separately, can all be explained separately; but taken together, it seems to be no co-incidence that they all point the same way. The amount of juvenile delinquency has been decreasing steadily for many years, as shown by the Children's Bureau (many alarmist accounts to the contrary notwithstanding). Similarly, the proportion of illegitimate births has been declining for years. Marriage is occurring a little earlier in the whole population. A larger part of the population is marrying now than formerly. The venereal diseases seem to be decreasing, not increasing, in extent. There is no evidence of any increase of abortions among the unmarried. Commercial prostitution has been greatly restricted during the last fifteen years.

"A good deal of study of the expressed views of college students about matrimony has convinced me that most of them have satisfactory ideals on mating, with the one exception that they do not evaluate heredity properly. It is not necessary to be an extremist on this point to hold that it should at least be among ten or a dozen qualifications considered in picking out a husband or wife. How far the high ideals are actually put into practice is a different question, which would afford a fascinating study. In brief, the child's success in future marriage and parenthood depends primarily on his own parents. They are entitled to demand much more help from the schools than is now given, but most of their responsibility can not be shifted to the schools or to anyone else—it will be met by the parents themselves, or else it will not be met at all."