

THE VIRGINIA TEACHER

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TOO MANY COOKS

In the United States there are 127,000 separate and independent school boards. Indeed, there is one school board member for every two teachers, according to a recent study made by the Federal Office of Education. In 12 states there are actually more board members than teachers!

Responsibility is being centralized in trade associations under the NRA, while 109,000 rural district schools in the United States operate under the direction of 109,000 boards.

CHILD LABOR DAY STATEMENT

Following its custom of nearly thirty years, the National Child Labor Committee has designated the week-end of January 27-29 as the period for the observance of Child Labor Day. This year the occasion will be one of rejoicing for the child labor victories gained through the industrial codes, tempered by the knowledge that hundreds of thousands of children engaged in industrialized agriculture, domestic service, and certain forms of industrial home work and street trades are not protected by any code.

It is estimated that the industrial codes have released 100,000 children under 16 years from industry. Another 30,000 boys

and girls 16 to 18 years have been removed from especially hazardous work. On the other hand there are still approximately 240,000 children under 16 years working in occupations not covered by codes. These children are employed largely in industrialized agriculture, such as the production of sugar beets, cotton, tobacco, and truck farm products, in street trades, especially newspaper selling, and in domestic service.

Those interested in child labor are asked by the committee to pledge themselves to the protection of these forgotten children, as well as to renew their efforts to make permanent through state and federal legislation the advances which the Recovery Program have brought. The committee urges this slogan:

There must be no return to child labor when the codes expire in 1935.

The National Child Labor Committee, 419 Fourth Avenue, New York, N. Y., offers to send free of charge publications and posters for use in Child Labor Day programs.

"THESE STATISTICIANS"

In entire good humor, but with undisguised hopes for their early extermination, Dr. Burges Johnson, well-known author and professor of English in Syracuse University, spoke at the recent convention of the National Council of Teachers of English in protest against those who attach final importance to statistical data.

"It is time," he said, "to voice a protest against those people in the field of education who place too much dependence upon figures and graphs. I am one of those who hold that figures almost invariably lie and that mathematics is a form of sin.

"Let us not be deceived like the farmer who believed the efficiency expert who told him that if a boy in a tree could pick two quarts of cherries in fifteen minutes, a boy and a girl in the same tree could pick four quarts in the same amount of time, whereas they might not pick one quart all day.

"It is an undeniable fact that if a fox terrier two feet long from tip to tip, with a tail an inch and a half in length, can dig a hole three feet deep in ten minutes, to dig the Panama Canal in a single year would require no more than one fox terrier fifteen miles long, with a tail a mile and a half high. This is statistically true; yet one must seriously consider whether, after he has found the fox terrier, he could make it mind.

"The trouble with mathematics is that too often they do not realize that there is no such thing as a 2 or a 3. It is a symbol. When one works too long and too exclusively with those symbols, he begins to think of them as realities. But the 2 or the 3 have to be attached to something substantial in order to make them real. And we realists are forever discovering that while the figures may act in one way, the substances to which they are attached act in another.

"One earnest statistician made a study of the records of Vassar and Harvard and published his findings, to wit: that Vassar graduates have only three-fourths of a child apiece and Harvard graduates only half a child. From these gruesome figures he deduced the depressing fact that civilization was destroying itself, and that Harvard and Vassar must eventually disappear, and far sooner than their friends realized. I wrote that statistician that I had been making some investigations of my own which led to the discovery that statisticians were producing only a quarter of a child apiece, which meant that within thirty years we would not have any statisticians, a consummation devoutly to be desired."

A. F. L. SUPPORTS SCHOOLS

To prevent what it termed the threatened "passing of the public free schools" as a result of budget balancing, the American Federation of Labor convention on October 10 adopted a 12-point educational program calling for "the utmost endeavor for the

protection of education from kindergarten through university."

The program called for "truly professional standards" in the classroom, smaller classes taught by trained teachers, a broader curriculum and equitable wage for all instructors with security of tenure, and "decent" working conditions, the establishment of teachers' unions, maintenance of educational standards, old age pensions, and opportunity for teachers to help formulate educational policies.

Reduction of teachers' salaries "always inadequate," if continued for any length of time, the resolution held, will bring the "passing of the public free school."

DO TEACHERS TALK TOO MUCH?

"The very nature of the schoolroom situation develops talkativeness unless we guard against it. There is enough ego in us to make us proud of our opinions and our experiences. Then, too, we are supposed to know so much more than those we teach.

"It might also be worth mentioning that talking often takes the place of thinking and is very effectively used as a time killer. At any rate we have the children in a place where they cannot or will not answer back and we take advantage of the situation.

"The meaning of the word 'educate' is to lead forth, to bring out. By no stretch of the imagination can it be made to mean to pour in. Yet judging from actual classroom procedure many teachers seem to be laboring under the impression that the educative process is largely one of pouring in.

"This does not mean that teachers should never develop a topic or expand textbook material but it does mean that the time taken by the teacher should be a relatively small amount of the class period. Remember that learning is doing and that it is the children who are supposed to be doing the learning."

—William Allen Miller.

THIS YEAR'S OUTLOOK FOR HIGHER EDUCATION

That universities and colleges throughout the United States are facing another hard year financially is shown in a new Federal Office of Education circular on "The Economic Outlook in Higher Education for 1933-34" just prepared by Henry G. Badger. The circular, based on reports from more than 350 institutions of higher learning in every State of the Union, forecasts a general reduction of 4.2 per cent in teaching and in administrative staff.

Detailed figures of the study show changes from last year to this and comparisons between 1929-30 and 1933-34 in college and university tuition charges, income and expenditures. Not many institutions are raising their tuition rates, it is revealed. Few are making cuts. Quite generally, however, colleges and universities are expecting their 1933-34 budgets to be lower than for 1929-30. In some sections the cuts will run as deep as 80 per cent.

The Federal Office of Education report also carries information on salaries of officers and teachers in higher education. Not many colleges and universities are increasing salaries; many are making cuts of from 10 to 45 or 50 per cent below last year's levels.

The total indebtedness of 147 institutions in 1933 is placed at \$46,880,678, nearly two per cent less than that of 1932. One-fourth of the colleges and universities reported no major indebtedness.

UNTITLED SONG

The flowering maple holds its share of birds
Gay with their nests and the white spring
flying,
But I know not whether I hear their words
Or voices within my own heart crying.

—EDNA TUTT FREDERIKSON

The higher a man is in Grace the lower
will he be in his own esteem.—*Spurgeon.*

THE READING TABLE THE TEACHER'S PLACE IN THE NEW SOCIAL ORDER

The teachers of America today face an unprecedented opportunity to co-operate in the building of a new social order. Such a situation makes heavy demands upon the philosophy of education, demands which the author of *Molders of the American Mind*¹ feels are not being met. For in his preface he says: "The philosophy of education has come increasingly to be a matter mainly of discussions of theoretic educational issues with numerous citations of authorities pro and con." Woelfel also believes that philosophy of education will become dynamic only when it contemplates the whole social scene. Hence, when he sets out to analyze the philosophy of seventeen leading American educators, his first step is to study the implications of the contemporary social scene for education.

The main thesis in this analysis of the American scene is that there is a shift in the points around which American cultural life organizes itself. Certain centers such as the Christian Tradition and the Business Civilization the author sees as decadent. Other centers such as research foundations, associations of scholars, and the philosophy of experimentalism he sees as emergent. In these latter forces he finds evidence of a native creative genius and rich promise for future social reconstruction.

Against this background Woelfel studies the seventeen educators grouping them as follows: (1) those who adhere to traditional values, (2) those who see in science the ultimate guarantor of progress, and (3) those oriented toward the philosophy of American experimental naturalism, i. e., the philosophy of Peirce, James, and Dewey. The exposition of their views is a scholarly one characterized by an objective

¹MOLDERS OF THE AMERICAN MIND. By Norman Woelfel. New York. Columbia University Press. 1933. Pp. 304. \$3.00.