

THE VIRGINIA TEACHER

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EDUCATIONAL COMMENT

COUNTY CONSOLIDATION

Unquestionably the field of governmental reform which is most in need of plowing in Virginia is that of county government. Of the State's 100 counties, only four have modern governmental machinery.

Henrico has the county manager system and Albemarle has the county executive system, while Arlington and Augusta operate under slightly modified county manager forms. All the other 96 counties are stumbling along with the archaic and inefficient methods bequeathed them a century or more ago, and designed to meet the needs of a simpler and less exacting era.

But the counties of Virginia not only are using wholly outmoded machinery, they ought to reduce their own numbers by at least one-half. There is no excuse whatever for the existence of 100 counties in Virginia, now that the State has good roads and every part of it is readily accessible by automobile. The counties of the Commonwealth could be consolidated to advantage, so that not more than 40 remained. Indeed, it would be even better if the number were reduced to 30.

Under such a plan, a host of jobholders

would be eliminated, much wasteful duplication would be done away with, efficiency would be promoted, and money would be saved. If there are too many obstacles in the way of this type of consolidation, then there is no reason why functional consolidation cannot be made effective throughout Virginia. Already it has been introduced in certain fields, as, for example, that of education. One division school superintendent functions for several counties. Why cannot one Commonwealth's Attorney be chosen to perform the duties for several counties in a similar manner? Or one sheriff?

We are prompted to this discussion by reports that the counties of Tazewell and Buchanan are contemplating consolidation, and that Russell may join in. Such a merging would be distinctly in the interests of all three political subdivisions, and would undoubtedly give great impetus to the movement for consolidation in the State as a whole.

It is to be hoped that the merger will be consummated in the near future. It will be well for advocates of consolidation to have a concrete example to present to the people of the various counties, together with a statement of the financial saving effected thereby. Nothing would be calculated to convince the voters more completely of the virtues of the plan than a statement showing tax reductions in the area in question.—*Richmond Times-Dispatch*, Dec. 26, 1934.

PRESIDENT AUTOGRAPHS PICTURE FOR TEACHERS AND PUPILS

A photograph of President Roosevelt, especially inscribed by the Chief Executive "To the pupils and teachers of the United States," and signed Franklin D. Roosevelt, is now available to every school child and teacher in the country.

When John W. Studebaker became United States Commissioner of Education, he discovered the need for a good picture of

the President, to meet the many requests of pupils, teachers, and parents constantly reaching the Federal Office of Education. Mr. Studebaker wrote a letter to the President, explaining the situation, asking for a suitably inscribed photograph for distribution throughout the country. A short time later, Mr. Roosevelt sent an excellent photograph to Commissioner Studebaker, for the purpose suggested.

It was first planned to reproduce the picture on a page of the December issue of *School Life*, official journal of the Federal Office of Education. After consultation with Government Printing Office designers and printers, however, it was decided to copy the photograph on a separate sheet of paper of better quality, suitable for framing, so that the picture would not be marred in process of removal from the magazine. The splendid reproduction is sent as an insert in the December issue of *School Life*.

Orders for the inscribed photograph free with the December issue of *School Life* should be sent direct to the Superintendent of Documents, Government Printing Office, Washington, D. C. There is a 25 percent reduction in cost of 100 copies or more sent to one address.

THE READING TABLE

THE STATUS OF THE MARRIED WOMAN TEACHER.
By David Wilbur Peters. New York: Bureau of Publications, Teachers College, Columbia University, 1934. 97 pp. \$1.50.

The purpose of this study is to present evidence on the relative teaching effectiveness of married and single women teachers through a study of the learning progress of pupils taught by married women teachers in the state of Virginia. It also evaluates the policies of school boards which restrict or bar the employment of married women as teachers. Some of the high lights of the study are as follows:

Most industrial and commercial corporations make no distinction in the employment

of married or unmarried women. Organized labor opposes policies which are aimed at discrimination affecting any class of workers. No state is on record as having passed legislation with reference to the employment of married women teachers.

Ratings by supervisors, superintendents, and principals of the relative teaching efficiency of married and single teachers show differences that are too small to be of any significance.

The average number of out-of-class activities directed by the married teachers exceeds the number directed by single teachers by almost 22 per cent.

The general conclusion is that no evidence has been produced that justifies a policy of discrimination against married women teachers as a class.

C. P. S.

BUILDING PERSONALITY. By A. Gordon Melvin. New York: The John Day Company. Pp. 303. 1934. \$3.00.

The author begins by deploring the conflicts that exist in modern psychology and ends by pleading for integration in psychological thinking—integration not only in itself but with “the general problems of living and thinking,” for, as he states, it is time for psychology to be practical. This is possible through the consideration of personality as a unified phenomenon—“the fullness and complex richness of characteristics which make up that totality which we call a human being.” In his discussion, he departs somewhat from the usual by admitting the unknown quality which gives to personality that intangible something which cannot be wholly explained by individual differences, and by throwing the major part of the responsibility upon the parents and the community instead of upon the school.

He is frank in his criticism of the limitations of existing schools of psychology, but is just in considering the valuable contributions each has made in the field. For instance, he speaks with approval of purposi-