

# THE VIRGINIA TEACHER

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## EDUCATIONAL COMMENT

### STUDY TOURS ABROAD

The International Institute of Teachers College announces a series of Educational Study Tours in England, France, Germany, Mexico, Russia and the Orient for the summer of 1935. These tours are conducted with the co-operation of the various official educational authorities in the countries visited.

In the summer of 1935 there are several alternatives offered: three general education or study courses to England, France, and Germany, respectively; two special tours to Germany, one for people interested primarily in mathematics education and a residence study group in the city of Berlin; a special music education course, the itinerary of which covers England, Germany, Austria and France; a field course in Mexico; a field course in home economics education in the Orient; and finally a curriculum field course in England, Germany and Russia.

University credit equivalent to that obtained by residence in an American summer session will be granted to participants who

satisfactorily complete the course and meet the requirements for credit.

### LOSING 100 YEARS

If your great-great-grandfather went to school in 1776, his instruction was limited to six subjects. When your great-grandfather was ready for his education in 1825, the number had risen to eleven. It was eighteen in your grand-father's time.

Steadily the curriculum was enriched and standards of instruction lifted, until in 1920, the number of subjects in elementary schools ranged from twenty in some states to thirty-one in others.

Even more impressive was the record in the high schools. You remember how earnestly the women's clubs worked and agitated to introduce cultural and vocational training, and to bring the life of the young people more nearly into conformity with the world outside. One by one, highly skilled teachers were added in music and drawing, in home economics and manual training, in health education, in psychology and sociology, in the understanding and appreciation of the arts. The number of subjects from which high-school students might choose ranged from fifty to well over a hundred.

Now we are threatened with the loss of what has been so painfully achieved. Teachers' salaries have been slashed and schools shut up; and, equally disastrous, the newer cultural subjects are being swept ruthlessly out of the curriculum everywhere.

To starve our schools is the worst of all economics. Professor John Dewey has pointed out recently that the cost of keeping a boy in the classroom is less than a hundred dollars a year, while the cost of keeping a man in jail is more than three hundred dollars. But the danger lies deeper. Few of our children will go to jail, while all of them, if the New Deal succeeds, will have more leisure. We are sacrificing the very courses that should guard a leisured man or



woman from becoming a mere loafer, courses that lead to the enjoyment of books and music and art and good conversation, to the practice of useful hobbies, to contentment at home.

Education is more important than any of the so-called economic problems. If we lose billions, we shall some day recover the loss. But woe to the United States if the future historian writes: "In a few months of depression the nation impoverished its future by casting away the educational gains of a hundred years."—BRUCE BARTON, in *The Red Book*.

### WHAT IS A LIBERAL EDUCATION?

That man, I think, has had a liberal education who has been so trained in youth that his body is the ready servant of his will, and does with ease and pleasure all the work that, as a mechanism, it is capable of; whose intellect is a clear, cold, logic engine, with all its parts of equal strength, and in smooth working order; ready, like a steam engine, to be turned to any kind of work, and spin the gossamers as well as forge the anchors of the mind; whose mind is stored with a knowledge of the great and fundamental truths of nature and of the laws of her operations; one who, no stunted ascetic, is full of life and fire, but whose passions are trained to come to heel by a vigorous will, the servant of a tender conscience; who has learned to love all beauty, whether of nature or of art, to hate all vileness, and to respect others as himself.—THOMAS H. HUXLEY.

### THE READING TABLE

*SURVEY OF CONTEMPORARY ECONOMICS.* Compiled and edited by Norman S. Buck. New York: Thomas Nelson and Sons. 1934. 862 pp. \$2.50.  
Source material effectively organized for the use of the student and teacher of economics, containing three hundred and fifty news and feature articles from the *New York Times*, January, 1933 to August, 1934

and from *Current History* and *The Annalist* of the same period. A few charts depicting significant economic trends are included.

The articles, some of them condensations, are arranged under the following heads: "Depression: Causes and Conditions," "Money Banking and the Price Level," "Farm Relief," "The Industrial Program," "Problems of Unemployment and Industrial Security," "Labor Organization and Collective Bargaining," "Public Utilities and Organized Exchanges," "Public Finance," "Foreign Trade Policies of the United States," and "The Problem of Social Control."

Setting forth the developments of the depression and the efforts to bring about economic recovery, the volume has more than temporary value; it constitutes a fairly thorough economic history of the five trying years since 1929.

O. F. F.

*EVERYDAY ECONOMICS.* By Cornelius C. Janzen and Orlando W. Stephenson. New York: Silver, Burdett and Company. 1935. 540 pp. \$1.68.

The subject matter is effectively related to the great problems of finance, relief, and industrial recovery of the Roosevelt administration. This revision of a splendid textbook gives the reader a sound understanding of his economic environment and enables him intelligently to interpret economic trends and tendencies.

Good organization, accuracy of material, and soundness of theory combined with the employment of interesting and easily understood language and a wealth of well-chosen illustrative material, are features that especially commend this textbook. More than a third of the whole volume is given over to illustrations, cartoons, charts, diagrams, questions and problems for discussion, and references for further reading.

*Everyday Economics* is adaptable for use in beginning courses in high school economics either one or two semesters in length.