

THE VIRGINIA TEACHER

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EDUCATIONAL COMMENT

POINTING to our senseless practice of excluding married women from teaching positions in our schools, Professor Clarence D. Thorpe, of the University of Michigan recently asserted:

"It would be advisable to have more married women in our schools. If we are ever to have a real teaching profession, it must be built on permanence. Our present policy of discriminating against married women makes short-time service the rule; or often operates to the disadvantage of the woman teacher who, in order to keep her job, foregoes marriage either indefinitely or permanently. More married women teachers would help professionalize teaching; and they would bring to the classroom experience, wisdom of life, and stability."

This mid-Depression tendency to estimate life in terms of "jobs" rather than "professional services" is a dangerous practice. Let school board members consider: would they refuse to a trained physician the right to practice just because his wife had independent means? Yet for no more legitimate reason are capable and invaluable

teachers sometimes replaced—because, forsooth, their husbands can support them!

What a miserable view of the responsibilities of a teacher; what a reflection school boards cast upon themselves when they hold to this practice.

OUT-OF-SCHOOL PART-TIME VOCATIONAL EDUCATION

Reporting on vocational education developments in various parts of the United States, Charles M. Arthur in the February issue of *School Life*, has this to say:

From Virginia comes a suggestion for a part-time program for out-of-school youth—not boys and girls, but young men and young women—which might well be helpful as a pattern in other states. Under the Virginia plan two to six centers of instruction were established in six counties. A special teacher was provided for young men and one for young women. Meetings were held in convenient school buildings one or two nights a week and in some cases during the afternoon. Instruction was practical and informal. While the young men made portable wood saws from old automobiles, did simple wiring and radio repairs, overhauled electric and gas motors, and repaired farm implements, the young women remodeled hats, overhauled dresses, fixed home furnishings from cheap materials, planned meals, and studied home nursing and infant care. Both men and women also participated in business training courses. During the day, teachers visited individuals in their homes or on the job to help them with home projects. Out of these classes grew clubs of both a social and forum character. The members of one of these clubs formed a similar one in an adjoining village and induced the village fathers to initiate a village clean-up and roadside planting project. In Gloucester two high schools housed evening classes in which 20 men and 40 women received practical training. And members of one group in these schools oc-

cupied themselves in research in local history. Recreational and community chorus singing programs were carried on in connection with this vocational program. Informality was the keynote of the entire program, which was inaugurated by the State board for vocational education. Approximately 1,600 persons were reached in the centers set up under the Virginia plan.

FREE TEACHERS

"Every man is aware of the debt he owes those devoted teachers who had a part in shaping his mature intellectual credo," said Harold L. Ickes, Secretary of the Interior, in a recent broadcast.

"When I recall my own student days at the University of Chicago, I remember clearly many of the dynamic influences of the classroom. But I remember with greatest clarity the liberal and tolerant spirit of the university's great faculty founders which encouraged the unlimited and untrammelled investigation of ideas. I, as one of the early graduates, hold with other alumni a profound respect for the principles of tolerance and liberalism developed under the tutelage of free teachers who conscientiously pointed out all approaches to knowledge. We were free to explore. There was no indoctrination; our teachers were faithful to themselves and to their high trust."

THE READING TABLE

SCHOOL DRIVE AGAINST DEATH

MAN AND THE MOTOR CAR. Edited by Albert W. Whitney. One Park Avenue, New York: National Bureau of Casualty and Surety Underwriters. 256 pp. \$1 postpaid; in orders of ten or more, 45 cents each.

Gathered from tested and perfected lessons in advanced schools and from the traffic suggestions of city and county experts, subjected to practical school men, rewritten and again submitted, approved by the President of the National Education Association, by an advisory board embracing public school teachers, university professors, and automotive experts, offered at the bare

cost of printing and binding, a notable textbook for training in automobile driving comes to us for review. The makers of automobiles have pretty well mastered the problems of durability, speed, economy, and beauty. The more serious problem of safe operation confronts us. The automobile doesn't think. Neither, in an appalling number of cases, does the driver. Millions of copies of the now famous "And Sudden Death" have been read by the American public. Fear is its keynote. We must have a trained intelligence as a more effective preventive than fear. This book is built on that principle. Steam and electricity have lost the terror of the early days. The railroad and the steamboat had a record as shocking as that of the automobile. Death and mutilation from machinery have yielded to man's constant urge to think out the means of safety. The contributors to this volume have made it a series of lessons in thinking and practice appertaining to all the known situations in driving.

With simple and striking diagrams, with educative pictures, with an authoritative application of experimental psychology, these specialists in different fields have contributed essential principles. The educational collaborators have put the material into simple and vital words suited to the understanding of children of from ten years of age upwards.

Progressing from the essential parts of an automobile and the understanding of its propulsion, the lessons proceed through the art of driving, the psychology and attitudes of the driver, highways, codes of the road, driving in different situations, maintenance, accidents, the pedestrian, damage costs, and so on.

Automobile instruction for every junior and senior high school pupil is coming. Detroit schools have gone into it on an extensive scale. Indiana is requiring a stiff course in the matters constituting the present book. State College, Pennsylvania, holds, as its Professor Neyhart puts it, that the automobile menace will never be con-