SUSPENSION OF PUBLICATION

With this, the one hundred and eighty-eighth issue, the Virginia Teacher suspends publication. Now in its twentieth volume, the magazine has appeared continuously since February, 1920, when it was launched under the editorship of the late James C. Johnston. First published twelve times a year, the summer months were omitted after the Great Depression in 1929.

In its early years the Virginia Teacher enjoyed the support of a number of leading textbook publishers; when its income from advertisers dwindled, the magazine became increasingly dependent on its subscription fees. Eventually, its chief income derived from the student activities fee at Madison College, each student being in effect a subscriber. Increasing demands on the “campus fee” have now made it inadvisable to continue the arrangement. The faculty committee in charge of the Virginia Teacher has accordingly favored a decent burial, as expeditiously as possible.

Whether the faculty of Madison College will feel the need of a less costly successor to the Virginia Teacher and whether the college itself will be prepared to finance such a magazine remains to be determined. A faculty committee is now considering the possibility of a quarterly publication. Such an undertaking, if attempted, will of course be announced in due season.

Along with some ephemeral material there has appeared in the twenty volumes of the Virginia Teacher a gratifying number of stimulating articles of permanent value. To the men and women not of the Madison College faculty—many of them scholars of national prominence—who have graciously contributed articles to our columns, and to members of our own faculty who have prepared articles and reviewed countless new books, the editorial staff is sincerely grateful.

From the first number to the last we have tried to maintain a standard of intelligent interest in educational problems; and the many citations of our leading articles in other magazines, as well as the generous listings in such indexes as the Education Index of the H. W. Wilson Company and the Loyola Educational Digest have reassured us in the belief that our standard has been maintained.

REIMBURSEMENT FOR UNFINISHED SUBSCRIPTIONS

Checks will be mailed on June 1 by Clyde P. Shorts, Circulation Manager of the Virginia Teacher, to all paid-in-advance subscribers, reimbursing them pro rata for issues not published. For instance, the subscriber who has received six issues, will be reimbursed one-third of the subscription price he paid. Subscription agencies should address all correspondence regarding incomplete subscriptions to Mr. Shorts.

A PROMISE OF IMPROVEMENT IN THE EDUCATION OF TEACHERS

Admitting that teachers more than anyone else determine not only the learning but the lives of the coming generation, that the future of society rests to an increasing extent on the teaching profession, Edwin R. Embree, president of the
Julius Rosenwald Fund, in his biennial report just published, asserts that to meet the challenge “the best intelligence of the nation should go into the preparation of the teaching profession, and no sums should be too great for the support of its education.”

Teachers colleges are poor in money, poor in the thought and planning that have gone into their development, poor in the brains and distinction of their faculties and in the abilities of their students, it is pointed out. These are humiliating admissions, but they are heartening, too; for an honest and intelligent recognition of the facts is the hard first step toward the achievement of a program now long overdue.

Dr. Embree proposes these five essential features which must characterize the rebuilding of the teachers colleges:

1. Rigorous selection of students.
2. Sound general education as the base on which to build the professional studies.
3. Understanding of the arts and sciences underlying the profession: psychology, child growth and development, techniques of teaching, the social structure of which the school is a part.
5. Continued study and experiment to increase knowledge and understanding in the field.

In the elaboration of the points closely reasoned arguments are put forward, but we can only draw from the report a few striking statements and offer them here as evidence of the stimulating and far-reaching proposals made.

1. “Teachers colleges are justified in ruthlessly rejecting unqualified candidates. . . .” The selection of prospective teachers must take into account “not only intellect but aptitude and general qualities of personality.”

2. Professional specialization should not start before the end of what is now being called the general college or the junior college, that is, before the completion of the sophomore year of college.

3. “Emphasis must be shifted from courses and credits to serious and continuous study.” Teachers colleges, the greatest sinners in passing out little packages of learning, “should lead the way back from the adding machine of courses and credits to sound and thorough education.”

4. “Sound education comes . . . by careful rigorous study and thinking, and by actual experiment and practical experience in putting ideas into effect.”

5. “Continued research . . . keeps professors growing and gives the student an inspiring sense of being himself a part of the creative process.”

How, then, are these objectives to be accomplished? Dr. Embree’s solution is summed up in this pregnant paragraph: “Professors must be freed from too heavy schedules of classes; authorities must recognize that study, conferences with students, and visits to the field are often of more educational value—to students as well as teachers—than any fixed routine of lessons in the classroom. If the teacher is not to lapse into rote instruction—the curse of education the world over—he should carry on his study in an institution which is itself not routinized but infused with the constant effort to find new truth and fresh methods.”

**THE READING TABLE**


This is, perhaps, the most sympathetic delineation of the American woman teacher that has yet been published. Mrs. Donovan makes no attempt to portray her other than she is—the good, the bad, the indifferent alike are sketched in their true colors with clear-cut, just, and delightfully entertaining depiction, interestingly spiced with humor.

Herself a teacher for nineteen years, she shows keen insight into the public mind’s characterization of this individual, of whom there are more than three quarters of a million; and a warm understanding of her successes and her failures, of her hardships and her pleasures, of her yearnings and her disillusionments. She gives due credit, too, for the influence the teacher has exerted in the