

The Virginia Teacher

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EDUCATIONAL COMMENT

WHAT THEY SAY ABOUT EDUCATION

Significant lines from addresses and articles by educators during the last few weeks:

President Robert Hutchins of the University of Chicago: "The purpose of education is not to settle your minds or fill you with unnecessary information or righteous dogma, or reform you, amuse you, teach you a trade, or give you social prestige. You come to college to learn to think—think straight if possible, but to think, always for yourselves—to learn to read, discuss, and understand—and to do this the old disciplines are needed—grammar, rhetoric, logic, and mathematics—but don't let that scare you—for these are only the arts of reading, writing, and reckoning."

Dean John A. Chase, Jr., of the University of South Carolina: "Requests for physical improvements, as important and urgent and worthy as they may be, cannot approach the necessity that exists for a very special consideration of the welfare of our faculty and students."

President Henry A. MacCracken of Vassar College: "I deplore the low level of legal ethics today. Legal ethics have fallen from their high stage. This has become not only the land of the grafter, but the land of quackery in medicine. How can we explain it except by the secularization of our training, which has taken away our ideals?"

Dr. John Erskine: All subjects should be taught in the same way as athletics, and the system of giving grades in school subjects should be abolished since, as in athletics, it is only the results that count."

Dr. John W. Studebaker, U. S. Commissioner of Education: "Educators today are challenged as never before to deal realistically with this iniquitous blood theory which poisons the springs of civilization. The answer to barbarism has always been enlightenment. And this is still the answer."

Dr. Luther H. Gulick: "America cannot be governed satisfactorily or administered industrially in the days that lie ahead, on the basis of the kind of schooling 80 per cent of the boys and girls now receive."

DEFINITION OF AMERICAN DEMOCRACY

Not published in newspapers, but heard by millions over the radio, was the eloquent definition of democracy given by President Frank R. Graham in his citation of President Roosevelt for the degree of doctor of laws at the University of North Carolina on December 5.

The definition: "The America for which you gallantly speak, inclusive of factions and parties, stands for the freedom of open and wide discussion of all issues and a fair hearing to all sides; for the ways of peace and democracy rather than of war and dictatorship; for a new hope to youth and a more equal educational opportunity to all the children in all the states; for the right to honest work whether in private industry or on public works; for humane nationwide minimum standards of hours, wages, and

conditions of fair competition in justice to workers and business men; for money as the medium of exchange rather than as master of labor and enterprise; for the saving of our soils, minerals, forests, and water-power; for the security of banks, farms, industries, and homes; for farmers as equal partners in our economic society; for the advancement of American democracy by more equality of bargaining power through the organization of workers, the cooperation of farmers, and information of consumers; for social security against old age, unemployment, sickness, and the hazards of modern society; for intelligent production as a way of abundance and decent consumption as a way of life; and for a more abundant distribution of the good life for more people in the eternal adventure toward the kingdom of God."

THE READING TABLE

WITH THE EARMARKS OF A CLASSIC

For his *Flowering of New England: A Literary History, 1815-1865*, Van Wyck Brooks has just been awarded the gold medal of the Limited Editions Club periodically conferred on "the American author of that book, published in the three years previous to the making of the award, which is considered most nearly to attain the stature of a classic." This volume also received the Pulitzer award for history in 1937. This is the second award of the Club, the first going to Donald Culross Peattie in 1935 for his *Almanac for Moderns*.

VOCATIONAL EDUCATION. By John Dale Russell and Associates. (Staff study No. 8). Prepared for the Advisory Committee on Education, Washington, D. C.: Government Printing Office. 1938. 325 pp. Paper covers. 40 cents.

The report criticizes the Smith-Hughes and George-Deen Acts, under which federal aid for vocational education is now provided, as hampering proper development of training for jobs in the schools of the

country by discouraging local initiative and experiment.

"On the basis of the study now published and information received directly through other inquiries," says Dr. Reeves, chairman of the Advisory Committee, "the Committee reached the definite conclusion that many of the provisions of the Smith-Hughes Act are unnecessarily restrictive and in some cases obsolete. That Act was adopted in 1917 and should now be reconsidered for amendment. So far as possible, control over the program should be decentralized to the states."

The number of students in federally aided vocational education classes increased from 164,183 in 1918 to 1,344,644 in 1937, according to the report, and the number of students in full time day classes increased in the same period from 42,485 to 591,131. Nevertheless, the report states that the number of students reached is much smaller than the number that should be receiving vocational education.

For further development of the program, Dr. Russell recommends that it should be tied in with a wider plan of federal aid for all public elementary and secondary education, as recommended in the report of the Advisory Committee on Education to the President last spring. Dr. Russell writes, "Vocational education and general education are inseparable and not clearly distinguishable in a soundly conceived program."

The amount of federal funds provided for vocational education is \$21,776,000 for the current fiscal year. The allocation of funds for use in Virginia amounts to \$483,000.

SPEECH-MAKING. By James A. Winans (With a chapter on Voice and Speech by Charles K. Thomas). New York: D. Appleton-Century Company. 1939. 488 pp.

In 1915 Professor Winans, then at Cornell University, wrote the master textbook in speech, called *Public Speaking*; in 1924, then at Dartmouth, he revised it. No other