

THE VIRGINIA TEACHER

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EDUCATIONAL COMMENT

PRAISE FOR THE VIRGINIA EDUCATION COMMISSION

Writing in the *Journal of Educational Research* for May its editor, Professor B. R. Buckingham, director of the Bureau of Educational Research, University of Illinois, gives high praise to the report of the Virginia Education Commission and its survey staff. He commends it as "an example of good method in reporting. The main body of tabular material is thrown into the back of the volume; this device adds to the readability of the report.

"The survey has not failed to provide for adequate financial support for the public school system as it would be constituted if these recommendations were enacted into a law. We should not know where to turn to find a clearer statement of how to determine and provide the amount of money needed to operate a good school system. . . ."

Mr. Buckingham finds the chapter entitled "The Results of Instruction Measured" wholly inadequate and comments on what he calls "the rather curious, not to say crotchety, selection of tests," but he considers the rest of the report unusually effective. "It 'gets across.' Unless we are much mistaken, a large proportion of the commission's pro-

gram will be enacted into law—this, of course, unless politics plays an unusually powerful role. The price of \$10,000 may well prove infinitesimal compared with the advantages."

RECRUITING TEACHERS IN NEW JERSEY

The following letter was drafted at the request of C. N. Kendall, Commissioner of Education of New Jersey, by a committee from the three normal schools of that state, and was sent to the girls of the high schools of New Jersey:

You are needed. Your country calls you, as it called its young men two years ago. To keep democracy safe, we must have a "second line of defense"—not in the trenches, but in the schoolhouses. Ignorance may conquer where the enemy failed.

If you have longed for something big and fine to do, join the most powerful army in the world—the army of those who lead the children of the people. One teacher has a thousand times more power to make her country better than has one voter.

What will be your reward?

1. You will be doing something worth while. You will be as truly an artist as one who paints pictures or writes verse.

2. John, Tony, Mike, Mary, Fanchette, Alice, and Isadore will love you and you will love them. No reward can be greater.

3. You will not be in a blind alley occupation, but in a profession where there is opportunity for growth. There is always room for originality and a chance for advancement in teaching. There is always a better position somewhere ahead and always a reward for ability.

4. Many teachers marry. This is one reason why so many new ones are needed. When you marry, your training as a teacher will help to make you a good wife and mother and neighbor.

5. The public, which has just begun to discover how valuable teachers are, will pay you a better salary than most business men can afford to pay. Teachers' salaries have risen rapidly and are still rising.

USING POSTERS TO RECRUIT TEACHERS

The Commonwealth of Massachusetts, with its ten state normal schools, has made liberal use of posters in its efforts to recruit teachers. One of these posters contains the legend, "Why Not Teach?" and succinctly asks, "What other vocation offers you free training, assured position, increasing salary, intellectual growth, and the greatest opportunity for service?"

IN A FAR COUNTRY

The Alabama State Board of Education also made use of posters in its drive for financial support of the schools of the state. Seeing in the under-assessment evil the danger of school-starvation, an appeal was made for more conscientious property assessments: "One Alabama schoolroom in every three had either no teacher or a poor teacher this year! Next year threatens to be even worse! Alabama's children are the victims. The remedy? Fair salaries.—Is your \$3,500 residence on the tax books at \$1,000? Is your \$1,000 automobile on the tax books at \$250? Is your \$40 farm land on the tax books at \$15?—For the sake of the children give your property at a fair valuation."

MISSISSIPPI TAKING THE LEAD

W. L. Bond, State Superintendent of Schools of Mississippi, says that Mississippi will next year lead the Southern States in the matter of teachers' salaries. "From all parts of the state come encouraging reports of increases in the salaries of superintendents, principals, and teachers. Many superintendents will be paid from \$3,600 to \$4,000 next year. Many schools are more than doubling salaries of grade teachers."

A WHO'S WHO AND WHY IN EDUCATION

The following announcement comes from the Institute of Public Service, along with the statement that listing in this "Who's Who" is to be absolutely without charge:

Believing that it is timely and desirable to issue a Who's Who and Why in After-War Education, the Institute for Public Service has undertaken the compilation of such a record.

In this publication no one will be included for services prior to the World War or for mere position, prestige, prominence, preferment, popularity, personality, pull, politics, salary, wealth, connections, or promise. No one will be excluded for youth, inexperience, obscurity, sex, or narrow opportunity, if he or she has made a definite contribution to education in his or her particular environment. Anyone is eligible who helps education step on and up, uncovers a fallacy, breaks a benumbing tradition, improves the opportunity of students. For example: a

governor who called a state conference on educational needs or vetoed an injurious bill; an editor who aroused his town or county to extend "learning by doing"; a superintendent or trustee who secured salary increases for teachers while letting teachers teach school, or who radically improved school reporting; a principal who substituted helping for nagging supervision, or organized school credit for out-of-school work; a teacher who wrote or demonstrated a new syllabus or proved specially effective in recruiting teachers.

The object of this book is to furnish program work, civic organizations, boards of education, superintendents, teachers, with a record of actual accomplishments in the educational field.

Suggestions are invited as to standards, names, dangers, ways of increasing helpfulness. Record blanks will be sent by the Institute for Public Service, 423 W. 120 St., New York City.

SOME OPPORTUNITIES FOR THE AMBITIOUS

A prize of \$500 is offered by the Central Council for Nursing Education for the best play of three or four acts by an American author, based upon incidents in the life of Florence Nightingale. This competition closes September 1, 1920. Information may be obtained by writing to the Nightingale Centennial Committee, 156 Fifth Avenue, New York City.

A \$1,000 fellowship is offered by the Child Health Organization of America which provides for one year at Teachers College, Columbia University, for the study of modern health education in the elementary schools, and will be awarded for the best graded plan and outline for interesting children in the establishment of health habits. Details will be furnished upon application to the Child Health Organization of America, 156 Fifth Avenue, New York City.

BETTER SCHOOLS THROUGH CONSOLIDATION

Larger opportunity for students, a better grade of teachers enjoying greater professional advantages, a bigger service to the state—these are a few of the results of school consolidation. The movement to replace a number of small schools with adequate financial support by a consolidated school serving

a larger community has made its greatest strides in the Middle West, and the popularity of the movement is illustrated in Iowa. In this state there were 17 consolidated schools in 1912; 178 in 1916; and 340 in February, 1920. During March and April additional consolidated schools were reported at the rate of one a day.

N. E. A. AT ATLANTIC CITY NEXT FEBRUARY

Because it was found impossible to make satisfactory arrangements for a meeting in Washington, D. C., the next meeting of the Department of Superintendence, National Educational Association, will be held in Atlantic City, beginning February 28 and ending at noon March 3, according to the announcement of President Calvin N. Kendall. This arrangement will make possible attendance upon the inauguration ceremonies in Washington on March 4. C. T. L.

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GLEANINGS FROM CURRENT MAGAZINES.

TEACHING PSYCHOLOGY VIA LIFE

In *The Educational Review* for May, Helen E. Purcell of New York City describes the successful work of a class in psychology which illustrates the possibility of linking closely with personal experience and observation of every-day life the study of this sometimes abstruse subject. The methods included observation by pupils of the origin and development of their own habits; of the habit-fixing exercises in the training school; of their own will-power, especially as connected with failures; and of their methods of study; also tests were given to detect eye-mindedness, motor-mindedness, etc., in each other and in the school children. In every case these observations were compared with the principles laid down in the textbook. The psychology of the parent who comes to 'see about' his child, and the psychology of the teacher who meets this parent were also included. The psychology of the great war with its far-reaching effects was an opportunity not neglected; and altogether this experiment proved rich in practical returns.

THE TEACHER CRISIS

The May issue of *Education* is given over to reports of addresses made at an educational convention held at Worcester, Mass. These addresses present various aspects of the threatening dangers resulting from the shortage of teachers, and the even greater danger from the inferior quality of many who are taking the places of those teachers who have exchanged their profession for mere occupations.

Superintendents of state and city schools, presidents of normal schools, a director of a university School of Education, and a member of the United States Bureau of Education, expressed their views of the situation and suggested ways of relieving it. The editorial commenting on these contains this warning: "We think that the agitation has become too narrow and mercenary, and is in danger of defeating its own ends by seeming to place the chief emphasis on the material side and to measure the worth of teaching in dollars and cents exclusively."

SETTING BOOKS IN MOTION

The highly efficient system of more or less transient libraries built up by the American Library Association for the army and the navy during the war has impressed upon the minds of librarians the necessity and the possibility of setting loose upon the country at large the mighty force contained in a collection of books—the stored mind of the world—which if rightly placed and activated might blast its way through the stubborn world of ignorance. Wallace Meyer, of the American Library Association, describes in *The Survey* for May 29 some of the successful attempts made to carry books to the places out of reach of public libraries by means of book wagons or trucks.

A notable example of this system is the Hibbing, Minn., library car, which visits the lumber and mining camps, farm houses, etc., in an entire township of 160 square miles once each week. This car is a two-ton motor set with windows and lined with shelves holding twelve hundred books; it also contains the librarian's desk and a long leather-covered seat for the patrons. Like most innovations, these traveling libraries are not always popular at first, but invariably, and in a short time, if the librarian in charge borrows some of the