

THE VIRGINIA TEACHER

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EDUCATIONAL COMMENT

HOLLINS' NEW PRESIDENT

Dr. Bessie Carter Randolph, professor of political science at the Florida State College for Women in Tallahassee, was recently elected president of Hollins College. By action of the same meeting of the Hollins board of trustees Miss Matty L. Cocke became president-emeritus.

A graduate of Hollins and of Radcliffe and a Carnegie fellow in international law, Miss Randolph had, before going to Florida State College, taught at Hollins, at the Farmville State Teachers College, and at Randolph-Macon Woman's College. From 1920 to 1925 she was also dean of women in the summer sessions of the Harrisonburg State Teachers College.

Dr. Randolph is admirably qualified for her new responsibility. Her varied experience in education and her broad heritage of culture will bring power to the cause of woman's education. She will carry on the fine traditions of Miss Cocke at Hollins; furthermore, she will, in a larger sphere, be a force for courageous straight thinking in the field of international affairs.

THE BUSY STEAM-ROLLER

The failure of the State in its primary responsibility to educate its youth becomes more and more serious.

Sixty-two counties will have less than an eight-month school term, according to the estimate of Dr. Sidney B. Hall, State Superintendent of Public Instruction. "At a time when educational facilities should, if anything, be increased," Dr. Hall has said, "Virginia's public school system is threatened with the most serious decline of its history."

At the beginning of August, prior to the special session of the General Assembly, the State Department of Education issued a statement showing that eleven counties would be unable to keep their schools open for as much as six months during the current session. Present funds were estimated in these counties to provide for the following school terms:

Princess Anne, Westmoreland, 5.7 months; Mecklenburg, 5.6 months; Richmond County, 5.4 months; Buckingham, Highland, 5 months; Prince George, Wythe, 4.7 months; Cumberland, Lunenburg, 4 months; Grayson, 3.7 months.

A small appropriation by the General Assembly will partially relieve this tragic situation.

The road-building program, however, will go on, unabated.

NIRA NEEDS NERA

Under the caption, PAY TEACHERS LESS THAN SCRUB WOMEN, SUPERINTENDENT SAYS, the *Richmond Times-Dispatch* recently published the following dispatch:

Charlottesville, Aug. 4—Public school teachers, who have had from two to six years of college training, will in many cases this coming winter receive less than the minimum wage set up for factory workers in the recovery program, Superintendent of County Schools A. L. Bennett has written President Roosevelt.

He said that the Albemarle school sys-

tem, because of a restricted budget, would be unable to fall in line with the President's re-employment program. His letter to the White House follows:

"With one exception we employ more people than any organization in Albemarle County, but I am exceedingly sorry to write that we will not be able to join in the National Recovery Act program for three reasons.

"First, we do not pay many of our teachers as much as the minimum wage set up even for factory workers. Our teachers have had from two to six years of college training and it does seem a pity that they should be paid less than women with fourth grade education in cotton factories or scrub women in public buildings. Yet this is the sad state of affairs our school system is facing.

"Second, we will be unable to employ any additional people. With a greatly reduced budget we are forced to employ fewer rather than more people.

"Third, if one considers the many hours the teacher has to spend out of her classroom studying, planning her work and correcting papers, many of them will work more than forty hours a week.

"I assure you that it is not a lack of patriotism but lack of funds with which to train our future citizens which prevents our co-operating with you in your effort to bring back prosperity. The truth of the matter is that teachers especially in the South have always been greatly underpaid and their poor salaries will be made even less by the recovery program which makes the dollar of their salary worth less than it is today.

"I wish you the success and happiness you so richly deserve in your able effort to serve the American people."

ROADS AND SCHOOLS

In signing the bill, passed by the General Assembly at its recent special session, permitting the State to borrow from the Federal Government \$16,000,000 for road-

building in Virginia, Governor Pollard made it plain that the act is merely permissive and it is not at all certain that the State will take advantage of its provisions.

If this loan is made, \$4,000,000 of it would be an outright grant. But the State would be required to pledge its gasoline tax returns over a period of years for \$12,000,000. Some able lawyers contend that such a course would be unconstitutional, since the Commonwealth is prohibited from borrowing money, without a vote of the people, for any such purpose.

If, however, this loan is requested and granted, the fund will be spent to the very laudable end of easing unemployment conditions in Virginia. Road building last winter was the means of saving many a needy family from the bite of the wolf at the door. It was the method adopted by Governor Pollard of extending relief. He believed this system was preferable by far to anything resembling a dole.

No doubt, the Governor is less anxious about the constitutional phase of the proposed loan than he is about the political effect such action will have. There has developed in this State a distinct rivalry between roads and schools. Advocates of the latter say the former have been stealing the show. Special taxes have been levied for roads, while the latter, so far as they are supported by funds in the general Treasury, have been subjected to severe cuts in appropriations. The State has taken over the responsibility for the building and maintenance of all highways; is still a mere contributor to the maintenance of schools, many of which, before the special session of the Assembly, faced short sessions because of lack of funds.

If the Governor, despite the probable illegality of the action, borrows \$12,000,000 for roads in Virginia, to be repayable from gasoline-tax collections, he will intensify the feeling that the State should do at least as much for schools as it does for highways. Many lawyers hold to the belief that the Constitution requires the Commonwealth to

maintain a public school system. Regardless, however, of what the fundamental law says about it; there is a growing movement for State-supported schools, as there are State-supported roads.

At the special session of the Assembly, Delegate Moss of Richmond had this to say on the subject:

We have definitely come to the parting of the ways. While roads are excellent, and we should not hinder their construction, they are not worth so much that they justify depriving a generation of children of elementary education.

This was not an isolated statement. It expressed the views of a great many people of Virginia. They think that roads have taken the center of the governmental stage to the exclusion of the virtually important function of the State to provide public school education.

This is the reason, no doubt, which prompted Governor Pollard to explain that it was not at all certain that the State would take advantage of the opportunity to borrow \$12,000,000 for the building of roads.—*Richmond Times-Dispatch*, September 17, 1933.

RELIEF FOR UNEMPLOYED TEACHERS

Needy, unemployed teachers will be given an opportunity to work for their unemployment relief at their regular occupation, according to Harry L. Hopkins, Federal Emergency Relief Administrator, whose communication to Governors and State relief directors follows:

"Your relief commission is authorized to use Federal relief funds now available or to be made available by the Federal Emergency Relief Administration to pay work-relief wages to needy unemployed teachers or other persons competent to teach and assign them to classrooms up through the eighth grade, provided: first, that these teachers are assigned by the relief offices to appropriate educational authorities who will have entire supervision over their activities; second, provided that they are assigned only to

those schools which prior to this date have been ordered closed or partially closed for the coming school year because of lack of funds; third, this applies only to rural counties.

"State relief administrations are also authorized and urged to pay from above funds relief-work wages to needy unemployed persons competent to teach adults unable to read and write English. This applies to cities as well as rural counties. Under no circumstances should relief funds be used to relieve counties of their proper responsibility for education, nor should these activities permit the substitution of relief teachers for regularly employed teachers."

THE GOVERNMENT'S RESPONSIBILITY

Schools are the most important thing in the country.

To neglect them is to neglect the country and to endanger its future—since in five or ten or fifteen years the uneducated children of today will vote.

The government should heed this appeal.

It is attempting to build up the Republic again from the ruins of the last few years.

Such building will avail nothing if attention is not first given to the schools, for the schools are the foundation stones of the Republic.—*San Francisco Call-Bulletin*.

OMINOUS FACTS

The National Education Association recently issued a most discouraging statement. It discloses, among other things, that 2,269 schools in 11 states were closed before March 1, 1933, and that many of them have no prospects of reopening this fall.

Upwards of 100 city school systems were compelled to reduce their terms this year by 20 or more days, and the schools in rural sections shortened their terms 30 or more days.

The expenditure for public schools in 1926 was \$2,026,308,190, with 24,741,468

pupils in attendance. The expenditure for the year just closed was \$1,961,900,000, with nearly 27,000,000 in attendance.

Because of the suspension of building operations from about \$400,000,000 annually, previous to 1930, to \$154,000,000 this year, it is estimated that 250,000 pupils were obliged to attend on a part-time basis, and 150,000 were taught in portable buildings.

Four thousand new rural schools are needed and about 18,000 need repairs.

School children are inadequately supplied with text books in many locations. The purchase of these books has dropped 30 per cent since 1930. The old books are badly mutilated and in some places two and three children are obliged to use the same books in studying their lessons.

IN THE AGE OF BRASS

Last session the average annual salary paid to teachers in exactly half of Virginia's hundred counties was less than \$600. In Accomac county the average annual salary in 1931-32 was \$375.

SURRENDER

If I should die
 In some far place
 That I may chance to find,
 There I will lie:
 Where'er I roam
 Sun, stars and face
 Of happy hills, and wind
 Will make it home.

—EDNA TUTT FREDERIKSON

OVERPLUS?

There is much more to water than H₂O. There is fog and mist and dew and the "slapping of great green seas." Sometimes the objective tests do not get at the realities.
 —DEAN LEE PAUL SIEG, University of Pittsburgh.

We never really get an idea until we have thought it for ourselves.—*Harry Emerson Fosdick.*

THE READING TABLE

BROADCASTING HEALTH. By J. Mace Andress and J. H. Goldberger. Boston: Ginn and Company. 1933. 80 cents.

This timely and original book about foods in relation to health is useful because its novel form of weekly broadcasts—by the pupils of a model school over station H. H. S. (Health, Happiness, and Success)—is written to appeal to children of the upper grades and junior high school levels.

Photographs, cartoons, graphs, maps, and charts are valuable not only for the factual information about food, but for aid in the successful correlation of this subject with geography, history, and general science.

MAE BROWN.

COLLEGE READINGS IN POETRY: ENGLISH AND AMERICAN. By Frances Kelley Del Plaine and Adah Georgina Grandy. New York: Macmillan. 1933. Pp. 507.

Not offered as a new or different collection, but rather as a middle-of-the-road anthology of standard readings in English and American poetry, which are usually studied in college freshman and sophomore English courses. No separation is made between these flowers of a common culture. Nineteenth century poetry bulks large in the collection, occupying 300 of the 476 pages of text.

THE TEACHING OF ART. By Margaret E. Mathias. New York: Chas. Scribner's Sons. 1932. Illus. Pp. 351. \$3.00.

Teachers of art in teacher-training institutions have long been in need of the type of book which Miss Mathias has now written. The author's experience and training have qualified her to write with assurance and authority regarding art principles and also concerning children's interests and activities. Her constant sensitiveness to the needs of the child, and her sincere respect for the ideas and appreciations of children are a delight to one who has worked in this field. Little has escaped her attention regarding art which would be of value in the training of future teachers. Though the book is addressed to the student in training,