

THE VIRGINIA TEACHER

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EDITORIAL

THE EXTENSION OF OUR MAGAZINE SERVICE

In the belief that the extension of the service hitherto offered through the quarterly bulletin published under the auspices of the State Normal School at Harrisonburg will meet with the same cordial response other enterprises of the school have been accorded, the faculty of this institution has decided to issue a *monthly magazine* of immediate appeal and pertinency to both teachers in service and teachers in preparation.

The general purpose of this new publication, which begins with this number, under the title of THE VIRGINIA TEACHER, will be to keep its readers in intelligent touch with the best that is thought and accomplished in the educational world, especially as it applies to the problems of our State. In each issue there will be two or three general articles of prime interest to those who are trying to make the most of their chosen field; editorial discussion and comment on movements, achievements, and issues bearing upon the welfare of our schools; educational news of national import; reviews and book guides dealing with the most significant of the current educational publications; abstracts of feature articles of interest to teachers from the current magazines; correspondence dealing with vital educational problems; practical suggestions from training school authorities; and a rich variety of news and notes from the school and its alumnae. Not alone,

however, will effort be made to present a publication of high professional character in content, but no detail of the printer's art will be omitted to make it mechanically the equal of any professional periodical now before the public.

Every one who at any time has been connected with the State Normal School at Harrisonburg will, of course, wish to have the publication complete with this number. As the surest means of keeping all the students of the school, those formerly in attendance as well as those now in training, in complete touch with each other and with the plans and activities of their school, a very decided extension of the personal side is planned for the magazine. It can not, therefore, be too urgently impressed upon all former students of the school that this will be their means of keeping in touch with their *alma mater*, as well as an especially agreeable way of becoming well posted as to the vital things in educational matters in this state. It should however, be definitely understood that the magazine will attempt to fill the requirements of a high-class professional publication devoted to the best interests of the schools of the State, to which it dedicates its being.

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EDUCATIONAL COMMENT

A MILLION MORE FOR SCHOOLS

The recommendation of Governor Davis to the Legislature in his annual budget is \$1,000,000 more annually for public schools. The annual appropriation for high schools is doubled and the increase for all purposes from general State appropriations is an increase of approximately 33 per cent.

THE REPORT OF THE COMMISSION

Many of the recommendations of the Educational Commission are apparently doomed to oblivion in the Legislature, but we sincerely trust that out of the wreckage we may yet find a way opened to (a) more adequate financial support; (b) a longer school term; and (c) a strong compulsory attendance law. These three achievements alone will be worth all the expense and effort of the Commission.

STATE INSTITUTIONS ON ALL-YEAR BASIS

A Bill has been passed in the Legislature putting the University of Virginia, William and Mary College, Virginia Polytechnic Institute and all the Normal Schools on an all-year basis. This will undoubtedly materially increase the opportunity of these schools to serve the interests of the State. The experience of the Radford and Harrisonburg Normal Schools during the past few years has thoroughly proven the wisdom of this move for the Normal Schools.

CHANGE IN REQUIREMENTS FOR CERTIFICATES

Subject to the approval of the State Board of Education, it has been recommended by the directors of Summer Schools in a meeting with Superintendent Hart, Secretary Hillman, and Miss Gregg, Supervisor of Teacher Training, that the number of subjects required for the Elementary Professional Certificates obtained in summer schools be reduced by one in each of the first two years, thus providing for more intensive work in those subjects required.

STATE EXAMINATIONS

Hereafter the State Normal Schools for Women in their summer terms will prepare their own examinations in those courses leading to the first and second grade certificates instead of giving examinations prepared by the State Department of Education. Undoubtedly the teacher should be the examiner and a person competent to teach a course is competent to prepare the examination which is to determine the satisfactory completion of the course.

HIGH SCHOOL STUDIES ELIMINATED
HARRISONBURG TAKES THE LEAD

The Harrisonburg Normal School has secured the approval of the State Normal School Board for admitting to the institution only those young women prepared to do professional work. While the standard requirement for admission to these courses is graduation from an accredited high school or private secondary school, students with fourteen units of high school credit will be admitted to the professional courses with the privilege of making up the two additional

units required while pursuing these courses.

SUMMER WORK FOR JUNIORS

There are many teachers in the State who have completed only one year of a professional course at a Normal School and yet do not feel that they can discontinue their teaching to complete their professional training. The Harrisonburg Normal School will provide such courses for these Juniors in its summer quarter that they may complete their requirements for graduation in three summer quarters without interfering with their teaching. Ample practise teaching facilities will be provided.

THE SITUATION IN PITTSBURG

It is reported that 75 per cent of the teachers of Pittsburg have agreed not to accept contracts for next year unless their requests for salary increases are granted. It is regrettable that such means have to be resorted to. Perhaps some of the great industrial disputes around Pittsburg have made their influence felt in that city's teaching force.

"OLD ELI" FALLS IN LINE

Yale University has at last realized that it cannot hope to hold its place with the larger universities without a strong school of education and has selected Dr. Spaulding, Superintendent of the Cleveland Schools, to head such a department at Yale.

CAROLINA TOO

The University of North Carolina is going about the problem of the rural school in a commendable fashion by organizing a Department of Rural Education with Dr. Edgar W. Knight at its head. Dr. Knight is the type of man who "carries through."

VIRGINIA'S DEPARTMENT

The University of Virginia is now putting more emphasis on her work in education. The reorganized school of education is composed of an excellent staff and Virginia is now undertaking seriously the problem of making the University a real factor in our public school system.

THE TEACHER SHORTAGE

During the early part of the fall term the Secretary of the National Education Association received reports on the supply of teachers from fully 40 per cent of all the teaching positions in the United States. The results show a teacher shortage throughout the country, including teachers below standard, of 15.5 per cent. This means for Virginia a shortage of probably more than 2,000 qualified teachers.

Revolutionary movements accompanied by violence and other spectacular features attract our attention, but sometimes more dangerous movements, going on silently and unobtrusively, contain more elements of real danger for a State. We cannot understand how legislators or other State officials can refuse to see a real menace to Virginia in its shortage of public school teachers.

SAMUEL P. DUKE

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CORRESPONDENCE

THE USE OF THE PUBLIC SCHOOLS FOR
TRAINING SCHOOL PURPOSES

When the State Normal School for Women was established at Harrisonburg, one of the first questions that arose was whether or not it could be arranged to use the local schools as the training school for the young women who were to go out to teach.

Up to that time the idea was new, as almost every normal school had its "Practise School," or "Model School," as they are called, built on its own campus and conducted as a part of the institution---entirely separate and apart from the local public schools. After a full discussion of the plan, and clear and definite understanding, it was agreed that the Normal School should make the experiment on a few of the rooms at the Main Street School, and if the results should prove to be for the best advantage of all concerned, then more rooms---as many as might be needed---should be available for practise teaching. At first two rooms were thus used, and the results proved so satisfactory that more were taken into the plan, until at present there are three for the junior high school, three for

the grammar grades, four for the elementary grades, and one for the kindergarten---a total of eleven rooms in which teacher training is carried on, with as many critic teachers to supervise and to do critic work.

This fact indicates that the plan succeeds well, so far as the Harrisonburg schools are concerned. The Normal School can use more rooms if it so desires, when it feels the need of them.

There are many things which make such a combination of effort desirable:

1. It gives experience under actual school conditions to the young women who are soon to go out to teach. No attempt is made to select children for these rooms, nor is there any attempt to have fewer pupils in them. Actual conditions prevail at all times, and no thought is taken to make any difference in rooms thus used and those not so used. The young women meet the difficult problems and help to work them out to the best possible advantage to the children being taught. All understand that the school is for the children, and not for any special advantages of the Normal students.

2. The plan unites the forces and combines the efforts of all parties to the one end---to make the schools of Harrisonburg the best possible. This is what the local authorities demand, and it is the desideratum of the Normal School as well. The result is that everything is done that is possible in order to have the very best schools under the combined efforts of all concerned. There is no rivalry, no jealousy, no divided efforts; every one is loyally and enthusiastically working to the one single aim---to give to the children of Harrisonburg every advantage under a modern and progressive school system. Not only is this true with regard to those connected with the schools, but it is true as well among the parents and friends and the community generally. The community is thus tied up with both institutions.

3. It is a distinct advantage to the schools of the city. By this means it is possible to obtain for the children teachers who could not otherwise be had. It makes it possible to pay these better salaries and thus to secure teachers of unusual preparation and experience. The association with the young women who come to us from the Normal School---young women who in a few months will go out to teach in the very best schools in this and other states, and who, every moment, are putting forth every effort to do something that will be of special help and benefit to the children with whom they are working---is most inspiring and helpful.