

Democratization of the school rooms, *Schoolmen Proceedings of University of Pennsylvania*. 4. U. S. Bureau of Education-Library leaflet No. 9, Nov. 1919. (List of References on the Project Method in Education—An excellent bibliography listed by subjects and cross-indexed by publications).

VIII

FOUNDER'S DAY AT HOLLINS

HUNDREDTH ANNIVERSARY

A unique occasion in educational circles of Virginia was the recent celebration at Hollins College of the hundredth anniversary of the birth of its founder, Charles L. Cocke.

The specially invited guests were the heads and other representatives of the various colleges and schools of the State. These, with the Hollins faculty, moved in academic procession across the campus from the Charles L. Cocke Memorial Library to the Hollins Chapel, made sacred for all time by the deep spiritual influence of that great man.

Dr. W. R. L. Smith, of Norfolk, made the address of the day. Having just completed the biography of Dr. Cocke, he was saturated with his life and spirit and was able in a wonderful manner to make that towering figure in Virginia education live once again before us in the old likeness that we knew.

In the evening a series of living pictures, accompanied by most suggestive music of a high order, gave the Hollins history from the time of the Indian and the frontiersman, John Carven, through the visits of Lafayette and President Jackson, on down its length of days of co-education and especially of education that had dropped the "co"—to the present, when all the work offered is strictly collegiate. One of these "pictures" was the appearance on the stage of four aged negro servants—one still busy at ninety-seven years—who have been a part of the institution for half a century.

The whole occasion was marked by dignified simplicity and was full of inspiration to school people—revealing how great a work may be wrought by one man who holds firmly to a few foundation principles.

THE VIRGINIA TEACHER

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IX

EDUCATIONAL COMMENT

NEW SCHOOL LEGISLATION

The Virginia Legislature which has just completed its biennial session passed the following measures which are destined vitally to influence public education in this State:

A. Five resolutions providing for a vote by the people on the following amendments to the State Constitution:

1. An amendment to Section 132 in order to permit the Legislature to determine the duties and powers of the State Board of Education.

2. An amendment to Section 133 which will give the legislature the power to determine a new unit of local school administration; to establish the county as the unit, if it so desires.

3. An amendment to Section 136, looking to the removal from the constitution of the limitation on local taxation for school purposes, leaving the matter to the Legislature.

(This amendment will be voted on in the fall elections.)

4. An amendment to Section 138 removing the constitutional limitations on a compulsory attendance law.

B. Statutes:

1. To set up a standard nine months term.

2. Prescribing school age and admitting pupils six years old to primary grades and pupils under six to kindergartens.

3. Providing for an accurate census every five years and an accumulative census each year.

4. Simplifying the laws relating to high schools and providing for the establishment of the junior high school.

5. Re-enacting the law on vocational education.

6. Providing for the election of teachers from a list of eligibles furnished by the division superintendent.

7. Fixing a logical basis and scale for the salaries of division superintendents.

8. A law providing that State institutions of higher learning be conducted on the year-round basis as soon as funds justify.

9. A law to provide for physical education and the medical inspection of school children.

10. Amendment to section 615 of the statute in reference to paying the expenses of superintendents and trustees for conferences.

11. Amending section 741 providing that supervisors may make appropriations for public schools.

12. Cash appropriation bill carrying an increase of more than \$1,000,000.

(These items have been taken largely from a memorandum submitted by Supt. Harris Hart to the Division Superintendents at their recent conference in Roanoke.)

BETTER SALARIES

It is extremely encouraging to note the advances provided for in the new salary scales for teachers of some of our cities. The following figures represent the minimum and maximum salaries paid elementary teachers and high school teachers:

	High
Elementary Teachers	School Teachers

BRISTOL

\$600-\$1200	\$600-\$1200
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(After the 5th year these maximum salaries increase \$25.00 per year.)

(Normal School graduates begin on \$900 per year.)

LYNCHBURG

A. \$850-\$1250	A. \$1000-\$1500 (women)
	\$1300-\$2000 (men)
B. \$800-\$1100	B. \$ 950-\$1300 (women)
	\$1200-\$1700 (men)
C. \$750-\$1000	C. \$ 900-\$1150 (women)
	\$1100-\$1350 (men)

NEWPORT NEWS

A. \$1100-\$1600	A. \$1500-\$2000 (women)
	\$1600-\$2000 (men)
B. \$1000-\$1300	B. \$1400-\$1700 (women)
	\$1500-\$1800 (men)
C. \$ 850-1300	C. \$1200-\$1350 (women)
	\$1300-\$1450 (men)

NORFOLK

\$1000-\$1500	\$1100-2100 (women)
	\$1400-\$2400 (men)

PETERSBURG

\$ 900-\$1375
\$1000-\$2350

(The Petersburg scale had not been finally acted upon by the City Council at the time this data went to press.)

RICHMOND

\$ 737-\$1304
\$ 805-\$1740
Junior High School
\$ 737-\$1630

(An increase of 10 per cent in these salaries was before the City Council of Richmond at the time this data went to press.)

THE PETERSBURG PLAN

Superintendent F. M. Martin, of Petersburg, has outlined the following excellent policies for next year to take care of some of his financial and professional problems:

1. Add to each white teacher's salary a flat sum of \$200.

Add to each negro teacher's salary a flat sum of \$100.

2. To give to each teacher at the end of next session a bonus of 10 per cent of the yearly salary provided such teacher remains in the service to the end of the term.

3. Pay one-half the expenses of a teacher who will go to summer school provided that the superintendent shall advise courses to be taken and that the teacher upon her return shall present tangible evidences of faithful work."

NEW BRITAIN'S TEACHERS' COUNCIL

New Britain, Connecticut, is one of the first cities to put into operation a scheme for the participation of the classroom teacher in the administration of the public schools. The purpose and membership of the council is given as follows in the *Elementary School Journal* for March.

PURPOSE

"The purposes of this organization are:

1. To secure a more active and effective participation of the teachers, in an advisory capacity, in the professional direction of the schools.

2. To furnish the teaching body a definite and organized means for conference with the School Committee or for the expression of its sentiments or judgments, with reference to questions of school policy.

3. To encourage professional improvement through the study and discussion of important problems of education and school management.

4. To develop the sense of solidarity of the teaching body, and an increasing appreciation of community interest and responsibility among all teachers of all grades.

5. To afford the largest possible opportunity for initiative on the part of the teacher.

MEMBERSHIP

The membership of this council shall be as follows:

Section 1. Five representatives, including the principal and at least one head-master, from the teachers of the senior high school.

Sec. 2. Five representatives, including the principal of each school, from the teachers of the junior high schools.

Sec. 3. Nine representatives, including at least two principals, from the teachers of the elementary schools.

Sec. 4. One representative from all general supervisors and directors not provided for in the foregoing groups.

Sec. 5. The superintendent of schools and the supervisor of elementary grades, ex-officiis."

SUMMER SCHOOL FOR UTAH TEACHERS

(From *School and Society*.)

In order to give the teachers taking summer work an opportunity for vacation, the University of Utah will establish a branch summer school out of doors, at the summer resort of Brighton. The term will last five weeks, instruction six days a week, and will be in all respects a regular term. Brighton is in the heart of the Wasatch Mountains, nearly nine thousand feet above sea-level. It is one of the most famed spots of the State, being a beautiful valley in the top of the range

of peaks, with seven lakes inside a circle of ten miles. The sides of the canyon are covered with pine and fir, but a fifteen minute climb brings one to ravines where snow never melts. The climate is about like that of May, ideal for study.

However, the resort is situated only twenty miles from the heart of Salt Lake City, and there is a good road all the way. It can be reached by auto in two hours. There is a modern hotel, but the students will be accommodated in summer cottages, which have been leased by the university. Rooms will cost from two dollars to four dollars per week for each person. Board will be served at cost through a cafeteria managed also by the university. It is declared by those in charge that the cost of the term will not exceed more than twenty per cent the cost of the term in the city.

If the experiment succeeds, this outdoor session will be made a permanent feature of the year's work. In that case a mountain site will be acquired and permanent cottages erected. While at present it remains to be seen how it will work out, at this writing, March, over one hundred applicants have been received from all over the State, and not a few outside of Utah. At a recent convention of teachers the assembled members declared themselves as heartily in favor of the movement, and hopeful of its success.

"HOW IT WORKS"

(Taken from the *Baltimore Sun* of April 5.)

Newark, Del., April 5.—The high cost of living has hit Delaware College with especial severity and the siren call of commerce has lured away several members of the faculty within recent months, though one or two have gone to other educational institutions instead of the marts of trade.

Dr. Samuel Chiles Mitchel, president of the college since 1914, will go back to Richmond College in Virginia on September 1, as professor of political science. Prof. Allen L. Cullimore, dean of the department of engineering, has become the president of the Newark (N. J.) Technical School. Dean Harry Hayward, of the Department of Agriculture, has gone with the Ayers Advertising Agency in Philadelphia. Dr. Clarence A. Short, professor of mathematics and engineering, resigned in February to accept a position with the Continental Fibre Company

of Newark. Dr. A. E. Grantham, professor of agronomy, is now with the Virginia-Carolina Chemical Company at Richmond, Va. Assistant Chemist J. Skooglund went to a fertilizer company in Philadelphia. Assistant Chemist H. T. King came to a Baltimore fertilizer company. Prof. George A. Koerber resigned the chair of electrical engineering last year to enter business in Elkton. Prof. J. William Partridge, of the research department, joined the faculty of another college.

BRICKS VERSUS BRAINS

Mayor Hylan of New York City is just boasting of the fact that he was able to persuade the striking brick layers to resume work at \$1.25 per hour instead of the \$1.50 per hour which they sought. For bricks then a wage of \$10.00 per day for eight hours.

Now for brains! Associate Superintendent Tildsley states in a recent report that "From the Kindergarten to the sixth grade the minimum wage for teachers in New York (City) now is \$935. The maximum is \$1,786.66 in the sixteenth year of service." Mr. Tildsley goes on to show that there are 400 vacancies now in the New York City schools, that more than 1000 teachers resigned from the city schools last year and that there probably will be only 390 teachers available for 1,419 vacancies on September 1, 1920.

"THE SUBTLE APPEAL"

It is no wonder then that Ernest Bohm, secretary of the Teachers' Central Federated Union of New York City secured a strong following when he advocated unionization rather than legislation. Mr. Bohm says:

"I do not believe conferences and such measures will better the condition. There are, I should say, about a quarter of the 20,000 teachers in New York who belong to the Teachers' Union. When they all come in, the teachers of this city will be in position to ask for a living wage."

TO THE HIGH SCHOOL GRADUATE

The salaries of teachers in Virginia are advancing rapidly. They never come down when they once go up. Virginia needs as she never needed before capable high school graduates to enter training for the teaching profession. Have you thought seriously of

the best use to make of your life? Can you find any field of work that offers greater opportunities for real service than teaching? Now is the time to enter teaching. Line up with the leaders, those that are giving form and direction to our life, our civilization.

X

THE BOOK OF THE MONTH

A PHILOSOPHY OF PLAY

"If you want to know what a child is, study his play: if you want to affect what he shall be, direct the form of his play." These conditional statements, taken from the foreword of Dr. Gulick's book, constitute not only the essence of the many good things this experienced student of physical education has to say about the bearing of play on the life and happiness of the individual, but furnish the accepted ground upon which national and State governments are making plans to use every available means to incorporate the notion in our educational scheme. The proper education of the physical man can no longer be neglected, any more than his intellectual and moral training, if experience can teach us anything and our educational ideals are not mere bombast.

It is a trite remark, that, if a boy would give to his work half the eagerness and zeal that he gives to his play, great things could be accomplished. "But how many people," inquires Dr. Gulick, "have tried to solve the problem as to why the boy puts more interest and enthusiasm in his play than in anything else?" What does the American enthusiasm over baseball mean? What light does a study of play throw on the nature of the player? Can we understand the underlying forces of play well enough to apply them in education and morals? These are a few of the points, adapted for brevity's sake, about which the author builds up his philosophy of play, the conclusions to which may be stated as follows:

"The individual is more completely revealed in play than in any other way; and, conversely, play has a greater shaping power

A Philosophy of Play, by Luther Halsey Gulick, M. D. Charles Scribner's Sons, New York. 1920. 291 pages.