

Dr. R. E. Blackwell, president of Randolph-Macon College.

On arrival in Richmond, visitors and delegates to the conference should report to room 115 at the John Marshall High School where they will be registered and assigned homes if they have not made their own reservations.

Many luncheons, receptions, exhibits, and the annual football game between Randolph-Macon and Richmond University will serve to break the monotony of the many meetings and renew old acquaintances and old loyalties.

Governor and Mrs. Westmoreland Davis have very generously planned to receive members of the association at the Mansion on Wednesday evening at 9:15.

The Alumni of Teachers College, Columbia University, will have their annual dinner at the Westmoreland Club, Friday evening, November 26.

The Alumnae of the Harrisonburg Normal School will have their luncheon at the Richmond Hotel, Friday, November 26, at 12:30.

The University of Virginia, Richmond University, William and Mary College, and other schools are planning similar luncheons for their alumni.

Let us make "On to Richmond" once more the slogan for Thanksgiving.

VI

CONTEMPORARY OPINIONS ON SOME EDUCATIONAL MATTERS

ENROLMENT FIGURES FOR VIRGINIA COLLEGES

Enrolment figures for colleges and universities of Virginia and nearby states are shown as of October 22 in the following compilation made by the *New York Evening Post*:

Randolph-Macon College	180
Randolph-Macon Woman's College	608
Sweet Briar College	283

University of Virginia	1,620
Virginia Polytechnic Institute	726
Goucher College, Baltimore	833
Johns Hopkins University	2,432
University of Maryland	1,468
University of North Carolina	1,729
West Virginia University	1,520

SUMMER SCHOOL INCREASES

Eleven summer schools in Virginia reported to the Bureau of Education a total enrolment for 1920 of 4,993 students. This is an increase of 900 students over the summer of 1919.

SUPT. HART ON CORPORAL PUNISHMENT

In canvassing educators for their views regarding corporal punishment, the *Spokane Daily Chronicle* finds that the practice is generally frowned on, although only one state, New Jersey, forbids whipping in the schools.

Harris Hart, Superintendent of Schools in Virginia, is quoted by the *Chronicle* as replying to its query:

"My own opinion is that it is not unwise for the general law to permit corporal punishment under proper restrictions, but that the local school regulation should discourage it in every possible way. While I do not believe that whipping should be practised in the common schools, I would be a little doubtful of the effect if the boys in the schools knew that under no circumstances could they be punished."

Much the same idea was expressed by other state superintendents, for example, by C. P. Cary, State Superintendent of Schools of Wisconsin, who said: "The general trend in this state is to reduce corporal punishment to a minimum, but, in general, it has seemed that forbidding the use of corporal punishment was not altogether desirable."

NEW VIRGINIA LAW RELATING TO PHYSICAL EDUCATION SEEMS ESPECIALLY EFFECTIVE—EVERY SCHOOL CHILD MUST RECEIVE PHYSICAL TRAINING

Virginia, Mississippi, Kentucky, and Georgia have enacted legislation during the

past year which more or less effectively initiates State-wide programs of physical Education Service, 309 Homer Building, Education Service, 309 Homer Building Washington, D. C.

In Virginia, the legislation is backed by substantial appropriations of \$25,000 to the State board of education for physical education and \$25,000 to the State board of health for child welfare and school medical inspection. The law authorizes local public authorities to appropriate funds for the health examination and physical education of school children and the employment of school nurses, physicians, and physical directors. Appointments are to be approved by the health commissioner and the State superintendent of public instruction.

The law requires that all pupils in the public elementary and high schools of the State shall receive such examinations, health instruction, and physical training as shall be prescribed by the State board of education and approved by the State board of health.

Every normal school in the State is required to give an approved course in health examinations and physical education and upon these courses every person graduating must have passed a satisfactory examination.

The State board of education is authorized to establish regulations requiring from each applicant for a State teacher's certificate satisfactory evidence of having covered creditably an approved course in general physical education.

The State board of education is required to appoint a supervisor of physical education, who shall direct a program of hygienic instruction and physical education in the secondary and normal schools of the State. Mr. Guy Throner has been appointed to this position.—*School Life*.

IS THERE A TEACHER SHORTAGE PROBLEM?

Comparative statistics regarding teacher shortage in the various States, according to a statement in the November issue of the *N. E. A. Bulletin*, shows that Virginia had in September, 1920, an estimated shortage, including teachers below standard, of 4,046. The actual shortage reported by 39 out of 100 county superintendents replying to the N. E. A. questionnaire amounted to 723, but the

number of teachers below standard whom it had been necessary to accept in order to keep as many schools as possible open, was reported by these same 39 superintendents to be 855. The superintendents reporting were giving their figures on the basis of 5,674 teaching positions covered by them.

"The estimated shortage including those below standard," it is stated, "is based on the assumption that the unreported counties of a State would show conditions the same as those reported."

Figures for the entire United States show 3,468 questionnaires sent; 1,492 replying; 211,668 teaching positions included; an actual shortage reported of 14,086; 23,318 more reported below standard; with a combined "shortage and below standard" reported amounting to 37,404. The estimated shortage and below standard for the United States, as of September, 1920, is 92,949.

SUMMER SCHOOL ENROLMENT

The following tabulated statement is a resume of figures published in the November *Virginia Journal of Education* and shows, without distinction as to sex, the number of white students enrolled in the summer schools of Virginia in 1920:

	No. Enrolled	Working for Normal Professional	Working for Elementary Professional	Working for 1st or 2nd Grade Certificates	Special Students
Farmville Normal School	400	3	270	105	2
Fredericksburg Normal School	260	0	100	110	50
Harrisonburg Normal School	698	102	339	248	0
Radford Normal School	787	47	355	325	60
University of Virginia	1816	203	222	17	628
William and Mary College	303	..	37	10	66

WE HAVE BEEN DEPLORABLY DELINQUENT

We have just awakened to the fact that the education of the American child has fallen below the standard necessary for the protection of our future. We have to face the fact that our school teachers are underpaid; that in physical training, in the teaching of American civil government and American history, in the principles of Americanism and of Americanization we have been deplorably delinquent. But nowhere is there

more cause for alarm than in the fact that the rural-school term is far too short and that four-fifths of the rural schools are one-teacher schools, resulting in hasty and careless teaching, and that the opportunity for country boys and girls to have high-school education is all too slight * * * We owe it to the childhood of the Nation and the childhood of the agricultural districts of our land to place at its disposal the utmost in educational facilities.—*Warren G. Harding, President-elect.*

VII

WAYLAND'S *A HISTORY OF VIRGINIA FOR BOYS AND GIRLS*

Dr. Wayland has stated his aim very succinctly in the preface of this little book. "First, to be accurate in the truth of history; second, to be intelligible and interesting to young readers; third, to be helpful to teachers." This three-fold aim may well be used in evaluating the book. First, has he been "accurate in the truth of history?" To a man with Dr. Wayland's historical sense, this means far more than care in date and statement. Choice of subject matter and emphasis of topic play such a major part in shaping the opinions of the reader that they are vital in a really truthful portrayal. Our author is well able to meet this condition. It is evident that his problem has been not what to put in, but what, from all the wealth of material at his command, to leave out. This wide knowledge of his subject, this richness of background, gives him a perspective that enables him to write with a truer emphasis. This is seen in the fact that although he has written a history of Virginia, it is Virginia in relation to the South and the Nation. He has never for an instant minimized the glory of the Old Dominion's share in national and world history; the child who reads the book is invariably a more loyal Virginian, yet he cannot escape becoming also a better American.

This breadth of view, this sense of proportion is well illustrated in the treatment of Lee. Your heart thrills to see "Marse Robert" accorded full justice and placed among the world's truly great, but

there is no bitterness, no warped sectionalism. Lee's farsighted constructive attitude during the crisis following Appomattox is given proper space along with his glorious defense of Richmond. This impartial justice is seen also in the equal emphasis given to different sections of the state. Again, there is unrivaled adherence to "truth in history" in the choice of topics. There is much mention of Virginia heroes—towering as they do among the nation's leaders from Washington to Wilson—but on a whole the book is a chronicle of the *people* of Virginia, their joys and sorrows, their struggles for economic betterment and social justice. For instance, the child is made to live with his colonial forbears: he sees them as they struggle for a living; he stands by as they fight the Indians; he enters into their sports; he smiles at their dress and manner of travel. Such wealth of detail gives him the necessary background for appreciation of their early attempts to found schools, and their immortal experiment in self-government at historic Williamsburg. The treatment of this period is typical of the entire book; the outlook is not only political, it also social and economic. In wars for liberty, Virginia's share has not been neglected; rather her untiring struggle toward making the best possible *use* of liberty in her social structure has been recognized.

We will let the children speak for themselves in regard to the second aim. When the books were first put into the hands of our children, they read on and on after their assigned lesson was completed, "to see what was coming next." As one small girl put it, "It is a history book and it reads like a story." When pressed for a reason for this she said that it told the very things she wanted to know and that she liked the way the "words fit together." Wise young critic—in her naive way she had gone to the crux of the matter. The book is "intelligible to young readers" because it is no hodgepodge of facts for a rebellious child to memorize. Instead each chapter has a central theme, with supporting facts built around it in such a delightful narrative that the child's interest is constant. He gets the salient facts in such a rich setting of detail that he really grasps them, and can use them in his thinking. This careful organization is not the only reason that the book is a joy to