

THE VIRGINIA TEACHER

Published monthly, except August and September, by the State Teachers College at Harrisonburg, Virginia.

Entered as second-class matter March 13, 1920, at the postoffice at Harrisonburg, Virginia, under the act of March 3, 1879.

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EDUCATIONAL COMMENT

THE MINNESOTA STUDY OF TEACHERS' PREPARATION

An abstract of a paper read before the College and Normal School Section of The National Council of Teachers of English at Philadelphia, November 27, 1926, by Dewey Belle Inglis, of the University of Minnesota, has an interest for teachers of all subjects.

Only a small per cent of the high school teachers of English have done any written work of any kind. It is a significant weakness that the teacher does not do enough writing herself to appreciate the problems of the students. It might be well to advocate as a minimum essential one professional and one artistic production a year, whether published or unpublished. Inexperienced teachers were better read in poetry than the experienced teachers, but that experienced teachers were better read in biography, travel, and other literature not usually in the university courses.

The results show that the college gives more than is needed of early American writers and that there is a crying need for work with modern American authors. The teachers reported not enough training in

personal items about authors. They seem to get emotional reaction from poetry but not enough oral reading to present it properly. The teachers report no help on literary standards and want training in how to tell good from bad. They also need help in teaching students to visualize when they read.

Summary of Findings

1. About one-third of the English teachers had majored in a subject other than English while in college.
2. Only about one-fourth have done any graduate work.
3. Practically all the teachers belong to the Minnesota Education Association; only 13% belong to the National Council.
4. Almost nothing in the way of published work either educational or literary has been produced by these teachers.
5. Teachers are reading on an average seven hours a week outside of school preparation. The quality of their reported recent reading is high both for books and periodicals.
6. Over one-third do not subscribe to any literary or current events magazine; about two-thirds do not subscribe to any educational magazine.
7. The average teacher has read less than one-fourth of the books on the state high-school reading list for 9th and 10th grades, and less than one-fifth of the books for 11th and 12th grades.
8. Teachers evidence a marked desire for a course in grammar in college. Their recommendation of Chaucer and Milton are infrequent.
9. Students at the University of Minnesota are being overtrained in the early American writers and undertrained in the later ones.
10. Teachers feel overtrained in the older British writers and undertrained in modern ones, especially American writers.
11. Teachers are overtrained in formal

characterizations of authors and types, but undertrained in actually discriminating between good and poor literature; overtrained in formal types of composition but undertrained in letter-writing.

12. They need methods, courses in teaching and directing activities.
13. Teachers are giving far too little attention to oral work compared with literature and written work. About 10% of them never had a public-speaking course.

METRIC VICTORY

Forecast For 1927

That the United States during the present year will take final legislative action to place its merchandising on the decimal metric basis in weights and measures was the declaration made at the annual executive conference of the All-America Standards Council, held in San Francisco, January 6th.

"Metric legislation is now prominent before both houses of Congress," stated Aubrey Drury, director of the Council, "and when a vote is called, victory appears assured for the metric standards, which are on the convenient decimal ratio, like our dollars-and-cents currency. A recent canvass of the United States Senate has indicated an almost certain majority for metric adoption.

"Obstructionists have always fought bitterly to kill in committee any metric action. The great basic strength of this issue in Congress was shown the one and only time it was allowed to come up for a general vote. In the House of Representatives, the Stone Metric Bill successfully passed two of the necessary three readings, but after a dispute on rules of order it was recommitted to the Committee on Coinage, Weights and Measures on request of its author, with expectation of a later vote, indefinitely delayed. The metric legislation was never de-

feated in a general vote in Congress. It can and will win in the 1927 vote.

"The metric issue has won overwhelming victories in more than 40 of the great parliaments of the world. At one time a metric standards bill passed the House of Lords in Britain; at another, lacked only 5 votes to win in the House of Commons. The House of Representatives in Australia has endorsed the decimal weights and measures by a vote of 36 to 2. All civilized nations except the United States and the British Commonwealths are now on the metric basis in merchandising, and British units are largely different from ours."

Declaring that decimal metric weights and measures for the United States have been endorsed by 7 Congressional committees, but with never a general vote in Congress, metric advocates throughout the country are urging a "show-down" in 1927 and predict a definite victory at the roll-call.

PRACTICES RELATING TO ABSENCE WITH PAY

Payment of full salary during leave of absence on account of sickness or other necessary cause is granted public school teachers in at least 35 cities of the United States of 100,000 or more population for periods ranging from 1 to 20 days or more. Some additional leave on part pay is granted by school authorities in 26 cities. Of 43 cities reporting, 8 do not grant any leave on full pay, though all but 1 grant some leave on part pay, according to figures compiled by the United States Bureau of Education in co-operation with the office of the city school superintendent of Washington, D. C., and published by the Interior Department, Bureau of Education, in City School Leaflet No. 21. Part pay following a period of full pay, or part pay alone, is granted in 33 cities of this size for periods of 5 to 20 days or more. The amount deducted from the teacher's salary when absent on part

pay is the amount paid the substitute or a fraction of the teacher's salary, usually one-half.

Of 120 cities of 30,000 to 100,000 population reporting, 16 grant no leave whatever with full pay, but grant some leave on part pay. Full pay for periods of from 1 to 20 days or more is granted teachers in 104 cities, and of these 53 grant some additional leave on part pay. Part pay following a period of full pay, or part pay alone, is granted by school authorities in 81 cities with population of 30,000 to 100,000, for periods of from 5 days to 20 or more.—*School Life*.

LOCARNO WORLD CONFERENCE ON NEW EDUCATION

The True Meaning of Freedom in Education

The subject of the Fourth World Conference on New Education, organized by the New Education Fellowship, 11 Tavistock Square, London, W. C. I., England, is one that will appeal to every forward-looking teacher and educationalist. From 3rd to 15th August, 1927, members of the Conference will gather at Locarno, in the loveliest surroundings, to discuss "The True Meaning of Freedom in Education."

Among the speakers will be M. Pierre Bovet, Professor at the University of Geneva and Director of the International Bureau of Education; Dr. Alfred Adler, author of *Individual Psychology*; Professor Lombardo-Radice, Editor of *l'Educazione Nazionale*; Dr. Ovide Decroly, Director of *l'Ecole Pour la Vie Par la Vie*, and Professor at the University of Brussels; Dr. Carson Ryan, Professor of Education at Swarthmore College, Pa.; Dr. Carleton Washburne, Superintendent of the Public Schools of Winnetka, Illinois; Dr. Lucy Wilson, Principal of the South Philadelphia High School for Girls; Dr. Adolphe Ferrière, Founder of the International Bureau of New Schools; Dr. Elisabeth Rotten, Direc-

tor of the German Bureau of the New Education Fellowship; Mrs. Beatrice Ensor, Chairman of the New Education Fellowship.

Study groups, led in each case by an expert, will inquire into such specific problems as Co-education, the Problem Child (Fear, Lying, Stealing, etc.), Sex Education, the Psychological Freeing of the Teacher, Individual Methods (such as the Winnetka Technique, the Project, Mackinder, Decroly, Montessori Methods, Dalton and Howard Plans, etc.), Progressive Methods in Secondary Schools, History Teaching from the International Standpoint, the Pre-School Child, the Post-School Adolescent, New Ways in Art Teaching, Intelligence Testing, and Vocational Guidance. An Exhibition of children's work and various educational materials will add greatly to the practical value of the Conference.

Recreation is an important part of the programme. Full advantage will be taken of the ideal surroundings: there will be excursions, rowing, bathing in the lake, sunbaths.

Further details of the Conference can be obtained from the offices of the New Education Fellowship.

FILIPINOS TOO ENTHUSIASTIC

To discourage overemphasis on athletics in Philippine schools, only students who have a good record in their studies will be allowed hereafter to represent their schools in provincial, interprovincial, and carnival meets, according to recent ruling of the Philippine Bureau of Education. Credit formerly allowed for participation in these meets will be discontinued, and no pupil who fails of promotion one year will be allowed to represent his school the following year. Athletes, however, are excused from regular physical education and will be given every opportunity to make up work they miss on account of participation in public athletic events.