

THE VIRGINIA TEACHER

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A DEPARTMENT OF EDUCATIONAL TESTS AND MEASUREMENTS

The rapid development of scientific tests and measurements in relation to student ability and achievement has been one of the most interesting and significant features of both educational theory and practice in recent years. The movement has been gaining headway in Virginia recently, particularly since the state survey of 1918-19.

In consequence, therefore, of the tremendous practical values to be gained from a closer touch and better appreciation of this aspect of modern educational research, THE VIRGINIA TEACHER introduces with this number, as a regular feature of the magazine, a department of Educational Tests and Measurements. Among the several purposes of this department it is our plan to include (1) information about new tests and the revision of tests in common use; (2) reports of studies of teachers in the state; (3) reviews of the literature of the subject; (4) bibliographies of various aspects of the work; and (5) announcements of significant experiments and researches.

In the near future we shall have ready for publication reports on the re-classification of Fourth and Fifth Grades in the Harrisonburg Training School and the use of intelligence tests in the Harrisonburg High School. It is to be hoped, furthermore, that those interested in this feature of the magazine will

promptly report their findings and studies, that we may have in this department a clearing-house for Virginia teachers who are finding a value in the use of either achievement or intelligence tests.

This department will be under the supervision of Dr. Walter J. Gifford, the head of the Department of Education in the State Normal School at Harrisonburg.

IS THERE AN EDUCATION DIVISION IN THE CHAMBER OF COMMERCE OF YOUR CITY ?

As a means of maintaining the spirit of co-operation between business and education, the organization of Education Divisions in Chambers of Commerce is a distinct forward step. Thinking men realize that without education business can not hope to develop and prosper. A frank recognition of this fact is made in the recently organized Education Division of the Chamber of Commerce of Memphis, Tennessee. The following platform, which should be adopted by every live Chamber of Commerce in our state, shows the caliber of this southern community and their realization that opportunities for a splendid constructive program in the up-building of their city present themselves here with rare force:

The Education Division of the Memphis Chamber of Commerce, realizing that the educational condition of the city is an index to its prosperity, that a Nation-wide system of efficient public schools is the best preparation for citizenship, and that upon such a system of schools the perpetuity of our free institutions depends, offers the following educational platform as its declaration of principles and urges for these fundamental bulwarks of education the hearty co-operative support of every member and every division of the Chamber of Commerce and of all the people, not only of Memphis and Shelby County, but of the entire Memphis territory:

1. A competent well-trained teacher, in hearty accord with American ideals, in every public-school position.

2. Increased facilities for the training of teachers and such inducements to enter the teaching profession as will attract men and women of the highest character and ability to this important field of public service.

3. Equal salaries for equal service to all teachers of equivalent training, experience, and success.

4. A pension for the teachers who have grown old in service; that while a teacher is giving the best years of her life for the public good, she may rest secure in the knowledge of a protected old age.

5. Some form of tenure on the basis of efficient service; that the competent teacher may enjoy a degree of security in her position and not be dependent for her appointment and retention upon the whim of school boards or the favor of politicians.

6. A minimum term of eight months for all schools in the rural sections of this great Republic, and the enforced attendance of all children of school age, in order to further equalize educational opportunity.

7. The establishment of a Department of Education with a Secretary in the President's Cabinet, and Federal aid, to encourage and assist the States in the promotion of education, with the expressed provision that the management of the public schools shall remain exclusively under State control.

8. In every county a well-trained superintendent who gives all of his time to school work; sufficient salary to attract such a person and sufficient clerical and supervisory help to insure educational progress in the county.

9. Definite work in citizenship in every school—as a separate course or a correlated subject—to insure preparation on the part of the child for intelligent and active participation in the affairs of his community, county, State, and Nation.

10. Such vocational work in schools as will fit the child not only to take his place in the industrial world about him, but will make him realize the dignity of work and its necessity for complete living. Such vocational work we construe to mean agriculture and farm-shop work in rural schools; commercial courses, manual training, and similar courses in city schools; and home economics for girls in all schools, rural and city.

11. Such recreation and physical exercise during school time as will insure an alert and healthy condition of all the faculties of the child and will educate him for the proper use of his leisure time when he leaves school.

12. A program of health in all schools, including expert examination, periodic inspection, correction of faults and habits, and health instruction.

13. Expert supervision of school work to the end that schools may attain greater efficiency and make the largest possible contribution to public welfare.

14. Co-operation with other organizations and with men and women of intelligence and vision everywhere who recognize that only through education can be solved many of the serious problems confronting our nation.

IX

SOME MAGAZINE GOSSIP

Considering the vast number of educational journals and magazines published in the United States, it is a surprise to learn from *The Ohio Teacher* that the combined circulation of all these publications is less than 600,000 copies. Commenting on this fact, the *Virginia Journal of Education* calculates that if each teacher takes but one educational magazine, that would leave at least 200,000, or one-fourth of the 800,000 teachers in the United States, without a single educational periodical. But since so many teachers who subscribe to one periodical are also subscribers to others, the *Journal* infers that probably more than half of the teachers do not subscribe to educational periodicals, and considers it evident that "teachers do not overwork the professional journal as a means of survival, to say nothing of growth."

It would be a well-nigh impossible task to name and comment on all the educational periodicals now being issued in the United States; our present purpose is merely to bring to our readers bits of information concerning some of the well-known publications which have recently undergone change of hands or which have only recently been established. Many prominent journals like *The School Review*, *The Elementary School Journal*, *The English Journal*, *School and Society*, *The Journal of Educational Psychology*, *The Journal of Educational Administration*, *The Journal of Education*, *The Teachers College Record*, *The Journal of Home Economics*, *Normal Instructor and Primary Plans*, and *Education* are not here included. All these magazines deserve a large circulation among those interested in their respective fields.

From the first two issues of *The Journal of Educational Method* one gains an abiding faith in the part it will play in the improvement of teaching. Its editor is James Fleming Hosis, long a leader among teachers of

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