

CONCLUSIONS

- I. Measurements of achievement are needed.
- II. Measurements are guides in improvement of instruction.
 - A. For the teacher—
 1. They show class weaknesses.
 2. They are the guide in practise work.
 3. Out of the test and practise work come topics for teaching.
 - B. For the pupil—
 1. They show individual weaknesses.
 2. They give the pupil an incentive to work to reach a standard score.

VADA MILLER

II

FIFTEEN YEARS OF PROGRESS

On July 6, 1869, the people of Virginia adopted a state constitution which provided the particulars for the statewide system of public free schools for the commonwealth until 1902.

The convention which formulated this constitution consisted of 105 members comprising 33 conservatives and 72 radicals, the latter including 24 negroes, along with 14 Virginians, 26 Northerners, 1 South Carolinian and 6 members from some part of the British Dominions.

Anyone familiar with the history of reconstruction in Virginia will know that any

Name	Test	NAME OF SET															
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	
Ha Ac-----	I	16	18	13	15	5	6	4	--	--	--	--	--	--	--	6	
	II	21	17	10	18	6	7	5	8	3	2	7	1	3	1	5	
Sy La-----	I	26	21	30	15	6	5	5	0	0	5	4	4	4	0	3	
	II	27	17	17	15	7	7	5	3	2	5	9	2	5	1	4	
Al My-----	I	18	17	18	15	3	3	5	4	2	3	1	3	3	1	1	
	II	27	18	19	19	2	6	7	7	4	1	8	2	1	2	2	
Ed Sh-----	I	21	20	20	21	7	7	5	2	3	6	9	5	2	2	6	
	II	27	15	15	24	5	9	5	12	4	6	11	6	6	2	6	
Ja Sh-----	I	21	17	17	18	6	9	4	12	0	4	6	3	4	0	0	
	II	27	20	15	18	5	9	5	8	2	4	7	4	5	2	8	
Re Sw-----	I	18	14	20	14	5	2	7	1	1	4	1	5	1	1	4	
	II	22	15	23	14	4	6	6	0	4	3	5	0	1	0	6	

product from the hands of such a body as this was doomed to meet opposition on the part of Virginia as soon as she recuperated sufficiently to assume the aggressive. From 1870, therefore, until the adoption of our present constitution in 1902, not only did the people fail properly to support and patronize the public schools, but so general was the feeling, that a state treasurer did not hesitate to divert public school funds to other purposes, feeling that he was rendering the state a patriotic service.

After the adoption of a new constitution in 1902 there followed the famous educational campaign of May, 1905, which represented the culmination of a series of efforts at an educational revival extending as far back as 1898.

Since the school year of 1905-'06, therefore, we have experienced an "Educational Renaissance" in Virginia marked with unprecedented progress. The following statistics and statements are given to those who have not either the time or the inclination to work out in detail this most thrilling story of modern Virginia history.

YEAR	1875	1890	1905	1920
School Population	482,789	652,045	580,618	658,926
Number Pupils Enrolled	184,486	342,269	361,772*	505,190
Number of Pupils in Average Daily Attendance	103,927	198,290	215,205	351,171
School Term in Months	5.59	5.91	6.4	Counties 7.2 Cities 8.9
Number of Teachers	4,262	7,523	9,072	14,271
Ratio Men to Women	27 to 15	31 to 44	21 to 70	1.5 to 12.7
Monthly Salaries—Men	\$33.52	\$31.69	\$36.86	Approx. \$70
" "—Women	\$28.71	\$26.61	\$28.11	
Value of School Property	\$757,181	\$2,235,085	\$4,297,625	\$22,900,000
Total Expenditures for All Purposes	\$1,021,396	\$1,604,508	\$2,432,102	\$13,100,000

*Figures for 1875 and 1890 apply to ages of 5 to 21 years; those of 1905 and 1920 to ages of 7 to 20 years.

After you have examined the above figures carefully, think for a few minutes of these striking facts: In 1871 sixty per cent (60%) of all the public school buildings in Virginia were log houses. The value of all public school buildings in Virginia in 1873 did not exceed in total amount the present estimated combined value of the two high school buildings in Richmond and Norfolk, namely, the John Marshall High School and the Matthew F. Maury High School. The present value of the grounds, buildings, equipment and endowment of the Hampton Normal and Industrial Institute for colored teachers exceeds by approximately \$1,000,000 the total value of all public school buildings in Virginia in 1905.

Notice these monthly salary schedules for 1905 as reported by the State Board of Examiners for Superintendent Eggleston in their reports for the year of 1905: Danville \$40-\$45; Staunton \$43-\$46; Franklin County \$25, \$20, \$15; Halifax County \$34, \$27, \$22; Highland County \$25, \$20, \$10; Mecklenburg County \$35, \$25; Patrick County \$25, \$22, \$18. Superintendent Eggleston said in his report of 1905-'06: "There are white teachers in Virginia who last session received only fifteen dollars per month for a term of five months. Scores of them get \$20 and \$25 per month for terms not exceeding six months; and yet the cry goes up from some quarters that we must call a halt, that public education in Virginia is being 'overdone'."

Approximately fifty per cent of the division superintendents of schools in 1905 received salaries under \$500 per year. The salary and traveling expenses of the State Superintendent of Public Instruction in 1905 was \$2,150. The present State Department of Education is well organized with an excellent staff representing a wise and economical expenditure of \$50,000 (in round numbers) per year.

In 1905 the highest paid public school official in Virginia was the superintendent of the Norfolk City Schools who received the munificent sum of \$2,468. The present salaries of the superintendents of Richmond and Winchester approximate \$7,000 per year and there is at least one county in the state wise enough to pay its Superintendent of Schools \$4,500 per year. Classroom teachers in Virginia today receive salaries ranging as

high as \$2,400 per school year, and principals' salaries range as high as \$4,000. In 1905 the yearly average salary of all teachers in Virginia was \$192.84; in 1920—\$560, an increase of almost 300%.

There were 495 teachers in the public schools of Virginia holding professional certificates in 1905. There were 6,400 teachers in 1920 with some professional training.

The State expended \$4,040 for summer schools for teachers in 1905. The summer sessions of the teacher training schools of Virginia for 1921 expended more than \$100,000 for all purposes.

The State appropriation for the only normal school for white teachers, the Farmville School, in 1905 was \$41,666.66. In 1920 the annual appropriation for the four normal schools for white teachers exceeded \$300,000.

Virginia boasted 74 public high schools with an enrollment of 12,199 in 1905. In 1920 she can modestly claim 486 high schools, 218 accredited, with a total enrollment of 30,919.

Although the last fifteen years have witnessed a substantial increase in the population of Virginia, the number of illiterates between the ages of 10 and 20 years of age in our state has decreased from 55,815 to 28,900.

Ponder on these figures, fellow teacher. Take heart. Things are not as bad as some would have you believe. We may have a long way to go, but we have already passed over a long stretch of bad road and the way ahead looks smoother.

SAMUEL P. DUKE

III

EDUCATIONAL TESTS AND MEASUREMENTS

THROUGH COLLEGE ON BRAINS NOT COURSES

Barnard College is this year trying a novel and promising experiment. Thirteen students, about two per cent of the student body, who have been found to have exceptional ability, have entered the Special Honors Course. They will be freed from a good share of the routine and required work of the college course and will be allowed to major