

THE VIRGINIA TEACHER

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EDUCATIONAL COMMENT

THE TRAINING OF VIRGINIA TEACHERS

FROM the office of Dabney S. Lancaster, Secretary of the State Board of Education, comes the following summary to show in what state institutions Virginia's teachers are trained. Of course, many additional teachers come from Virginia's private colleges and from out-of-state institutions.

| Institution | In Counties | In Cities | In State |
|--|-------------|-----------|----------|
| University of Virginia: | | | |
| Graduates | 65 | 45 | 110 |
| Non-graduates | 646 | 131 | 777 |
| College of William and Mary: | | | |
| Graduates | 163 | 122 | 285 |
| Non-graduates | 365 | 59 | 424 |
| Farmville State Teachers College: | | | |
| Graduates four-year course .. | 82 | 43 | 125 |
| Graduates two-year course ... | 610 | 481 | 1,091 |
| Non-graduates | 832 | 59 | 891 |
| Fredericksburg State Teachers College: | | | |
| Graduates four-year course .. | 46 | 7 | 53 |
| Graduates two-year course ... | 356 | 129 | 485 |
| Non-graduates | 422 | 9 | 431 |
| Harrisonburg State Teachers College: | | | |
| Graduates four-year course .. | 50 | 25 | 75 |
| Graduates two-year course ... | 397 | 230 | 627 |
| Non-graduates | 1,079 | 32 | 1,111 |
| Radford State Teachers College: | | | |
| Graduates four-year course .. | 29 | 7 | 36 |
| Graduates two-year course ... | 265 | 72 | 337 |
| Non-graduates | 1,536 | 17 | 1,553 |

| | | | |
|--|-----|-----|-----|
| Virginia Polytechnic Institute: | | | |
| Graduates | 85 | 12 | 97 |
| Non-graduates | 30 | 10 | 40 |
| Virginia Military Institute: | | | |
| Graduates | 5 | 3 | 8 |
| Non-graduates | 9 | 8 | 17 |
| Virginia Normal and Industrial Institute: | | | |
| Graduates four-year course .. | 63 | 22 | 85 |
| Graduates two-year course ... | 183 | 210 | 393 |
| Non-graduates | 671 | 81 | 752 |
| Hampton Normal and Agricultural Institute: | | | |
| Graduates four-year course .. | 12 | 16 | 28 |
| Graduates two-year course ... | 47 | 37 | 84 |
| Non-graduates | 180 | 33 | 213 |

WHAT PRICE COLLEGE?

JOHN D. ROCKEFELLER, JR., in a recent speech at Brown University, pointed out that the student pays only half of the actual cost to the college of his education and suggested increased tuition fees for the great majority of students, and scholarships, student aid, and loan funds for those who cannot pay more. Commenting on Mr. Rockefeller's suggestions, the *New York World* says:

"This is a revolutionary proposal. It is even more revolutionary if it is applied to state universities. They form no logical exception to his assertions; it must soon prove as difficult to wheedle legislators into giving greatly increased annual appropriations to state universities as it will be to provide a perpetual crop of wealthy and generous donors to private foundations. How shall they bridge the yawning chasm between income and outgo? Must they abandon their long-honored policy of providing free education and begin collecting tuition fees from their students?"

"The problem which Mr. Rockefeller has in mind is a real one; one which people in general have not yet faced; one which must be faced by every institution of the higher learning that aims to keep abreast of educational needs. With applicants for college education increasing four times as fast as endowments, even the unparalleled generosity of college founders and donors cannot begin to keep pace with the demand for those facilities which spell progress for the

nation as well as for the individuals affected. Neither by taxation nor by endowments is there any prospect that our colleges generally will be able to raise professors' salaries to a living level; and this must be done if the quality of teaching is not to deteriorate.

"In raising the question Mr. Rockefeller has rendered a service to American education."

EDUCATION TOO DIFFUSE

PROFESSOR GEORGE DANIEL OLDS, whose resignation as president of Amherst college became effective recently, speaking to members of the Amherst Alumni association of Boston, said that "modern education has failed to teach concentration. There has been too much diffuseness in education. I believe that the present tendency is toward individual teaching and toward requirement in certain subjects. Amherst is working toward required courses during the first two years of the college course, and freedom to choose subjects during the last two years. Amherst has always stood for training of mind and body and for something more than this, for the formation of character. Open-mindedness is the greatest single agency in character building."—*Minneapolis School Bulletin*.

ORIGIN OF THE CHRISTMAS CAROL

THE mention of either St. Francis of Assisi, or of a carol, brings to mind a picture of Christmas. For of the many things St. Francis did, not the least was originating the Christmas carol during the Christmas of twelve hundred and twenty-three.

* * * * *

The carol itself originates in pagan ritual, and has evolved until today it is a hymn of praise, especially such as is sung at Christmas in the open air.

The word carol implies a dance, and all the old carols—and any genuine carol—is written in a dance rhythm. The pagans danced at their worship and the dance was permitted on certain occasions in the early church.

Thus came into being a custom which has resulted in a church service and the Christmas carol, both of lasting influence on the church and art. Why? Because any study of the early church, music, poetry and art is not complete without due consideration of St. Francis of Assisi.

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The old carols were written in the old church modes, a matter too technical to deal with here, but to one who is familiar with this form and style, there is nothing that can supersede it for its individual beauty. The words, however, with few exceptions, are to even broad-minded people, immoral.

It is with all this in mind that many of our beautiful carols in modern tonalities have been written; and it is with all this in mind, too, that those interested in a finer art, are striving to set modern lyrics to the old modes, resulting in a modern Christmas carol, pure and beautiful.—ALICE M. BEVERIDGE, in the *Progressive Teacher*.

AND THIS IS THE TWENTIETH CENTURY!

WHAT may surely be considered extreme cases are cited by Thomas Minehan in a recent issue of the *Nation*. He writes:

"A school in Missouri wanted me to sign a resignation with a contract. The resignation was to be effective together with the forfeiture of all salary that might be due me if I should smoke a cigarette, pipe, or cigar at any time, in any place, during the period my contract was to run. I did not sign. A girl of my acquaintance went out to Montana a few years ago after signing a similar contract except that the prohibition was against dancing on school nights. After the first of the year there was no money in

the county treasury. She was paid in dribbles until the end of May. When she applied for the remainder of her wages, she was presented with evidence showing that she had been seen at a dance one night in March and consequently no further money was owed her.

"The end is not yet. A woman received a contract from a small village along the sea-coast of North Carolina. It contained the usual stipulations in regard to certification, boarding at the dormitory, sacrificing pay while unable to work, and in addition the following clauses:

I promise to take a vital interest in all phases of Sunday school work, donating of my time, service, and money without stint for the uplift and benefit of the community.

I promise to abstain from all dancing, immodest dressing, and any other conduct unbecoming a teacher and a lady.

I promise not to go out with any young men except in so far as it may be necessary to stimulate Sunday school work.

I promise not to fall in love, to become engaged or secretly married.

I promise to remain in the dormitory or on the school grounds when not actively engaged in school or church work elsewhere.

I promise not to encourage or tolerate the least familiarity on the part of any of my boy pupils.

I promise to sleep at least eight hours a night, to eat carefully, and to take every precaution to keep in the best of health and spirits in order that I may be better able to render efficient service to my pupils.

I promise to remember that I owe a duty to the townspeople who are paying me my wages, that I owe respect to the school board and the superintendent that hired me, and that I shall consider myself at all times the willing servant of the school board and the townspeople and that I shall co-operate with them to the limit of my ability in any movement aimed at the betterment of the town, the pupils, or the schools.

"This, remember, for a job paying eighty-five dollars a month for seven and a half months in a little town of three or four hundred persons, located in the mosquito and fever district of North Carolina, where half the inhabitants cannot read or write.

"This is the most restrictive contract I have ever seen, but anyone who is familiar with the conditions of restraint under which the average teacher works and with the attitude of the community toward the teacher cannot help admiring its frankness. There

are hundreds of places where every provision mentioned in that contract is enforced. A teacher may not be required in writing to teach Sunday school, but the teacher who fails to do so will not be re-elected. A teacher may not have to promise not to fall in love but if she does she had better marry as soon as possible, for in nine cases out of ten she will find herself out of a job the next year. A teacher may not have to sign a pledge to sleep at least eight hours a night, but the teacher who wants his job will not keep a light going long after curfew."

EDUCATION OF NEGROES A RURAL PROBLEM

Of the 24,079 Negro schools in the 14 Southern States, during the school year 1925-26, 22,494 (93.4 per cent) were rural, and 1,585 (6.6 per cent) were urban schools, according to a study of Negro schools in the south by S. L. Smith, published in the *Southern Workman*. One-teacher schools, numbering 15,385, composed 63.8 per cent of the total number of Negro schools; 4,525 schools (18.8 per cent) were of the two-teacher type, 1,702 (7.1 per cent) three-teacher type, and 2,494 schools (10.3 per cent) employed four or more teachers. The average length of the school year in the 22,494 rural schools was about 6 months. The range was from 8.7 months in Maryland to 4.7 months in Alabama.

Of the 2,963,358 Negro children of school age living in the South, 68.9 per cent in rural sections and 75.6 per cent in cities were enrolled in school. Of the 801 Negro high schools in the 14 states, 209 are four-year accredited high schools. Total enrollment in the 801 high schools was 68,606, and the number of four-year graduates was 6,435.

Training that permeates the heart is the training that is going to stay.