VI

EDUCATIONAL COMMENT

VIRGINIA’S ACCREDITED COLLEGES AND UNIVERSITIES

Virginia ranks first among Southern states for the number of its higher institutions “accredited” by the Southern Association of Colleges and Secondary Schools at its December meeting in Chattanooga, Tennessee, according to a recent issue of School Life.

Virginia contains 6 such institutions, Tennessee 5; North Carolina, South Carolina, and Georgia, each 3; Kentucky, Texas, Mississippi, Maryland, and Florida, each 2; and Alabama, Missouri, and Louisiana, each 1.

Virginia’s accredited colleges and universities are: Washington and Lee University, Randolph-Macon Woman’s College, University of Virginia, Randolph-Macon College, Richmond College, and Hampden-Sidney College.

UNIVERSITY OF VIRGINIA SUMMER SCHOOL

“Statistics of Registration of Thirty American Universities for 1920” are presented in School and Society for Jan. 29, and disclose that attendance at only eight summer schools in the United States exceeded that at the University of Virginia. Enrollment figures for the six weeks term show that Teachers College had 9,780 students, California 6,436, Chicago 5,406, Wisconsin 3,578, Michigan 2,225, Cornell 2,174, Harvard 2,077, Minnesota 2,025, Virginia 1,779.

Ranked according to the number of regular full-time students enrolled, the University of Virginia stands twenty-seventh with 1,630 students. California ranks first with 11,071 regular full-time students.

SMITH-TOWNER BILL MAKES PROGRESS

Altho there is not much expectation that it will be brought to a vote before the adjournment of Congress in March, the Smith-Towner bill to create a department of education, with a cabinet officer in charge, and proposing a federal appropriation of $100,000,000 to supplement State and local appropriations, has been favorably reported to the House by the committee on education. Efforts are now being directed to secure a favorable report from the Senate committee.

But favorable action by the House Committee represents substantial progress. The forces which have been lined up to defeat the bill are rather helping to create sentiment favorable to its passage.—Randall J. Condon, Superintendent of Schools, Cincinnati.

RICHMOND TO BORROW MONEY FOR SCHOOLS

A bond issue of a million and a half dollars has been authorized by the city council of Richmond, Virginia, for the erection of a new colored high school, an additional junior high school for white children, and three elementary schools.

SALARIES AT STATE-SUPPORTED HIGHER INSTITUTIONS

For 1920-21, out of 64 state-supported universities and colleges in the United States, only 13 pay their presidents $10,000 or more a year. The University of Virginia is one of the 7 that pay $10,000. In 1915-16, the University of Virginia paid $8,000.

Other interesting facts are to be found in the study of salaries in state colleges, published in School Life for Jan. 15. Out of these 64 institutions, only 9 have not increased their presidents’ salaries since 1915-16. Among these 9 is the Virginia Polytechnic Institute.
In 1915-16 the average salary reported for professors was $2,400; this year it is $3,200, or an increase of 33 and one-third per cent. The University of Virginia was one of 6 institutions paying a maximum salary to professors of $3,600 or more in 1915-16, when only 2 of these paid $5,000. This year there are 10 state-supported institutions paying $5,000 or more to professors, and the University of Virginia is not among them.

NIGHT SCHOOLS AT WINCHESTER

Superintendent F. E. Clerk, of the Winchester schools, recently issued a statement urging citizens of Winchester over 16 years of age to enroll in the Handley Night School, classes in which began January 10.

"The night schools should be an outstanding feature of the Handley Schools," said Mr. Clerk, "particularly since Judge John Handley himself got his education in the night schools of Washington, D. C.; and undoubtedly his interest in public education was caused largely by the start in life that he received from night school training."

Courses for as few or as many nights a week as students wish were offered in cooking, sewing, practical English, mathematics, auto repairing, typewriting, bookkeeping, mechanical drawing, woodworking, and in any other subject desired by ten or more people.

SCHOOL NURSE IN SHENANDOAH

Shenandoah county boasts a school nurse, who in three months examined 1676 children in 58 different schoolrooms, visited 35 homes, made 5 public health talks, and held numerous conferences with teachers. She also assisted in a clinic held under the direction of the Red Cross Nursing Committee December 1, when 49 persons were operated on for the removal of adenoids and diseased tonsils.

Funds sufficient to pay the salary and traveling expenses of the school nurse were provided in Shenandoah county by the local chapter of the Red Cross, with the assistance of the State Board of Health.

VII

A SCHOLAR’S CONTRIBUTION TO EDUCATION

We Americans have been accustomed to look to England and other European countries all too frequently for texts and source-books of a thorough-going scholarly type. But for some time, particularly in the field of education and psychology, it has been that the tide is turning; and today scholars and scholarship of no less merit are to be found in our country. Such evidence is found in the recently published History of Education and Readings in the History of Education from the pen of Professor Cubberley, a well-known author and editor of texts in education. These two works are the logical outcome of a syllabus by the same author published in 1902, but have been postponed by the appearance of Dr. Paul Monroe’s scholarly Textbook in the History of Education and the later three-volume series of Dr. Frank P. Graves. In the meantime Professor Cubberley’s Public Education in the United States had demonstrated the need and demand for the presentation of the whole subject of the history of education with larger attention to its practical implications and modern trends.

The History of Education, itself the product of a score of years of successful teaching experience in this field, bears the subtitle, “Educational Practice and Progress Considered as a Phase of the Development and Spread of Western Civilization.” Consequently, unlike most discussions, the primitive and Oriental phases are omitted and the Greek era, perhaps the first to be characterized by definite progress, is taken as the starting-point. Similarly the whole work is peculiarly free from any tendency to encyclopedism, rather neglecting these phases both of educational theory and practice that do not suggest in any way the place of education in social evolution and racial development. Less than one-fourth of the book therefore is devoted to pre-Renaissance edu-