

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 BARTON REPORT

THE intelligent and courageous report submitted to the General Assembly of Virginia by the commission of which Robert T. Barton is chairman has been made available in large part through the public press. But because of its permanent value in constructive analysis of Virginia's educational system, it deserves enduring form and easy access to all teachers. It is therefore being published in the VIRGINIA TEACHER, Part I having appeared in the January issue, Part II being published in this number. But for the considerable length of the O'Shea Report, this document would also be reprinted here, for its statement of the facts, of course, is the source from which the Barton commission has drawn its recommendations.

Every teacher, no doubt, will wish to study the O'Shea Report, and it is to be hoped that it will be available in every school library.

THE DEPARTMENT OF EDUCATION

THE PROPOSAL to create a Department of Education has its roots deep in our educational history. Washington, Madison, Adams, all recog-

Excerpts from an article prepared by Dr. John K. Norton, director of Research Division of the National Education Association.

nized education as a function which the federal government should encourage. Not long ago President Coolidge, in an address to the National Education Association, stated:

For a long time the cause of education has been regarded as so important and so preeminently an American cause, that the National Government has sought to encourage it, scientifically to investigate its needs, and to furnish information and advice for its constant advancement. Pending before the Congress is the report of a committee which proposes to establish a Department of Education and Relief, to be presided over by a Cabinet officer. Bearing in mind that this does not mean any interference with the local control, but is rather an attempt to recognize and dignify the importance of educational effort, such proposal has my hearty indorsement and support.

The need for the measure cannot be doubted. It is supported by the great mass of people who have given thought to the measure. Edward W. Bok has stated:

When we stop to think that the United States is today the only great Nation in the world which has not an officer of the Government devoting himself to education, it seems to me that the question of whether we should have a Secretary of Education in the Cabinet answers itself. With a country so needful of the extension of educational advantages, there are few more urgent necessities than that the Federal Government should work with the States along educational lines. Almost every question has two sides, but this, it seems to me, has only one.

Fifty years from now we will look upon the opposition to the creation of a Department of Education as we now view that advanced against the creation of a Department of Agriculture. Then, we shall have come to recognize as Frank Crane has said that:

The real business of every man and woman in the country is education. Everything else is a side line. One hundred years from now the most amazing thing in our present form of government will be that we had a Secretary of War, a Secretary of the Navy, but no Secretary of Education.

And so we have the case for the Educational Bill. Only an agency enjoying the prestige of a federal department can expect to bring thousands of school systems into voluntary co-operation.

A Department of Education could effectively co-ordinate and interpret the results

of the educational research throughout the country. When other agencies attempt such a co-ordination of research, their findings are likely to be influenced by special interests. Exposed to the influences which would play upon a Department of Education, there is little likelihood that a Secretary of Education would be able to distort the facts with success even if he desired. He would be quickly brought to time by the other educational research agencies in the field.

The creation of a Department of Education would insure education an adequate agency whereby its problems would receive the attention of the people of the nation. The words of a Secretary of Education would receive general attention. Possessed of adequate information, there need be no fear that the citizenry of the nation will fail to take action in their local school systems essential to sound educational advance. At present, educational progress too often lags behind advances in other fields. The solution is the creation of a Secretary of Education who might hope to claim for the schools the share of the nation's constructive thought which their importance to national welfare justifies. The issues are clear.

A Department of Education is badly needed to undertake fact-finding investigations for the use of school officials throughout the nation. It is needed to increase the efficiency of federal educational work already in existence. The creation of such a department is clearly in line with the development of our governmental system. It does not involve the adoption of educational policies or principles that have not been accepted and applied with success for generations.

VIRGINIA SCHOOL NEWS

Edward C. Glass on January 9 began his forty-ninth year as superintendent of the city schools of Lynchburg. He has served continuously in this capacity and is said to

be the oldest school superintendent in point of service in the United States.

Dr. Charles J. Smith, president of Roanoke College, made the principal address at the annual meeting of the Danville Chamber of Commerce on January 17.

President Julian A. Burruss, of Virginia Polytechnic Institute, was the chief speaker at the annual meeting of the Harrisonburg Chamber of Commerce on January 10. Dr. Burruss was for ten years president of the State Normal School, now the State Teachers College at Harrisonburg.

Former Governor E. Lee Trinkle was recently elected president of the Association for Higher Education in Virginia, an organization which was founded several years ago in the interests of the higher institutions of learning.

The most recent of many attempts to establish an intercollegiate press association in Virginia is that announced to be held in Farmville, February 10 and 11. The initial plans for the organization are being made by the editors of two college newspapers, the *Rotunda*, of the State Teachers College at Farmville, and the *Tiger*, of Hampden-Sidney College.

To encourage the accomplishment of its objective in raising \$215,000 for St. Paul's school at Lawrenceville, Virginia, Julius Rosenwald, Chicago philanthropist, has contributed \$10,000 toward the building and equipment program, to be available when that amount will complete the total fund. Mr. Rosenwald has long been a generous contributor to the cause of Negro education in the South.

C. W. Dickinson, Jr., State Supervisor of Textbooks for School Libraries, reports that 42 publishers and dealers filled 377 unit orders for \$16,511 worth of books for public school libraries between July 1 and December 31, 1927.

During the calendar year 1927, 55 publishers filled 909 unit orders for \$38,906 worth of books as against only 37 publishers who filled 648 unit orders worth \$27,195 during the preceding year. The wise policy of the State Department of Education in organizing this activity under the direction of Mr. Dickinson has been amply justified.

BOOKS

MATH TEXT FOR TEACHERS

THE TEACHING OF JUNIOR HIGH SCHOOL MATHEMATICS. By David Eugene Smith and William David Reeve. Boston: Ginn and Company, 1927. Pp. 411+viii.

This next text for teachers treats first of the formation of a curriculum in mathematics for the junior high school with various recommendations as to how the course might be begun and outlines the objectives to be attained. It gives particular attention to the abilities which ought to be developed in the four subjects: arithmetic, algebra, geometry, and numerical trigonometry.

Under the head of Teaching of Arithmetic, in particular, stress is laid on the pruning of non-essentials and teaching arithmetic for the specific purposes for which it will later be used. A chapter is given also to each of the following subjects: The Teaching of Intuitive Geometry, The Teaching of Algebra, The Teaching of Numerical Trigonometry, The Teaching of Demonstrative Geometry. These chapters are followed by one on Supervision and Instruction in mathematics, a discussion of model lessons and the place of tests in the teaching of mathematics.

The book is made more interesting by the introduction of a description of home-made mathematical instruments, the method and purpose of organization of mathematical clubs and contests, and to this is added a chapter on Mathematical Recreations.

As a whole, it appears to the writer that this book is full of valuable suggestions to a teacher of mathematics. Whether or

not such a book would be directly serviceable as a textbook for a short course in this subject is doubtful, but for interesting and helpful reading, and as a reference book for a teacher it appears to be of great value.

H. A. CONVERSE.

OTHER BOOKS OF INTEREST TO TEACHERS

ESSENTIALS OF SPANISH. By Arturo Torres. Garden City, New York: Doubleday, Page and Co., 1927. Pp. 414. \$1.50.

The author is no stranger. As the editor of *El Eco* he has mingled freely in our American school life. Besides, Dr. D. B. Easter, of Washington and Lee University, and Miss Holt, of the Richmond schools, had some share in the revision of his manuscript.

It is an inviting textbook for beginners, generous of white spaces to rest the eye and to breeze up the student's hope of mastery. There are graphic devices, a variety of drills and exercises, and frequent word reviews for fixing the carefully standardized vocabulary. With maps of Spanish countries are found many suggestive scenes from those lands. The rules of pronunciation are distributed, not massed in a heavy introduction written only to be omitted.

THE REORGANIZATION OF MATHEMATICS IN SECONDARY EDUCATION. Boston: Houghton Mifflin Company, 1927. Pp. 180. \$1.20.

This is a reprint of Part I of The Report of the National Committee on Mathematical Requirements published first under the auspices of The Mathematical Association of America, Inc., in 1923, with an appendix which consists to a large extent of significant extracts from Part II of the report, and is issued as one of the Riverside Mathematical Monographs, edited by John Wesley Young, Cheney Professor of Mathematics, Dartmouth College.

To those who are familiar with the report nothing need be said, except that Part I and the most important parts of Part II are now accessible in a convenient form.

To those who are not acquainted with the report there needs only to be said that it covers the whole of secondary mathematics from the seventh school year to college entrance, and contains conclusions reached by the foremost thinkers in this line, and suggestions based on these conclusions.

One can hardly outline the report without giving a somewhat too long summary of its content. And while some of its suggestions are radical, it should be borne in mind that courses of study and treatises on the teaching of secondary mathematics based on the findings of this report are beginning to appear, and these cannot be properly appreciated unless one is familiar with the report.