

THE VIRGINIA TEACHER

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VI

EDITORIAL

AN EXPRESSION OF LOVE AND LOYALTY

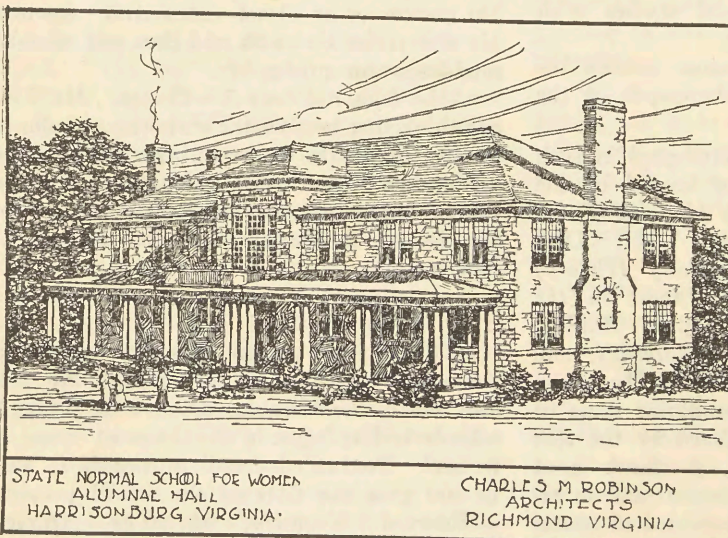
We are printing herewith some of the plans of the Alumnae-Students Building, a project to which much meaning is attached by the student body, alumnae, and faculty of the Harrisonburg State Normal School, and to which interested attention is given by the many hundreds of other friends throughout the state whom the school proudly claims.

This enterprise was put on foot last November by a group of about a hundred en-

thusiastic alumnae during the Educational Conference in Richmond. Since that time the alumnae throughout the state and elsewhere have been busy pushing the scheme, so that as a present result the ground is being broken for the foundation; the local alumnae organizations are energetically and wholeheartedly getting behind the general alumnae committee, determined to give a speedy, concrete expression to what has for several years attracted state-wide attention as "the Harrisonburg spirit." Enough has already been done to warrant the Normal School Board's authorization of the project.

With the creditable desire to make a small return for what the institution has meant to their lives, its lessons of co-operation and high-spirited endeavor, its practical idealism in academic and social matters, its insistence upon the value of steady, honest, character-building achievement, and its delightful memories of associations that have established standards for a lifetime, the five thousand alumnae of the school are seizing the opportunity to do something that may show better than words what love and loyalty may mean.

There is not only the feeling that here is the first chance given to do a distinct bit of constructive work for the advancement of alma mater, but that here is also the privilege of association in the up-building of a great institution. In carrying this work forward to a happy conclusion, it is of course well understood that it is not only providing for the rapidly growing body of alumnae a permanent home on the campus, but that it is unmistakably a monument to their own characters, a fidelity to



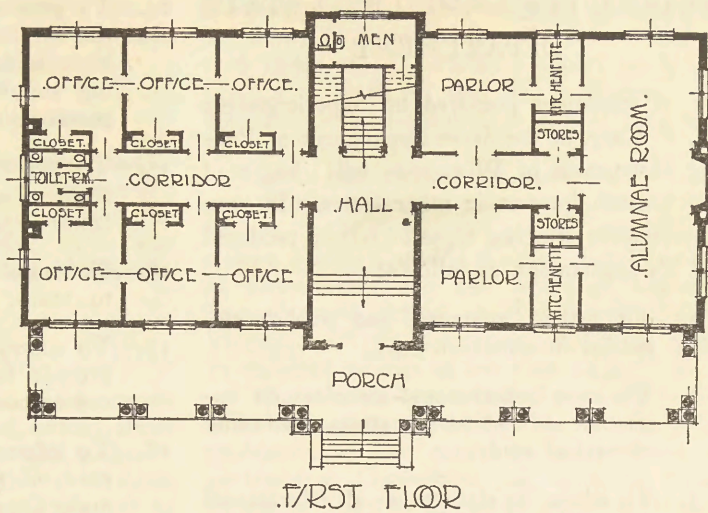
STATE NORMAL SCHOOL FOR WOMEN
ALUMNAE HALL
HARRISONBURG, VIRGINIA.

CHARLES M. ROBINSON
ARCHITECTS
RICHMOND, VIRGINIA

something of the highest that has come into their own lives. A memorial is always even more of an honor to those who perfect it than it is to the person, institution, or occasion that inspires it.

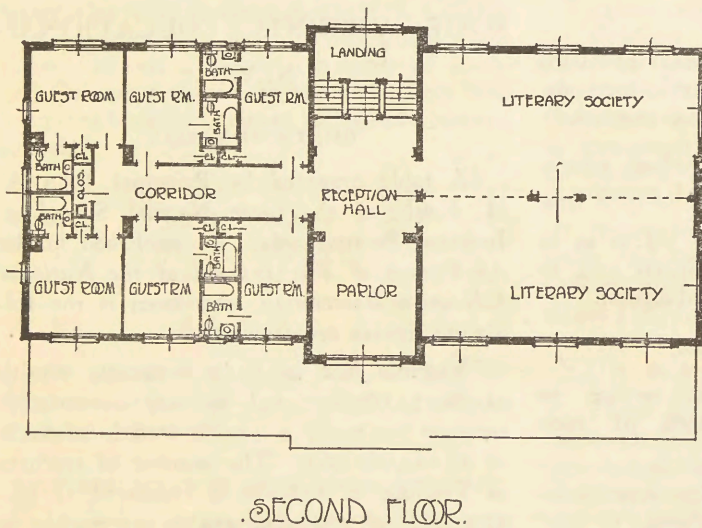
To those outside of the family of our school, this fidelity to an institution means also much for the up-building and development of the schools of the state. The people who are doing this thing are, for the most part, teachers in our public schools. The traits that made this enterprise a possibility are exhibiting themselves in such a way as to touch the lives of a hundred thousand children throughout the state. The love and loyalty that are carrying this enterprise to completion are, therefore, of more than a local, academic importance; people can not be enthusiastic, energetic, high-spirited, and loyal in one direction without carrying over some of this spirit into other lines of activity.

We can feel justly proud, therefore, of



the accomplishments of our alumnae; but more especially we can feel that there is fine hope of a healthy and happy solution to the difficulties of public education in our state so long as this type of individual makes up a splendid share of its teaching force.

The Alumnae-Students Building follows the general plan of architecture of the other buildings and will be located just opposite Jackson Hall (Dormitory No. 1). It will contain suitable quarters for the alumnae, when visiting the school; an alumnae hall for banquets and other gatherings; two kitchenettes; rooms for the literary societies; offices for a permanent alumnae-secretary and the school publications; three parlors; and other quarters that will contribute to the efficiency of certain school organizations, and add to the comfort of students and friends of the school at commencement and other times.



SERVICE PERFORMED BY A STATE
DEPARTMENT

A statement prepared by Superintendent C. P. Cary, of the State Department of Public Instruction of Wisconsin, will be read with much interest in other states. It summarizes the principal types of service rendered by his department, as follows:

1. To gather, interpret, and publish statistical information.
2. To issue bulletins and circulars on important educational matters, including courses of study.
3. To advise legislatures on all educational matters needing the attention of the legislature.
4. To interpret school laws and give decisions in appeal cases.
5. To visit schools for purposes of inspection and supervision.
6. To hold meetings and conferences with groups, such as city superintendents, high-school principals, county superintendents, supervising teachers, teachers of special branches, etc.
7. To hold school board conventions and to address various types of meetings of citizens on educational and other community problems.
8. To study pressing educational problems by the best modern, scientific methods, in order to guide educational practice.
9. To make more or less thorough educational surveys of cities and counties.
10. To distribute special state aid so as to improve educational conditions and to promote special types of education.
11. To administer school laws.
12. To give real, professional service to communities in special need of such service.
13. To train while in service superintendents, principals, and teachers.
14. To give expert service in segregating the feeble-minded and otherwise defective children in special classes, providing suitable courses of study and supervising such classes.
15. To supervise the training of country teachers and, to a degree at least, all teacher training.
16. To examine applicants for state licenses to teach.
17. To supervise school libraries and to provide for systematic training in the use of books and libraries.
18. To inform the public of the educational needs of the state and to stimulate and maintain public interest in education.
19. Finally, and in a word—to give the forward look, to furnish real, vital educational leadership in the state. It should be said in relation to this latter statement that such leadership must come from insight, statemanship, and the best modern training and preparation on the part of the members rather than from authority of law or any owlish assumption of wisdom and leadership on the part of the department.

VII

SOME VIRGINIA EDUCATIONAL
NEWS

OH, THOSE TAXES!

A table prepared by Principal John A. H. Keith, of the State Normal School at Indiana, Pennsylvania, is published in the April issue of *The Journal of the National Education Association*, and from it the following figures are drawn:

Virginia had in 1912 a taxable wealth of \$2,174,685,192 and by very conservative estimate has today a taxable wealth in excess of \$3,114,061,963. The number of teachers in Virginia in 1919-20 is estimated at 15,223, making a taxable wealth per teacher in

excess of \$204,562. On this basis a tax of 4.88 mills would be sufficient to pay each teacher in Virginia at least \$1,000 a year.

ARLINGTON COUNTY PROGRESSIVE

The Arlington County Teachers Association recently demonstrated its progressive and professional spirit by affiliating with the National Education Association. The secretary is Miss Helen H. Rains, of Cherrydale, Va.

KINDERGARTENS

According to the National Kindergarten Association, Virginia is one of sixteen states now working for legislation which makes it compulsory for school officials to establish kindergartens where a reasonable number of parents petition for them.

WELL PREPARED TEACHERS IN VIRGINIA

Of the total teachers in service in Virginia in 1918, only one-third of them were graduates of colleges or normal schools, according to a study published in the March issue of the *Journal of Educational Research*. Figures are now available for fourteen states, and of the fourteen Virginia ranks eleventh in percentage of college and normal school graduates among its teachers. Massachusetts with ten normal schools within its borders, rank first with eighty-five percent.

In the following table, Column 1 gives the state, Column 2 number of college graduates who were teachers in 1917-18, Column 3 the number who were normal school graduates, Column 4 the total number of teachers, Column 5 the percentage of teachers who were graduates of neither college nor normal school.

(1)	(2)	(3)	(4)	(5)
Mass.	3,273	12,639	18,681	15
N. J.	2,537	11,184	16,689	18
Col.	1,425	2,359	6,926	45
Va.	1,043	3,587	13,904	67
W. Va.	846	2,480	10,978	70

Of the fourteen states Virginia had the smallest proportion of college graduates teaching, 7 percent.

HIGHER SALARIES IN NORMAL SCHOOLS

Increases in salaries paid to officers in

state-supported teacher-training institutions are shown by a comparison of 1920-21 figures with those of 1915-16, in a report made by George F. Zook, of the U. S. Bureau of Education, and published in *School Life* for April 1.

Eleven institutions are mentioned which pay their presidents a salary in excess of \$6,000. Of these two are in neighboring states: North Carolina College for Women at Greensboro, and the Marshall College State Normal School at Huntington, West Virginia. Of 73 institutions reporting, only 11 reported salaries of less than \$4,000.

The two above-mentioned normal schools also rank among the best in the salaries paid professors. The maximum salary paid a professor at Greensboro has advanced from \$3,000 in 1915 to \$4,000 in 1920; at Huntington from \$1,800 in 1915 to \$3,600 in 1920. The highest average salary paid professors is reported from the Central Michigan Normal School, Mount Pleasant, and is \$4,300.

Five normal schools paying critic teachers in excess of \$2,400 are at Courtland, N. Y.; Oneonta, N.Y.; Mount Pleasant, Mich.; Terre Haute, Ind.; and Tempe, Ariz.

TEACHERS COUNCIL AT ROANOKE

"Councils" of public school teachers are now reported to be organized in 86 cities, while 15 cities are ready to organize, and 45 more have advisory bodies of teachers in some form. Of these 86 cities, but one is a Virginia city, and that is Roanoke.

Teachers councils, according to *School Life*, are generally constituted for some or all of the following purposes: (1) to raise the standard of the teaching profession; (2) to encourage professional improvement; (3) to foster a spirit of sympathetic good will and helpfulness among teachers, and a better understanding between teachers and officials; and (4) to democratize the school systems, that is, to give teachers a voice in shaping educational policies.

N. E. A. OFFICERS FROM VIRGINIA

Three Richmond teachers are among the newly elected officers of the National Education Association, 1920-21. Cornelia S. Adair, of Richmond, is treasurer of the N. E. A., and ex-officio member of the executive com-

mittee. Marion S. Hanckel, supervisor of kindergarten and primary grades at Richmond, is president of the Department of Kindergarten Education. The State Director of the N. E. A. for Virginia is Nannie W. Thompson, 130 Second Avenue, Richmond.

RED CROSS SCHOOL NURSES

Miss Agnes P. Kloman, Red Cross school nurse for Fauquier county, Virginia, has met the problems of a school nurse in a rural community in such an admirable fashion that a recent Health Education bulletin issued by the Bureau of Education is devoted to an account of her work. Numerous quotations are made from a diary which Miss Kloman kept regarding the health teaching.

Miss Mary E. Strickler, Red Cross school nurse for Frederick county, Virginia, makes an excellent report on the work done in her county. She has worked with Miss Elizabeth Russell, rural supervisor, in preparing a series of talks to be given in schools in the hilly section of the county where there are children who seldom get to Winchester.

During January and February, 1921, Miss Strickler made 146 professional visits, including visits to 28 schools. She inspected 155 pupils, made 26 talks to classes, driving 400 miles to and from these schools. Five Health Leagues were organized, with a total number of new League members of 105. This is only a meagre summary of the large work being done.

VIII

RECENT BOOKS THAT SHOULD INTEREST TEACHERS

TWENTIETH YEARBOOK OF THE NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. *Report of the Society's Committee on Silent Reading.* Ernest Horn, Chairman. Bloomington, Ill.: Public School Publishing Co. 1921. 172 pages. (\$1.10 postpaid.)

In this 1921 yearbook, likely to be called the "Horn Book," Dr. Horn's committee has surveyed the national movement for improvement in silent reading. They have thus gathered up the outstanding problems, conclusions, tendencies, etc., into less than 200 pages.

Primary reading comes in for a full share of the discussion. W. W. Theisen contributes

a careful study of factors affecting results in primary reading. Among other things he stresses the relation between intelligence and learning to read. He wonders why we put our chronological six-year-olds at it instead of our mental six-year-olds. He also raises some pertinent questions in regard to phonics, pointing out that none of the data now at hand justifies our present emphasis on the subject. J. H. Hoover describes very concretely an experiment in motivating drill work in third grade, possibly the place of greatest difficulty in the teaching of reading. From the University of Iowa comes a detailed study of the vocabularies of ten standard first readers, while Starch reports an investigation of the contents of school readers. But possibly the most real help for primary teachers is found in the series of practical exercises for silent reading comprizing the second half of the book. These come from different middle western cities, the ones from Detroit being prefaced by a short but extremely suggestive discussion of primary reading as a means of controlling behavior instead of as an experience in aesthetic appreciation.

The results of Dr. Burgess's monograph discussed below are summarized with a clear explanation of the "single variable." Dr. Gray offers some concrete illustrations of his study of individual differences in reading in the middle grades. Nowhere in the country is more worthwhile work being done in educational diagnosis than by Dr. Gray. The four remaining papers also deal with the middle grades. J. A. O'Brien summarizes his investigation of the development of speed; there is also a study of the effect of a single reading upon comprehension, and one evaluating the written summary.

The committee has rendered a great service to educators and teachers of America in its preparation of this yearbook. It will bring pertinent usable suggestion to any teacher who reads it. One can not help wishing that it could be put into the hands of every elementary teacher in the country.

THE MEASUREMENT OF SILENT READING, by May Ayres Burgess. New York: Russell Sage Foundation. 1921. 163 pages.

This little monograph by Dr. Burgess is of marked significance to all students of educational measurement. It is destined to play no small part in the present movement for more scientific accuracy in scale making.

Dr. Burgess points out that there are three variables subject to educational measurement—quality, difficulty, and speed. She insists that a valid scale must hold two of these constant and attempt measurement of one only, the "single variable." Certain subjects can be measured satisfactorily in terms of quality, such as writing, drawing and composition. Spelling alone lends itself to measurement of