

THE VIRGINIA TEACHER

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Manuscripts offered for publication from those interested in our state educational problems should be addressed to the Editor of The Virginia Teacher, State Normal School, Harrisonburg, Virginia.

EDUCATIONAL COMMENT

THE revival of a professorship at New York University first held by Samuel F. B. Morse, inventor of the telegraph, has a note of interest for Virginians. Fiske Kimball, noted writer on art and architecture, and now professor of the Literature of the Fine Arts at the University of Virginia, and lecturer at the Metropolitan Museum of Art, becomes Morse Professor of the Literature of the Fine Arts at the New York institution, the chair left vacant eighty years ago by the inventor of the telegraph.

RELIGIOUS conditions, academic freedom, athletics, college endowments, publicity, and related subjects of importance in the field of education were reviewed last week in connection with the annual conventions in Chicago of the Association of American Colleges, the Council of Church Boards of Education, and Church workers of Universities. The educational situation in America, according to Dr. Robert L. Kelly, of New York, the executive secretary, is most encouraging, particularly from the standpoint of numbers seeking college training. Never in history, according to the secretary, have so many young people sought admission to college; so great, indeed, has been the influx of students since the war that nearly all of the larger institutions are overcrowded and have been forced to turn students away. It would seem a great opportunity has arrived for these institutions to

raise standards of admission and to realize the administrative ideal of wise selection in the type of students admitted to university training. Undoubted service can be rendered, not only to individuals, but to the nation as well, by intelligent selection of candidates for admission to higher training, and many life-tragedies resulting from misfits can be forestalled by stressing quality rather than quantity production by our higher institutions.

JUDGING from the protests sent to President Will H. Hays, of the Motion Picture Producers and Distributors of America, relative to his decision to allow Fatty Arbuckle again to make comedies for the American people, the people at least, if not the Courts, have found Mr. Arbuckle guilty of the charges preferred against him. Of course the public welfare, and not the question of personal sympathy, is the issue in this as in all cases. But there are doubtless two questions that loom large in the mind of the movie comedian and his well-wishers: Does a man accused of crime always remain in the eye of the public guilty, notwithstanding the decision of the Court to the contrary? Do some callings, even in the case of a repentant guilty one, preclude the chance to come back, however sincerely one repents the past and turns his face to the future?

PRESIDENT Harding has joined the advocates of the "movies" in education. While most of his ideas are familiar to those who have taken an interest in the development of educational films, at least a new angle is suggested in his notion of the co-ordination of the printed page and the screen; the suggestion of a combination of filmized novels and lectures on supplementary topics in educational work ought certainly to evoke considerable interest among teachers of expression, as the educational value of a film itself under the conditions cited would depend upon the skill and effectiveness of the teacher or lecturer. The "human factor" here becomes more prominent than in ordinary demonstration lectures. Whatever discussion Mr. Harding's suggestions may call forth, it is hoped that no little emphasis will be put upon the gentle art of reading the

masterpieces of literature for values that can never be brought out by the highest skill of the film producer.

A NATIONAL referendum on Federal education being taken by the United States Chamber of Commerce asks the following questions: Do you favor the creation of a Federal Department of Education with a secretary in the President's cabinet? Do you favor the enlarging of the present Federal bureau of education? Do you favor the principle of Federal aid and education in the States on the basis of the States' appropriating sums equal to those given by the Federal government? While this trio of questions will undoubtedly meet a very "favorable" response from school people, it seems difficult to arouse much interest in the matter on the part of the general public. Much more might be accomplished, if the daily press could be aroused to the same pitch of interest as that evidenced in the educational journals.

SOUTHERN women now hold a peculiar position in business and professional life, according to Miss Elinor Coonrod, executive secretary of the National League of Business and Professional Women. The same traits, Miss Coonrod thinks, that have won them social recognition have in many cases been turned to winning laurels for them in the world of business affairs. "I imagine," Miss Coonrod declares, "that if you made a survey you would also find that many of your notable women of New York City made a beginning in the South. If you looked further you would also find that those same Southern women came to success in New York City because they expected it! The better class of Southern women, you must remember, have been surrounded from birth by tradition and adoration. This same setting has served to make them sure of themselves and to expect certain things as their due, whether it be in social or in business life." Miss Coonrod cites many cases of pronounced success on the part of Southern women and assures us that both business and the professions make a strong appeal to them, and that the better class of Southern women are rapidly entering them.

CURRENT EDUCATIONAL PUBLICATIONS

TURNING THE SCHOOLS INTO EDUCATIONAL LABORATORIES

An appreciation of the "Dalton Plan"

POSSIBLY the easiest way to gain an insight into the Dalton Plan is to spend one forenoon with a class. Let us choose a fourth grade, since the plan is peculiarly suited to these middle years.

The class assembles in its home room. This room is also one of the laboratories, for English or whatever subject the teacher specializes in. Specializes in! Yes, thank heaven, specializes! For these grammar grade teachers are not expected to know a little bit about everything under the sun from aesthetic dancing to frog's eggs; consequently they have an opportunity to know thoroughly either the dancing or the life cycle of the frog. After the opening exercises each child reports to one of the laboratories according to his plan for the morning. That is, if the fourth grade teacher is in charge of the English laboratory, only those fourth graders ready to work on English stay in their home room. The ones who want to work on geography move in to the geography laboratory. There they find a part of the room set aside for the fourth grade, with work tables and chairs. In this room are collected all the illustrative material the school has, such as maps and pictures pertaining to geography. All reference books on the subject are also in the room, instead of being scattered throughout the school. Moreover, the teacher in charge is a trained specialist.

Once the children are at work in a certain laboratory they stay until the task is completed or their interest changes. That is, there are no half hour bells with shifting of groups to other laboratories. If the children become tired they are free to put in part of the time in one of the art laboratories or in the gymnasium. So, if John is working out a problem in geography and wants to stay

EDUCATION ON THE DALTON PLAN, by Helen Parkhurst. New York: E. P. Dutton & Company. 1922. pp. 278. \$2.00.