EDUCATIONAL COMMENT

PROGRESSIVE EDUCATION ASSOCIATION MEETING IN RICHMOND

The Progressive Education Association will hold a regional conference in Richmond, Virginia, January 17, 18, 19, 1929. A program of practical talks has been prepared on the principles of Progressive Education, and various leaders in the South will report on the work done there. January 19 (Lee's birthday, by the way) will be devoted to an excursion to Jamestown, Yorktown, and Williamsburg, under the auspices of the College of William and Mary.

The Ninth Annual Convention of the Progressive Education Association will be held at St. Louis, Missouri, February 21, 22, 23, 1929. The occasion is of international importance, and there will be many notable speakers from this country and abroad. Special railroad rates with stop-over privilege for the convention of the National Education Association at Cleveland, Ohio, February 23-28, 1929, will be offered.

The Progressive Education Association will conduct next summer at State College, Pennsylvania, the first institute of instruction under its auspices. A three weeks' course will be offered, three courses in the principles and practices of Progressive Education, one week each, from July 1-19, 1929. College credits for those taking the courses will be granted by State College. A faculty of teachers has been organized who are experienced in their respective fields. This summer school offers a rare opportunity for teachers who wish to learn about and to become proficient in the methods of procedure of the newer education. Particulars may be had by writing the Progressive Education Association, 10 Jackson Place, Washington, D. C.

GRADUATE SCHOOLS AND COLLEGE TEACHING

In the current number of the Educational Record, Dean Haggerty, of the University of Minnesota, presents an interesting study from which he draws the conclusion that approximately seventy-five per cent of our doctors of philosophy became teachers and only twenty-five per cent enter non-educational occupations. In the seven major institutions which he studied the percentages range from sixty-two in the University of Minnesota to seventy-seven in the University of Chicago and Harvard University.

The figures justify Dean Haggerty in raising the issue that graduate schools are essentially institutions in which teachers should be taught both to do research work and to teach in higher institutions. We quote from Dean Haggerty's article:

It may fairly be asked whether the time has not arrived to face squarely the obvious facts. The graduate schools of American universities are essentially teacher-training institutions and upon the kind of training which they offer and require of their doctorate candidates will depend the character of our college faculties and the quality of college education. Is it too much to ask that in this program of graduate training the student should be required to give some attention to the problems of education—problems which will constitute the student's chief concern once he is launched on his professional career?

Seventy-five per cent of all persons receiving the Doctor's degree enter the teaching profession in teachers' colleges and universities. Approximately five hundred of them are engaged each year to give instruc-
tion to freshmen, sophomores, and upper-
classmen in our institutions of higher learn-
ing. Frequently, in fact almost always, they
have had no training in the principles or
techniques of teaching. Few serious at-
tempts are made to bring to their attention
the literature regarding the functions and
philosophy of education. They know col-
lege students chiefly from their own limited
experience as individuals who have gone
through college. Often these doctors were,
while in college, studious individuals who
mingled little in the social life of the un-
dergraduates and understood but slightly
the typical college student. All they know
of teaching is what they have picked up
casually in the classrooms as spectators of
teaching. They have not studied the prob-
lems of constructing courses of study for
college students. Of the newer movements
in college education and the superior tech-
niques of teaching they know only what
they have casually picked up.

The Ph.D. knows the principles, the ab-
struse problems, and esoteric information
of his field. In these he is competent. To
adapt what he knows to undergraduates is a
different problem. In the solution of this
he is amateurishly incompetent.

Fortunately, a few graduate schools have
faced the problem and have accepted the
fact that they are teacher-training institu-
tions. They are offering courses in college
instruction for graduate credit although no
institution of which we know requires such
courses for a teaching Ph.D. Of profes-
sionalized subject-matter courses for college
teachers, we know not one. Much, there-
fore, remains to be done even in those in-
stitutions which recognize their obligations.

The chief obstacle in the way of the rapid
expansion of the offerings of such courses
lies in the dearth of textbooks on methods
of college teaching, on the psychology of the
college student, on management of college
classes, and the like. If such books were
available, the number of graduate schools to
offer courses in education would increase
at a surprising rate.

Upon the shoulders of men in the field of
education squarely rests the responsibility
for providing such books. The burden of
blame for lack of training in teaching
shown by young doctors of philosophy can-
not be placed entirely upon the faculties of
the graduate schools.—W. W. Charters,

A NEW DEGREE: BACHELOR OF
CITIZENSHIP

Not all college students are potential
scholars, Dean Herbert E. Hawkes,
of Columbia College, says in his report on
the revised curriculum of that institution.
He says it without apology or lamentation.
The sighs of regret most college executives
utter in recalling the days when their stu-
dents were a company of embryo scholars
do not echo from Morningside Heights.
The dean is a man of conspicuous honesty
in his dealings with himself and others.

Dean Hawkes classifies the undergradu-
ate body under three general headings.
First, of course, there is the potential schol-
ar. He is the student of tradition, to whom
pursuit of knowledge for its own sake is a
genuine pleasure and to whom the old-
fashioned college course is admirably suit-
ed. Then there is the young man looking
forward to entrance into a professional
school—the prospective physician or engi-
neer or teacher. His goal is definite enough
and he knows exactly why he is going to
college. Finally there is the student who
has brought about the present revolution in
collegiate education. He is not interested in
scholarship or things scholarly; neither is
he definitely contemplating one of the pro-
fessions. He himself cannot say precisely
why he seeks an academic degree. Why,
then, should the college door open to his
knock? What should it offer to him once
he has been admitted?

Columbia College proposes to solve the
problem by organizing a program in the first
two years which would permit the student
"to make a wide survey of various fields of
intellectual interest in order that he may de-
termine the direction which he should finally
take." This extensive personal survey
accomplished, the scholar would continue
his quest of pure learning; the professional
student would narrow his studies to meet
the needs of his future vocation; and the
third type of student, presumably, would
continue to accumulate the number of cred-
its necessary to earn the degree of bachelor
of arts.

But would not the degree of bachelor of
arts be misplaced in such a case? Why
should the thorough, painstaking scholar,
the purposeful, industrious professional stu-
dent, and the likable but superficial young
person who represents a large majority of
the college enrolment all receive the identi-
cal degree?

Similar questions are raised by Profes-
sor Joseph T. Williams, of Whittier Col-
lege, in a recent issue of School and So-
ciety. He advises his colleagues not to
cheapen the arts degree by promiscuously
granting it to all who manage to stay
through four years of a college course.
Neither would he shut the doors against
those who are not potential scholars. He
agrees with the view of Dean Hawkes that
the college has something of value to offer
to such students, and that if the old arts
course does not meet their needs it should
be changed. But if the course is changed
the degree also should be changed, in his
opinion; it is sheer hypocrisy, he says, to
grant "learned degrees to persons not earn-
ing them."

The solution he offers is that the colleges
create a new degree, bachelor of citizen-
ship. He holds that if the majority of pres-
ent college students are not prepared for
lives of scholarship they are prepared for
better citizenship as a result of the four
years they spend at college. Certainly prepa-
ration for citizenship is a noble enterprise,
comparable with, or even superior to, prep-
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suited to reproduction in bronze; and the selection by the Cowan potteries, Cleveland, Ohio, of a single sculpture chosen from the entire competition—any class—as best suited to reproduction in pottery. The Gorham Company and the Cowan Potteries will have the exclusive privilege of casting their selection and offering the pieces for sale at popular prices after arranging suitable terms with the sculptors.

Soap sculpture has become a part of the curriculum in many schools and in the last competition, in addition to a very large number of entries in the junior and senior classifications individually, many entries were received as group work from schools. It has the approval of leading educators and artists, and is considered particularly valuable as a training for the mind and eye of students.

Alfred G. Pelikan, Director of the Milwaukee Art Institute, Milwaukee, Wis., a member of the Sponsorship Committee, says: “The medium of white soap for carving has proven of great value in developing a better appreciation and understanding as to the significance of the plastic arts. Thousands of boys and girls all over the country have enthused and thrilled over their imaginative creations in three dimensions.” Rush Rhees, President of the Memorial Art Gallery, Rochester, N. Y., says: “Soap affords a truly sculptural experience of form conceived within a given mass. Annual competition is now a public occasion in Rochester, the Gallery exhibiting work of children’s classes and adult public before sending it to New York.”

The Jury of Award includes many sculptors and artists of national renown.

Entries for this year’s competition should be sent after February 1, 1928, to the National Small Sculpture Committee, 80 East 11th Street, New York City, from whom entry blanks (which must accompany the pieces) and instruction booklets may be obtained. The competition closes May 1, 1929.

The awards will be made as soon after this date as possible. An exhibition of the prize-winning and other accepted sculptures will be open to the public during the month of June, 1929, in New York. After the close of the exhibition in New York, the collection will be sent on a circuit tour to be shown in museums, art schools, and other art centers throughout the country.

NINETY SCREEN PRODUCTIONS IN ANNUAL LIST

Co-operating in the observance of Book Week, the National Board of Review of Motion Pictures has made public a list of over ninety pictures released during the last year, which were adapted from published sources. The book-films contained in this year’s list are made up from films which were selected during the past year by the National Board’s Reviewing Committees for outstanding screen merit.

Book Week, sponsored by the National Association of Book Publishers, was observed this year from November 11 to 17. According to Wilton A. Barrett, Executive Secretary of the National Board, it is hoped through making this list of book-films available to libraries, Better Films Committees, schools, churches, and all organizations interested, to emphasize the relationship between good photoplays and good books.

Among the photoplays on the National Board’s Selected Book-Films list for this year are “Beau Sabreur,” “The Garden of Allah,” “The Lion and the Mouse,” “The Little Shepherd of Kingdom Come,” “Wild Geese,” “Sorrell and Son,” “Hangman’s House,” and “Wind.”

In addition to books which have been adapted into feature pictures during the past year there are a number of short subjects, which are based upon published sources or related to reading, such as “Cruising in the Arctic,” the “World We Live In” series, “Sun Babies,” and a number of others.

The list is available at ten cents from the
STATISTICS OF SCHOOL ATTENDANCE

In 16 Southern states, in 1925-26, according to Bulletin, 1927, No. 39, of the U. S. Bureau of Education, the number of white children from 5 to 17 years, inclusive, was 7,322,084, and the number of colored children was 3,114,750; thus the percentage of white children of school age was 70.2, and the percentage of colored children was 29.8.

The enrollment in public schools in these states during the foregoing period was 6,071,195 white children, and 2,141,206 colored children. For every 100 white children of school age, 83 were enrolled; and for every 100 colored children of school age, 69 were enrolled.

The improvement in attendance requires not only trained teachers, but also a strong interest in the school, especially by the parents of the pupils, that they may place emphasis on regularity and punctuality in attendance.

The teachers employed in these 16 states during 1925-26 numbered 238,132, of which 192,466 were white, and 45,666 were colored.

ESSAY PRIZE OFFERED

The Commission on Interracial Co-operation is offering to high school students three cash prizes aggregating $100 for the best papers on "America's Tenth Man" submitted on or before March 1, 1929.

The purpose of these prizes is to encourage the study of the Negro's part in American history, which, according to the Commission, is much more creditable than is generally supposed. It is believed that such a study will be helpful to the children of both races, promoting more tolerance and sympathy on the one side, and developing wholesome race pride on the other. The Commission earnestly asks the co-operation of high school principals and teachers. Full particulars, together with a sixteen-page pamphlet of suggestive source material, will be sent without charge to anyone interested. Address R. B. Eleazer, Educational Director, 409 Palmer Building, Atlanta, Ga.

THE READING TABLE


An unusual book, of interest especially to child psychologists, but containing much of value to parents to whom raising children is a fascinating problem.

The main thesis appears to be an argument for the importance of environment as opposed to the so-called fatalistic doctrine of heredity.

A very detailed study is made of seventeen families aggregating fifty-nine children, twenty-five of whom were problem children. This study was made through workers in Habit Clinics in Massachusetts, and includes family history, mental history, physical, and economic. Each child is tested for intelligence and a study made of his environment and habit development from birth to the time of his examination. As stated above, the conclusions appear to indicate a much greater influence of environmental conditions than is usually assumed.

C. P. S.


The teacher or administrative official who is seeking aid in the improvement of his program of visual instruction will find this compact little volume of much help. After a brief analysis of the psychological processes underlying visual education, the author reviews the significant experimental studies made in recent years, analyzes the varied means to visual instruction, and then applies these to the teaching of a wide range of school studies. Not the least significant topics in the book are a bibliography on visual education, and a discussion of equipment and its care.

W. J. G.


Because of the paucity of available material in this comparatively new field in educational thought and practice, this book is exceedingly valuable. Its merit lies further, however, in the fact that it is a comprehensive study of practically all that has been done relative to such activities in both junior and senior high schools, and that it justifies their wide application to high-school life by giving evidence that extra-curricular ac-