

THE VIRGINIA TEACHER

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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 learning. Frequently, in fact almost always, they have had no training in the principles or techniques of teaching. Few serious attempts are made to bring to their attention the literature regarding the functions and philosophy of education. They know college 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 undergraduates 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 problems of constructing courses of study for college students. Of the newer movements in college education and the superior techniques of teaching they know only what they have casually picked up.

The Ph.D. knows the principles, the abstruse 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 institutions. 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 professionalized subject-matter courses for college teachers, we know not one. Much, therefore, remains to be done even in those institutions 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 cannot be placed entirely upon the faculties of the graduate schools.—W. W. CHARTERS, in the *Educational Research Bulletin*.

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 students 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 undergraduate body under three general headings. First, of course, there is the potential scholar. 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 suited. Then there is the young man looking forward to entrance into a professional school—the prospective physician or engineer 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 professions. 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 determine 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 credits 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 student, and the likable but superficial young person who represents a large majority of the college enrolment all receive the identical degree?

Similar questions are raised by Professor Joseph T. Williams, of Whittier College, in a recent issue of *School and Society*. 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 earning them."

The solution he offers is that the colleges create a new degree, bachelor of citizenship. He holds that if the majority of present 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 preparation for citizenship is a noble enterprise,

comparable with, or even superior to, preparation for scholarship. The two, however, are not the same, and Professor Williams does well to make the distinction clear.

—*New York Sun*

FIFTH NATIONAL SOAP SCULPTURE COMPETITION ANNOUNCED

Of particular interest to schools, both primary and secondary, is the Fifth National Soap Sculpture Competition for the Proctor and Gamble prizes, announced by the committee of eminent artists, museum directors, and educators sponsoring it. This competition for the best work in sculpture using white soap as a medium offers \$1,675 in prizes, and is open to amateurs and professionals.

The amateur section includes two groups for students—senior and junior. In the senior group, for those over fifteen and under twenty-one years of age—the first prize is \$100, second prize \$75, third prize \$50, fourth prize \$30, and ten honorable mentions of \$10 each. In the junior group, for those under fifteen years of age, the first prize is \$25, second prize \$20, third prize \$15, fourth prize \$10, and ten honorable mentions of \$5 each. There is also a classification for advanced amateurs, with first prize of \$150, second prize of \$75, third prize of \$50, and five honorable mentions of \$15 each. While this classification has been created especially for advanced amateurs over twenty-one years of age, it is an open competition and anyone not a professional may enter regardless of age.

In the professional class, the first prize is \$300, the second prize is \$200, and the third prize is \$100. A special prize of \$250 is offered in the professional group for Straight Carving, which is defined as "work cut or carved with a knife, no other tool used."

A special feature this year will be the selection by the Gorham Company, of Providence, R. I., of single sculpture chosen from the entire competition—any class—as best

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

National Board of Review of Motion Pictures, 70 Fifth Avenue, New York City.

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

THE BEHAVIOR OF CHILDREN OF THE SAME FAMILY. By Blanche C. Weill. Cambridge: Harvard University Press. 1928. Pp. 220. \$3.00.

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.

FUNDAMENTALS IN VISUAL INSTRUCTION. By William H. Johnson. Chicago: The Educational Screen, Inc. 1927. Pp. 104. \$2.00.

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.

EXTRACLAS AND INTRAMURAL ACTIVITIES IN HIGH SCHOOLS. By Alexander Crippen Roberts and Edgar Marian Draper. New York: D. C. Heath & Co. 1928. Pp. 515.

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-