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I

ENTRANCE REQUIREMENTS AND DEGREE CREDITS IN FOR- EIGN LANGUAGES

The matter of language work and language credits in college really has its beginnings, naturally, in the secondary schools; and the fullest discussion of the question would have, therefore, to deal first of all with the secondary school phase of the subject.

The matter of the present paper, however, is to be confined mainly to entrance requirements in language and to college work and values therein.

But it is well-nigh impossible to leave the secondary schools wholly out of the question; and so, without discussion, the plea is here presented for more careful work in language in the secondary schools, and especially for more careful work in the grammar of English, the modern language that here in America the pupils are all—or the most of them—to use during their entire life.

And right here be it said that one of the chief difficulties facing the college teacher of languages—of all languages, both ancient and modern—is that there is found in so many secondary school graduates an amazing lack of training in the knowledge of words and of sentence structure. And the inability found in these same graduates to comprehend the meaning of a piece of ordinary English prose—an inability due to lack of proper grammatical training—is a chief and almost *the* chief difficulty in properly training in language the secondary school graduates when they enter college. Such proper grammatical training can and should be done by the

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teachers of languages—English and other—in the secondary schools. In the present state of affairs, and with the secondary schools and especially the public high schools overcrowded as they are with pupils and, what is more, with so many forms of educational fads and fancies, the time element in language work is a matter of very serious moment. But language work is one of the fundamentals of true education, and should, therefore, be given large place in the secondary school curriculum, and that place can be so given if the fads and fancies of education are eliminated from the curriculum and the teaching force of the secondary schools properly increased.

The proper training in language should and can be given especially by the teachers of English and of Latin; for the proper appreciation of a given piece of literature is impossible without the genuine comprehension of the meaning of that piece, and the genuine comprehension of the meaning is impossible if the student does not understand the grammatical structure of the piece read. Of this fact, there might be cited examples that would be ludicrous if they were not saddening; examples that yearly—and almost daily—come to the personal knowledge of the college teacher of language.

I should, therefore, like to reiterate my plea for better secondary school training in the grammar of English, Latin, and the other languages, and would say that, in my opinion, such training would be vastly improved if Latin were begun in the grades—say, in the seventh grade—and continued through the high school, the whole amount to be covered during the six years to be no more than that now attempted—and too often not really done—in the four years of high school work as at present offered. This may seem heresy to some. But is the plan not worth thought? Is it not worth trying? Its use might add to the mental

Thus much for the Latin, the discussion of the value of which as a language does not enter into the purview of the present paper.

And to the Latin, I should add, in the high school proper, at least two years of French and German or Spanish, though the present large demand for the last-named language is very largely due to a misconception of its value. We hear it praised for its "commercial advantages." May I ask, out of every thousand pupils studying Spanish in the high school, how many will ever get the chance to use it "commercially"? Echo answers, "How many"?

But French and German have, it would seem, larger educational and cultural value; and I should, therefore, include them both in the curriculum of the secondary school, even if, in our over-plus of so-called patriotism, we have largely banished the tongue of the Teutons. We have to know German, if merely to know what the Teuton is thinking, saying, and doing; and we need to know his tongue because he needs watching.

In the case of Greek, I should not advise its inclusion in the secondary school work, though I should like to see every college man taking at least two years of it during his college course.

If some such study of languages as here noted could be introduced into the secondary schools as a whole, the question of language units for college entrance would be much simplified and the secondary school pupils who do not go to college would receive a better education than they do at present.

If we turn now to the other side of the matter, that dealing with language requirements for college degrees, the question at once arises: what college and what degrees? Shall the college that has, say, ten professors and offers some forty or fifty courses have the same language requirements for degrees as the college that has thirty, forty or more professors with a correspondingly greater number of courses? And in regard to degrees, shall the same number of language hours be required in the B. S. in Commerce or Engineering or Chemistry or preliminary medicine as in the B. A. work?

Take the preliminary medical course, for instance.

The real medical schools of the country have,—thanks be!—of recent years largely

increased their entrance requirements, and now demand—and rightly demand—for entrance a much larger training in collegiate scientific subjects, such as physics, chemistry, and biology. This increased demand on the part of the medical schools is justified, in that it enables them to do finer work in their own four-year course. But it has correspondingly increased the amount of work in the sciences required of the prospective medical students who are having the preliminary college training, and has thus taken time that might be devoted to language studies. It is evident, therefore, that the college should not and cannot require as much language work of the preliminary medical students as they can and should require of some others.

And the same thing is true of the candidates for the B.S. in Commerce, if yet another example may be cited.

This phase of education is growing largely, and is an important one in our exceedingly commercial America! The subjects of banking and finance; of accounting, transportation, taxation, sociology, economics proper, political science *et id genus omne* are important and growing, and occupy—and rightly occupy—the preponderant part of the time of the student working for the degree of B. S. in Commerce. What in language shall be required of him, as well as of the premedical student?

The answer would seem to be a training in French and in German sufficient for him to control the literature of his subject, which literature is printed mainly, in addition to English, in the two languages mentioned. Of course, if the commerce student is looking toward the so-called El Dorado of Spanish-American trade, Spanish should be added, or the opportunity for the study thereof at least be at hand. I do not believe, however, that Spanish should be a *required* subject for either of the classes of student above named. And right here let me say that, were there in existence the secondary school language courses suggested above, the matter of language work in college for premedical and commerce students would be an easy matter; for, with sound training in Latin in the high schools, and good preliminary work there done in French and in German, the college work in language could be easily compassed, and that, in a profitable fashion.

For most colleges, however, the question of language work in college has to do mainly with the work for the B. A. degree.

For this, most of the colleges can be more nearly in accord and, for my part, I should say that, with the requirement of sixty year-hours for the B. A. degree, there should be required a minimum of fifteen year-hours in language with a maximum of thirty such year-hours allowed. This would enable the student to take sufficient work in a language or in more than one language to become really conversant therewith. If I might have my way, every B. A. student should, as already stated, have at least two years of Greek, and I should certainly give him the opportunity for the study of that great cultural tongue,—cultural both in form of language and in content of literature and history—the Italian. And here again I may say for the B. A. men what I said above for the men looking toward other degrees: the language-study plan previously suggested for the secondary schools would be a very sound foundation upon which to build in college work.

But our secondary schools are as they are; our colleges are dissimilar in equipment and opportunities offered; our college courses vary in content and in extent. To lay down, therefore, hard and fast language lines for college entrance and for college degrees for *all* degrees and for *all* colleges would seem to be unwise; and it is, therefore, probably better to do as the colleges of Virginia have agreed to do: accept as students certified graduates of accredited four-year high schools or of schools offering equivalent work, and then hedge about the college degree with such restrictions as may be best suited to the individual college. With such diversity of secondary schools as now obtains, no other method would seem just or practical.

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DICTION

Education is a process of living and not a preparation for future living.—John Dewey.

II

CONSUMER'S TEXTILES

SUBJECT MATTER WHICH SHOULD BE EMPHASIZED IN THE PRESENTATION OF CLOTHING TO STUDENTS OF SECONDARY SCHOOLS

As with most of the industries which arose in the home to provide the necessities and luxuries of life, the industries which evolved around the production of clothing have, with the other industries requisite for comfort and well-being, passed almost entirely into the hands of external producers whose interests are in groups rather than in individuals. The number of yards of cloth necessary for one garment is no longer woven to meet that need, nor is one rug woven for any particular space or room; but with the growth of the factory system have come many yards, many patterns, and many rugs prepared for our possible consumption.

As a result of this reversal of plan and aim in the life of the average woman, the woman of today is almost entirely a consumer and almost never a producer; so it is as a consumer that she should be educated. Her problem becomes one of selection; and, if we are to meet the criticisms of extravagance, unjustifiable selection, unwarranted expense and lack of standards, we must present to our girls at the earliest opportunity methods by which they can plan and guide their selections and expenditures.

Clothing is selected primarily for the following reasons: (1) Body covering—and with it the attendant problem of its hygienic possibilities—but, as with all of the things with which humans surround themselves, (2) decorative possibilities and (3) comparative costs have also presented themselves.

Suitability to purpose, suitability to wearer, and suitability to purse, then, should be the controlling factors in the selection and purchase of all clothing.

A comparative study and analysis of cloth from the standpoint of fibre content as related to the finished product and its use, cloth structure and cloth finishes in the same relation is necessary for an intelligent approach to the problem in hand. But the em-