TEACHERS COLLEGES TO GRANT ARTS DEGREE

Virginia's four teachers' colleges were authorized to confer the A. B. degree as well as the B. S. in education at a special meeting of the State Board of Education March 2. The action of the Board was unanimous.

The text of the final committee report, as adopted by the Board, appeared in the newspapers of March 3 in the following form:

"Whereas, at a meeting of the State Board of Education held in the City of Richmond, March 26, 1930, the State superintendent of public instruction reported to the board a joint resolution approved by the House and Senate authorizing the State Board of Education to make changes in the curricula of the state teachers' colleges that will best serve the needs and demands of the women of the state. The state superintendent was requested to confer with the heads of the teacher-training institutions to ascertain if it be practicable to incorporate courses other than those leading to teaching, and to report at a future meeting of the board; and

"Whereas, the said presidents, after due consideration, assured the State Board that there is a definite need for modifications, and that the modifications can be made; and

"Whereas, it is evident that the supply of qualified teachers is approaching the saturation point; and

"Whereas, the State Board of Education at a meeting held in Farmville, October 27, 1932 requested the president of each State Teachers College to prepare for the consideration of the board suggestions for broadening the scope of the teachers colleges, and expressed the opinion that curricula changes of a far reaching nature should be brought about slowly, and only after study and mature judgment; and provided that at some subsequent date it would devote an entire meeting to a discussion of this matter; and

"Whereas, at a meeting held at Petersburg, on Thursday, January 26, 1933, the State Board of Education, by resolution appointed a committee consisting of Joseph H. Saunders, Sidney B. Hall, and Thomas D. Eason, to confer with the presidents of the four state teachers' colleges concerning the content of curricula for the A. B. degree, said committee to report their recommendations to a future meeting of the board; and

"Whereas, on January 24, 1935, the State Board of Education unanimously approved the following report submitted by the special committee; (full report setting up degree requirements), and

"Whereas, the presidents of the State Teachers Colleges at Farmville, Fredericksburg, Harrisonburg and Radford, submitted to the committee the following reports outlining the courses of study in each of said institutions for granting the bachelor of arts degree (copies of reports of the four state teachers' colleges).

"Now, therefore, the special committee
recommends that the State Board of Education approve the reports submitted by the presidents of the respective institutions, and that the teachers' colleges at Farmville, Fredericksburg, Harrisonburg and Radford be authorized to grant the A.B. degree.

"Respectfully submitted,

"Joseph H. Saunders,
"Sidney B. Hall,
"Thomas D. Eason,
"Committee."

WHAT IS A LYCEUM?
The first lyceum was a covered walkway leading to a temple in ancient Athens. Here Aristotle walked and talked. Here, as he talked, grew his idea of what is man's greatest good. Here, as he talked, was born his belief that "Happiness is the best and noblest and pleasantest thing in the world."—but he added: "Happiness does not consist in amusement." And it is the lengthened shadow of Aristotle that has given an eternal dignity to the lyceum.

Of course profitable instruction and amusement are to be found in music, in song and dance, in magic, in puppet shows, in motion pictures—even in bell-ringers and yodellers. But in a college there remains the central obligation to depend on the spoken word and the vibrant personality, both in the classroom and on the platform, as a chief means of stimulating young minds—and old—to nobler thinking.

Surely, in a world that is so completely entertainment-conscious, there is a great need that colleges should bring to their students the stimulus of great personalities. Indeed, the occasional assumption that college students are bored by speakers would, if it were true, be a terrific indictment of academic life.

The voice, the presence in visible form, the possible handclasp of a great man who has nobly lived and wrought, may well mean more in the fundamental education of young people than all the mechanical contrivances of our civilization. No college can neglect this fundamental; and surely no course of entertainment deserves to be called a lyceum unless it brings before its audiences living personalities whose words offer real "messages."

NOT ENTIRELY
Education is no philosopher's stone. Literacy is no guarantee against recklessness. But when the national government every year gives many times more to road construction than it does to education, it is giving its resources to the creation of power without proper regard for creation of skill and understanding in the use of power. When the states spend more on roads than on schools, they indicate a preference for the machine over the man, for the tool over its intelligent use.

While we are spending millions, therefore, in the name of roads and of safety, let at least a sum equal to road spendings be spent to make Americans fit for the roads. Such a spending if it did not give jobs to diggers and drivers would give jobs to school teachers, who are not entirely without value even in a materialistic civilization.—Raleigh News and Observer.

HIS LITTLE JOKE
Schools cannot be stopped from teaching things just because some taxpayers do not believe in those things. Around here all the taxpayers believe in the influence of the ground hog over the weather. Still this is not taught at the University of Virginia, a tax-supported school. We also have implicit faith in the effect of the moon on growing vegetables, yet this truth is wholly ignored by our Virginia Polytechnic Institute, to the great and grievous derogation of us much-believing taxpayers.

We know that college professors have never had any experience in agriculture, and we make allowances for them. They teach what they read in books. Our knowledge is empirical.—Thomas Lomax Hunter.