

# THE VIRGINIA TEACHER

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## EDUCATIONAL COMMENT

### CONFERENCE OF THE ASSOCIATION OF VIRGINIA COLLEGES

THE ASSOCIATION of Virginia Colleges met this year at historic Fredericksburg, February 12 and 13. Dean Raymond Pinchbeck, of the University of Richmond, President of the Association, shared with Dean Edward Alvey, of Fredericksburg State Teachers College, the Vice-President, the leadership of the four conferences.

The first program, under the direction of President Charles J. Smith, of Roanoke College, concerned itself with the study of the problems and methods of administration of scholarships and loan funds by Virginia colleges. The bases of discussion were data compiled by the Southern Association of Colleges. It was clearly evident that there were no common procedures and that the data gave inconclusive results. The Association decided to continue this study in the hope that the sharing of experiences by the various colleges might be worth while.

The question of high school graduation as the sole basis of college admission was discussed Friday afternoon. The fact that the discussion was in the form of an informal debate increased the interest of the group al-

though it became evident that each speaker conceived the problem in terms of a certain type of college, and that we were as yet unable to come to a clear agreement on this question for all types of colleges.

Since the third session concerned itself also with a study of college admission requirements, the body determined to continue working for another year in this general area. It was evident from the discussion that there was genuine concern on the part of both the high school and the college that there should be a clear understanding of each other's objectives.

The high spot of the conference was the address of Dean Marjorie Nicolson of Smith College at the annual Association dinner Saturday evening. Miss Nicolson briefly surveyed the changes in higher education whereby the earlier emphases upon intellectual and professional training have more or less given way to an emphasis upon personality. She then reported in detail the faculty procedures of Smith College in the thorough quadrennial studies of their curriculum. Smith College has recently reduced its requirements from a reading knowledge of two languages to a reading knowledge of one and has decreased the amount of specialization in the last two years of college work. In line with other schools it has grouped its curriculum materials into four divisions, namely, science, social studies, literature and art, and language. Miss Nicolson's able address stirred the organization at its last sessions to be more concerned with undertaking definite studies of college procedures as a substitute for the more or less repetitive discussion that has typified the meetings in previous years.

W. J. G.

### PROSPERITY FOR WHOM?

HERE are a few statements gleaned from the two leading morning papers of Chicago issued on November 12:

Survey shows depression is past. Unemploy-



ment is declining. Smaller relief rolls are indicated. Wages are on way up. People spend more freely. Better merchandise is demanded. Bethlehem Steel to build plants at cost of \$35,000,000.

Business distributes more millions of dollars in wage bonuses, pay increases and dividends.

The Simmons Company announced a \$300,000 Christmas bonus for 12,000 employees.

The Bryant and Kalamazoo Paper Mill lifted the wages of its 2,500 workers to 1929 levels.

The Collins and Aikman Corporation gave a 10 per cent raise to all workers.

The Eastman Kodak Company notifies its workers that a wage bonus of \$2,220,000 is to be paid. In addition the directors voted an extra stock dividend of \$1,688,000 and an extra disbursement on the common stock of 75 cents a share.

General Motors Corporation recently voted a \$10,000,000 bonus to employees.

The flow of dividends will reach the amazing total of more than three billion dollars by December 1.

We searched diligently through these same papers for statements concerning the restoration of school term and teachers' salaries "to 1929 levels." But our search was in vain. Other newspapers over the state report that a few small increases in salaries of teachers have been made, but official reports show that in general school finances have not risen far from the trough of the depression.

Local committees working for school improvement ought to make use of such news items as are quoted above. If business can spend millions for bonuses to employees already receiving more wages than teachers, more millions for plant extension, and if it can still distribute billions in dividends, it can help support schools more liberally. If we are in for another business boom with its accompanying rise in the cost of living, the schools must not lag behind in the general prosperity or they will be wrecked. The people must be made to understand these facts.—*The Illinois Teacher*, December, 1936.

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### GO TOGETHER

"A civilization cannot progress without criticism."—GEORGE BERNARD SHAW.

## THE READING TABLE

THE THEORY AND PRACTICE OF PSYCHIATRY. By Dr. William S. Sadler. St. Louis: The C. V. Mosby Company. 1936. 1194 pp. \$10.00.

This is a really monumental work in the field of psychiatry. Writing from personal experience both as a physician in the common acceptance of the term and as a psychiatrist, Dr. Sadler has presented an exhaustive treatise covering the theory and treatment of mental, nervous, emotional and personality disorders. He draws from his own private practice case studies that are rich in their illustrative power and conservative in the conclusions drawn.

After a short historical introduction, the author considers in the order named the Theory of Psychiatry, Personality Problems, the Neuroses, the Psychoses, and Psychotherapeutics. A very informative glossary completes the text.

*Theory and Practice of Psychiatry* will be of value not only to the physician and psychiatrist, but also to teachers, ministers, social workers, and parents. As a reference work it has no equal.

C. P. S.

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MATHEMATICS THROUGH EXPERIENCE, BOOKS I and II. By Georges, Anderson and Morton. New York: Silver Burdett & Co. 1937. Book One, 401 pp. \$1.00. Book Two. 421 pp. \$1.04

These textbooks for junior high schools consist of a number of applications of mathematics to various things.

The first book is divided into three parts: Part One, Getting Acquainted with Geometry; Part Two, Learning More about Uses of Arithmetic; and Part Three, Learning More about Geometry. Apparently, no formal geometry is definitely given, there being more induction and experiment than anything else. The work in arithmetic consists chiefly of handling fractions, both common and decimal, with the applications of decimals to percentage and problems in the home.

Book Two is also divided into three parts: Part One, Renewing Acquaintance with Al-