

**COUNTY SCHOOL BOARD
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LEESBURG, VIRGINIA**

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February 20, 1940

To High School Teachers:

We have some problems in Loudoun County which I feel we can profitably study together. To this end I am asking that all high school teachers meet in the Leesburg school auditorium on Wednesday, March 6 at 7:30 P. M.

Our discussion will take the form of a panel over which I shall preside. The members of the panel for the first meeting will be : A. O. Hutton, Catherine Bodmer, Cale Gibson, and Nancy Herr. Representatives of all high schools will be requested to serve on these panels.

Our question shall be: "What are the purposes of high school education and how can these purposes more nearly be accomplished in Loudoun County?"

We shall need to do the following:

1. Have a philosophy of education which we shall each make our own.
2. Get a clear picture of the aims, objectives or purposes of education in general and high school education in particular.
3. Translate the first two into a program of studies for our own schools.
4. Decide specifically what school plant and what teaching force is adequate for our program.

We hope to be able to arrange to have a number of local situations in other Virginia counties as well as in other states studied and reported. We may undertake to evaluate our high schools.

While these meetings are planned specifically for high school teachers others are welcome, elementary teachers, members of school board, board of supervisors, P. T. A's, and the general public.

A partial bibliography is indicated on the inclosed sheet.

I trust that you will recognize that this discussion seeks to be a real aid in our thinking on the subject of high school education and that you have an opportunity to make a contribution.

The first session will be confined to the first two items.

Very sincerely yours,

O. L. Emerick
Division Superintendent.

March 8, 1940.

NEWS

The High School Teachers of Loudoun County and a few patrons discussed their philosophies of education at ~~in~~ the Leesburg school on Wednesday night of last week.

Emphasis was placed on certain phases of thought, such as

1. Education is not alone for the highly intellectual or economically favored group but should include and provide for all children of high school age.

2. Courses of study which have heretofore provided only for prospective college students must be boardened and adjusted to the needs of each child.

3. While failure cannot be avoided in all cases it destroys interest and enthusiasm and causes individuals to quit trying and therefore pupils must not be expected to do work they are unable or unprepared to do.

4. Our representative constitutional democratic form of government is better than any other yet devised by ~~factious~~ ^{factions} and ~~sects~~ ^{sects} education must be based upon acceptance of such a form of government.

Each high school faculty has been asked to prepare its philosophy of education and these will be considered at a later meeting.

The next meeting at Lovettsville on March 20, 1940 at 7:30 P. M. will discuss specific purposes of education. The panel members will be:

Lupton Simpson

Fred Sumpter

Louise Otley

Jane Crawley

Patrons and others are cordially invited to be present and to take part in our discussions.

April 1, 1940

To High School Principals:

At our meeting at Round Hill Wednesday night at 7:30 we are to discuss the content of our high school program or what should be taught in the high school. I am suggesting that you invite some of your patrons and ask your teachers to do so. You might also extend an invitation to the nearest school board member and member of the board of supervisors.

Please let me have back that night or not later than the next day all of the books borrowed from the office for this study course.

Cordially yours,

Division Superintendent.

PARTIAL BIBLIOGRAPHY

1. Virginia High School
Course of Study
2. The Saber-Tooth Curriculum McGraw-Hill Book Co.
3. Occupational Guidance Chapman Turner Smith & Co.
4. Art Activities in the Modern School Nicholas, Mawhood, Trilling The MacMillan Co.
5. Living in the Classroom Helseth Edwards Bros.
6. How to Evaluate a Secondary School Cooperative Study of Sec. School Standards
7. The Unique Function of Education in American Democracy Educational Policies Commission of N. E. A.
8. The Purposes of Education In American Democracy "
9. Directing Learning in H. S. Monroe Doubleday Doran & Co.
10. An Introduction to the Philosophy of Education Demiashkevich American Book Co.
11. Democracy Faces the Future Everett Columbia University Press
12. Survey of Loudoun County High Schools

(Borrowed from your Board Member)

Most of these books are in the office.

February 20, 1940. O. L. E.

LOLLIPOPS vs. LEARNING

A HIGH-SCHOOL TEACHER SPEAKS OUT

By ANN L. CROCKETT

TWO parents I know, worried because their children couldn't read, write or spell efficiently, did an unusual thing. They visited their children's school. Welcomed by the principal, they were shown into a spacious room where a group of thirty howling eighth-graders were running a relay race.

"Recess?" shouted the father above the din.

"Oh, no!" the teacher shouted back. "We're having our spelling lesson!"

The principal rescued the embarrassed parents. "This is a Progressive school," he said, "and relay-race spelling is a good example of the activity teaching method. Two captains choose sides and distribute cards with the letters of the alphabet on them. When the teacher calls out a word, the children from each rival team run to form it. The side that forms it first wins." The principal paused, then added proudly, "We teach children, not subject matter."

The principal left, and the parents waited to question the teacher.

"I used to teach spelling by drill and syllabication," she told them, "but that's old-fashioned. This game isn't as effective, but it does keep the children amused."

About twenty years ago, the Progressivists' attack upon the Classicists in education began to be effective. With the enormous increase in school enrollments, the curriculum had to expand. The mass disrespect for such disciplinary subjects as Latin and Greek was abetted by the new schools of psychology, which held that discipline suppressed personality and that suppression caused complexes and ruined lives. Disciplinary methods of teaching were in the discard along with classical subjects.

Progressivism has influenced educational thought generally and profoundly, and today it continues as the strongest and most evangelistic movement in American education. A national conference in New York City in 1938 attracted 5000 educators, and sixteen regional conferences throughout the country were attended by more than 20,000. Membership in the Progressive Education Association numbers 1

Cutting the School

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The Progressive main-line attitude is one thing, the extravagant, helter-skelter way in which it is interpreted by many of our public-school superintendents is quite another. Nor is it any wonder.

Our superintendents are trained in janitor-management, school-building design, budget-making—to be foremen at the heads of educational plants—and in the methods of teaching. Modern superintendents are not teachers; they know how to teach any subject under heaven, but they are literally not required to know anything about subject matter itself.

My own superintendent's academic equipment is typical; it is only roughly that of a college freshman. The remainder of his 200 credit hours are in courses

in administration and theory. He is a Ph.D.; his doctoral thesis, an imposing piece of scholarship, examines into The Optimum Window Area for a Classroom of Twenty-five Pupils in the Junior High School. He knows nothing about English, the languages, the humanities, or sciences. But he can and does tell us teachers exactly what methods to use in teaching all these subjects.

How many of us would employ a physician who had spent one year studying the diseases of the body and six more on How to Approach the Patient? How can my administrator, so trained, be expected to examine critically, to evaluate intelligently, the newest movements in education? He doesn't; he can't. Yet he is responsible for (Continued on Page 105)

HERBERT JOHNSON'S CARTOON



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Cutting the School to the Child

STILL, Progressivism is not a system at all; it is, rather, an attitude. No comprehensive statement that could pass as its philosophy has ever been issued by the P. E. A. and there is probably no one inclusive statement of it to which all its members would agree. Like most reformers, the Progressivists jumped on too many horses and rode off in too many directions. In twenty years of experimentation they have never settled on where they should go, or how fast.

Out of the welter of definitions and counter-definitions of policy coming from the P. E. A., serious students can glean only two consistent points: First, to fit the school to the individual child; and second, to guard the child against strain in the learning process.

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(Continued on Page 105)

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THE HOUNDS OF SPRING



POST SCRIPTS

To the Vanquished

Sociologists are puzzled because only 90 out of 1800 men applying for marriage licenses could give an answer when asked why they were getting married.

LADS so guileless,
So disarming,
Your bewildering
Ment is charming;

Hazy, now that
You've been caught,
How the sleight
Of hand was wrought,

Yours is not
To reason why.
You'll be told, gents,
By-and-by.

Yours is not
To question fate.
You'll find out—
When it's too late!

—ETHEL JACOBSON.

St. Patrick's Day Parade

'TIS a day to which I'm partial,
Is old St. Patrick's Day,
When O'Ginsberg and O'Garcia'll
Join O'Malley and O'Shea
In seein' proper deference paid,
And in wearin' o' the green,
And in marchin' in a grand parade
Cheered on by each colleen.

From Mademoiselle O'De La Tour
To Fräulein von O'Hess,
With a lilt of Irish laughter, sure,
And a shamrock on her dress;
With tall silk hats upon their conks,
It matters not if they
Are from County Cork or County Bronx
On old St. Patrick's Day!

—SCOTT O'CORBETT.

The Riddle of the Golden Mean

THE reason for an average
(And how statistics love it!)
Is so that, some way, all of us
Can brag that we're above it.

—JANET ROY.

Comeuppance for a Progeny

A credit of \$400 may be claimed for each person . . . under eighteen years of age. —Federal Income-Tax Report.

ARROGANT girl,
Unclasp that curl
And stifle that forward dimple.
When I swore your worth
Was the wealth of earth,
I find I was fond and simple.
I set your price, and I set it high,
You personal bundle from heaven, you;
But look at the marker as quoted by
The Collector of Internal Revenue!

You, our costly, our first edition,
A mine of gold to the obstetrician,
To the corner druggist whose bills unnerve us,
To Kiddie Krackers and Diaper Servus;
You, our treasure, our platinum tot,
For whom we mortgaged the house and lot,
Had better develop a sense of humor.
You're worth four hundred and not a sou more.

Cherubic tumbler,
Be meek, be humbler,
Of tempers and tantrums, wary.
Your infant charm
May possibly warm
The heart of the Golden Dairy.
But hushaby, baby, cease those pranks
That harry your mom and popper.
They've got you down on the Income blanks
At scarcely your weight in copper.

You who jingle like ready money
To him that fathered the Snuggle Bunny;
You, the original Comstock Lode
For all purveyors to our abode;
For makers of socks
And hoods and gaiters,
Alphabet blocks
And perambulators,
Cots and creepers
And nursery stands,
Knitted sleepers
And cotton bands,
Dolls and mittens
And oilcloth kittens
And christening mugs
And cribs
And bibs—
You, who rate, when the books are done,
As Luxury Item Number One,
Are here recorded beyond redemption
As four hundred dollars tax exemption.

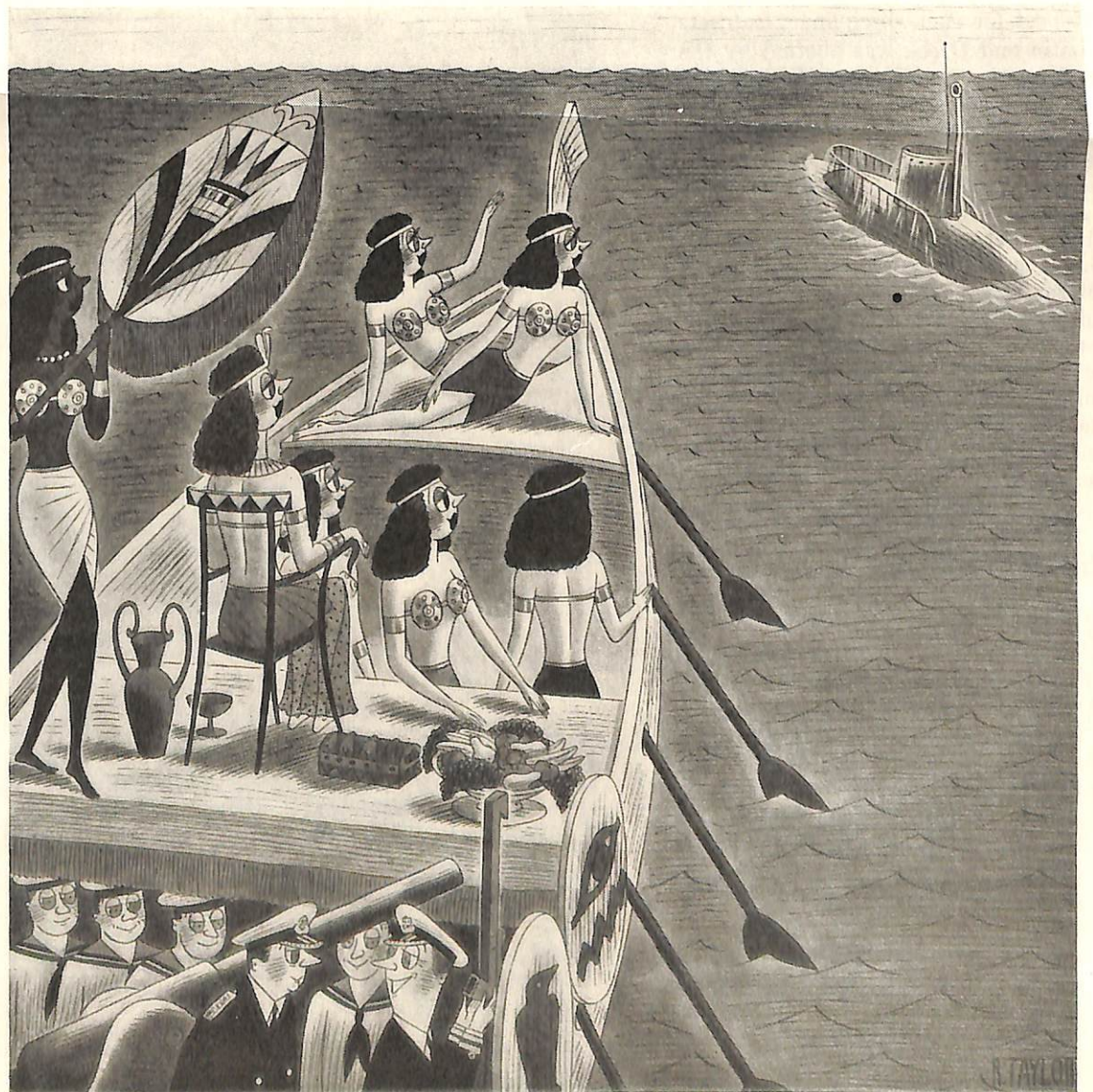
—PHYLLIS MCGINLEY.

Longing for You

IT'S been only a few minutes since we parted, but it seems a week already. A week! It seems forever! I've tried to relax and forget, but it is impossible. From where I sit I can look out the window and see other girls passing, dozens of girls, but all I want is you. Darling, why don't you come back? At every

approaching step my heart leaps, thinking it might be you. But it never is . . . and my heart grows colder at each disappointment, each more poignant than the last. I'm longing for you—my gosh, am I! If you don't come quick, I'll sure get pinched for parking by this hydrant!

—BYRON FISH.



"They're nibbling now, sir."

LOLLIPOPS vs. LEARNING

(Continued from Page 29)

the education of 25,000 children in our city. And there are thousands of his classmates and near-classmates, with his identical training, spread throughout the country. Because all education in the professional sense is piped from Teachers College of Columbia University, school administrators are as similar in their professional equipment as so many West Pointers.

Besides, our superintendents like to show their patrons of the public school, and us teachers, that they're keenly alive to the most advanced thinking in education. And the most advanced thinking in education today is in Progressivism.

After ten years of teaching in Progressive schools, I must confess that I'm ashamed of my job. I'm ashamed before the pupils into whose heads I am forced to put hazy frills instead of knowledge; ashamed before the parents, who pay my salary and wonder why their children are so ill-prepared for college and for life.

I have no quarrel with the best of the many ideas and methods which go by the name of Progressive education. I know that the schools of yesterday were rigid, formal, dry; that the curriculum was far too narrow for mass education in a democracy. I know that, scientifically, nobody can prove that the standard disciplines perform the mental magic the Classicists claim, and I gladly admit that the Progressivists did much to humanize the schools and adapt them to children's needs. But I maintain, from long and unhappy personal experience, that the ideals of Progressive education are being perverted by the excesses committed in its name. I think parents, if they knew what was going on in thousands of our public schools, would demand that falderal cease to be substituted for subject matter, and self-indulgence for discipline.

Said the mother of one of my seniors, "Why hasn't Harold learned to spell? He can't write a letter to his girl without asking me the simplest words. And he wants to go to medical school!" Another mother exclaimed, "I'm worried sick about Tommy. He can't stick to anything. One day he's going

to design airplane engines; the next he's going to lead a band. He does too much at school—this activity, that activity—everything but study. How is he going to make a living when he graduates?"

From all quarters I hear the sad results of too enthusiastic an "irrigation" of the "dry" curriculum. In recent tests thousands of high-school graduates showed the literacy of third and fourth graders. A number of colleges—Dartmouth, Hiram and Mount Holyoke among them—include reading tests in the examinations given entering students, and offer special courses to teach freshmen how to read. Prof. Edwin B. Place, chairman of Romance Languages at Northwestern, asserts that high schools everywhere have become kindergartens, under the "Progressive slogan 'to know more and more about less and less.'" The Dallas Teachers' Association, declaring that the frills of Progressive education have been carried too far, recommend that the schools go back to teaching the "three R's" straight, and cut down on the top-heavy socializing trappings. The St. Louis Post-Dispatch, in a vigorous editorial, concludes that the "idea of our modern schools seems to be to do it without work. That were truly the royal road to learning, a speedway which, we used to be told, had not been built."

All Play and No Work Makes?

Pioneer Progressivists are themselves alarmed over the extremes to which their philosophy has carried enthusiasts. Dr. Boyd H. Bode, professor of education at Ohio State, complains, "Progressive education is betrayed in its own household. Tinkering in the laboratory is called training in the scientific method, any splotching of colors or flubdub in written composition can pass as creative self-expression. The lack of concern for the scientific organization of subject matter is an ominous fact. It tends to justify the suspicion that educators seek to achieve the end of education by a kind of magic."

I accuse many Progressive educators of preparing their charges for the grim

realities of modern life on a diet of lollipops. The theory seems to be that children can't swallow knowledge unless it is heavily flavored with vanilla. I grant that the hickory stick was seldom an effective teacher, but I submit that the present-day rush to the opposite extreme is even worse. Here are some examples from my own experience:

A boy was failing in history. "But if Joe doesn't like to read history," said the superintendent to the teacher, "why should he? Find something to strike his fancy. If he likes to sing, give him some French songs. If he likes to use his hands, let him build a guillotine. Or an Indian village. Anything to keep him busy and happy."

I'm all for interesting children in what they are asked to learn. But many of the Progressivists seem to put entertainment before education. "A laugh a day," says a prominent administrator, "is worth any two classes."

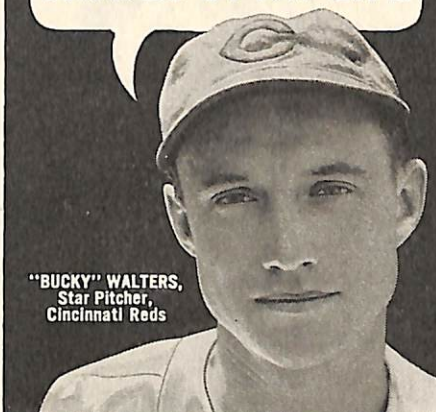
A superintendent I know sent this note to his music teacher: "Your orchestra should be made to realize that this is the age of swing. Students prefer something pretty to the classics." The music teacher privately raged, but his pupils switched from Mozart to Cole Porter. One day they were heard by a distinguished foreign educator. He was shocked. "If the traditional subject matter does not appeal to the pupils," I said, quoting Dr. Charles H. Judd, of the University of Chicago, "it will be modified or eliminated."

The foreign visitor protested. "But where would these children learn the best if not in school? The school must raise the child to its standards, not lower them to the child's whims. There's no short cut to skill. It takes training and patience, whether you run a typewriter or cut incisions or play a violin. And that training is priceless. It builds character."

Parents wonder why young people take so long to grow up nowadays, why they are often so half-baked and trivial-minded. I'm sure one cause is the Progressivist tendency to make everything easy and turn all learning into a game. Do students find that superb showman, Shakespeare, too great an effort? Here is an article in a recent educational journal showing how to teach Shakespeare in Swing Time. Is punctuation drill a bore? Here is a little leaflet called Peppering the Comma Rules. Some schools supply their staffs with Read-O, a game of matching cards for reading exercises; or Add-O, a game of sugar-coat the pill of arithmetic. Foreign languages can be taught—though perhaps not learned—by an educational adaptation of Lotto or Bingo. Bingo is the very latest device for developing the social personality, and is said to be great fun as well.

Such teaching methods are, of course, carry-overs from grade school, where

GILLETTE'S NEW
TECH RAZOR GIVES
ME THE MOST
COMFORTABLE
SHAVES OF MY LIFE



"BUCKY" WALTERS,
Star Pitcher,
Cincinnati Reds

Four Basic Advantages Make This Easiest-Shaving Razor Any Man Ever Used, Bar None

TAKE it from "Bucky" Walters, Wilbur Shaw and millions of other men . . . shaving is a cinch with the new Gillette Tech Razor. Four big improvements tell the story. You whisk off tough beard without nicks or cuts . . . get good-looking shaves every time.



WILBUR SHAW, Champion Race Driver

I GET REFRESHING, GOOD-LOOKING SHAVES EVERY TIME WITH A GILLETTE BLUE BLADE IN THE NEW TECH RAZOR.

Precision Built

The Tech Razor and the improved Gillette Blue Blade are precision made. They fit exactly . . . work together perfectly. And today's Gillette Blue Blade is made of steel hard enough to cut glass. Its edges, finished by an exclusive new process, are sharper . . . more uniform . . . and protect your skin from the irritation caused by misfit blades. Get the Tech Razor and five Gillette Blue Blades from your dealer for 49c.

FOUR BIG IMPROVEMENTS

- 1 RIGID BLADE SUPPORT SPEEDS SHAVING
- 2 NON-SKID TREAD PROTECTS FACE
- 3 CLEANS QUICKLY --NEVER CLOGS

- 4 SOLID BAR GUARD ASSURES COMFORT

TECH RAZOR AND FIVE GILLETTE BLUE BLADES

49¢



"You're seven cents short!"

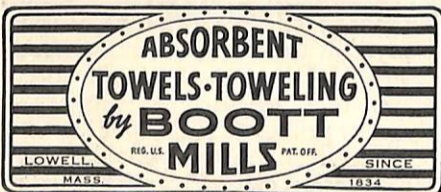
The school should secure the optimum results for each child

Feb. 20. Cynthia was one year old today. I had just poured her Dole Pineapple Juice, turned away a moment and she started to help herself.



HELP YOURSELF...

When you come home all tired at night, Or need a breakfast appetite, Or guests or children have a thirst— For refreshment, for enjoyment, Dole Pineapple Juice is first!



"THIS ICE CREAM IS DELICIOUSLY SMOOTH"

"THAT'S BECAUSE THEY USE ZEROLL DIPPER"

ICE CREAM is at its best when served with Zeroll dippers. That is why ice cream dealers who take pride in quality of product and sanitation in service always dip with the new Zeroll self-defrosting, non-mechanical ice cream dipper. Zeroll dips the most delicate ice cream without any alteration, packing, or contamination by defrosting waters. When you see a Zeroll dipper in use you know you are going to get a good dish of ice cream. The Zeroll Company, Box 116, Sta. F, Toledo, Ohio.

PRICE \$2.25 P.A.S. TOLEDO

ZEROLL

SELF-DEFROSTING NON-MECHANICAL ICE CREAM DIPPER

play and activity learning cannot be told apart. Our high-school students reach us, trained to shy away from anything that does not appeal at first glance. A child who, at the age of eight, learned his arithmetic, reading, spelling, even geography, in an "integrated" unit built around playing store, cannot be expected to approach plane geometry as Euclid intended. It's too confining, too dry. We high-school teachers have to adopt the same kind of cajolery, thus prolonging the age of pigtailed and short pants. I sometimes think that the only contact with adult standards of accomplishment, the only real hard work done by my high-school boys, is on the football field—a field not yet invaded by Progressive methods. Football coaches want results. Perhaps that is why none of them has yet taught line plunging in swing time, or adapted Bingo to signal practice.

Nowhere else in the modern high school does naïve idealism aim so high or land so low as in the "home room." Progressivists cherish it; children call it the "dumb room."

The home room is supposedly the heart of the Progressive school's attempt to socialize the child and to develop his civic personality. Its purpose is, briefly, "to develop the social personality, with emphasis on unselfish service, honesty, loyalty, originality, co-operation, idealism, citizenship, initiative, sportsmanship, tolerance, trustworthiness, leadership, and, above all else, sociability."

Dr. Harry C. McKown, ebullient Progressivist, says that "the home room epitomizes the very soul of the modern conception of education—that the pupil is far more important and sacred than any mass of information he may ever accumulate." Dr. E. Van Keuran, more anatomical, calls the home room the "pulse" and "backbone" of the school.

We teachers know that we are struggling to teach ideals which cannot, in the last analysis, be taught at all. Theory is lost in a fog of generalities. The "socializing" games become a riot; the teaching of co-operation and service turns into a feeble observance of Eat-an-Apple-a-Day Week; and civic virtue is dramatized by a play—which I have seen in a dozen Progressive syllabuses—so childishly sentimental that even the dullards laugh in the wrong places.

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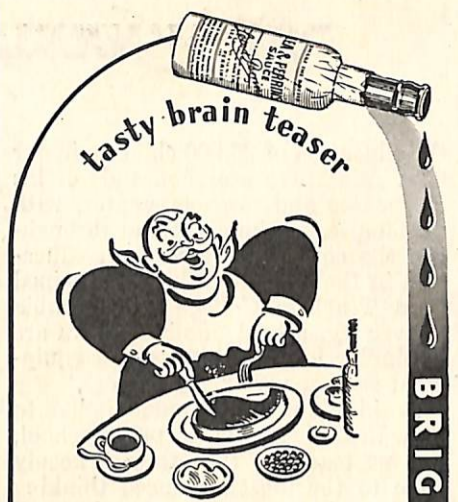
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PHILADELPHIA'S FOREMOST HOTEL THE BENJAMIN FRANKLIN Samuel Earley, Man. Director

Golf - Handicap

In life does a man who knows no mathematics, become an expert in music. Join an orchestra

Use School Show to secure the Optimum results for each child

*Feb. 20.
Cynthia was one year
old today. I had just
poured her Dole Pineapple
Juice, turned away a
moment and she started
to help herself.*



HELP YOURSELF...

When you come home all tired at night,
Or need a breakfast appetite,
Or guests or children have a thirst—
For refreshment, for enjoyment,
Dole Pineapple Juice is first!

golf - Handicap



ICE CREAM is at its best when served with Zeroll dipper. That is why ice cream dealers who take pride in quality of product and sanitation in service always dip with the new Zeroll self-defrosting, non-mechanical ice cream dipper. Zeroll dips the most delicate ice cream without any alteration, packing, or contamination by defrosting waters. When you see a Zeroll dipper in use you know you are going to get a good dish of ice cream. The Zeroll Company, Box 116, Sta. F, Toledo, Ohio.

PRICE \$2.25 F.O.B. TOLEDO
ZEROLL
REG. U.S. PAT. OFF.
SELF-DEFROSTING NON-MECHANICAL ICE CREAM DIPPER

play and activity learning cannot be told apart. Our high-school students reach us, trained to shy away from anything that does not appeal at first glance. A child who, at the age of eight, learned his arithmetic, reading, spelling, even geography, in an "integrated" unit built around playing store, cannot be expected to approach plane geometry as Euclid intended. It's too confining, too dry. We high-school teachers have to adopt the same kind of cajolery, thus prolonging the age of pigtails and short pants. I sometimes think that the only contact with adult standards of accomplishment, the only real hard work done by my high-school boys, is on the football field—a field not yet invaded by Progressive methods. Football coaches want results. Perhaps that is why none of them has yet taught line plunging in swing time, or adapted Bingo to signal practice.

Nowhere else in the modern high school does naive idealism aim so high or land so low as in the "home room." Progressivists cherish it; children call it the "dumb room."

The home room is supposedly the heart of the Progressive school's attempt to socialize the child and to develop his civic personality. Its purpose is, briefly, "to develop the social personality, with emphasis on unselfish service, honesty, loyalty, originality, co-operation, idealism, citizenship, initiative, sportsmanship, tolerance, trustworthiness, leadership, and, above all else, sociability."

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tasty brain teaser

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PHILADELPHIA'S FOREMOST HOTEL

THE BENJAMIN FRANKLIN
Samuel Earley, Man. Director

In life Does a man who knows no mathematics, become an expert in music. Join an orchestra.

- English - 4
- Ec. History - 1
- Gov't - 2
- Safety - 1
- Gen. Math - 1
- Solid Geometry - 1
- Latin - 2
- French - 2
- Spanish - 2
- Italian - 2
- Am. History - 1
- History of U.S. - 1
- General Science - 1
- Biology - 1
- Chemistry - 1
- Physics - 1
- Home Ec. - 4
- Agri. - 4
- Drawing - 2
- Auto Mechanic - 2
- Electricity - 2
- World History - 1

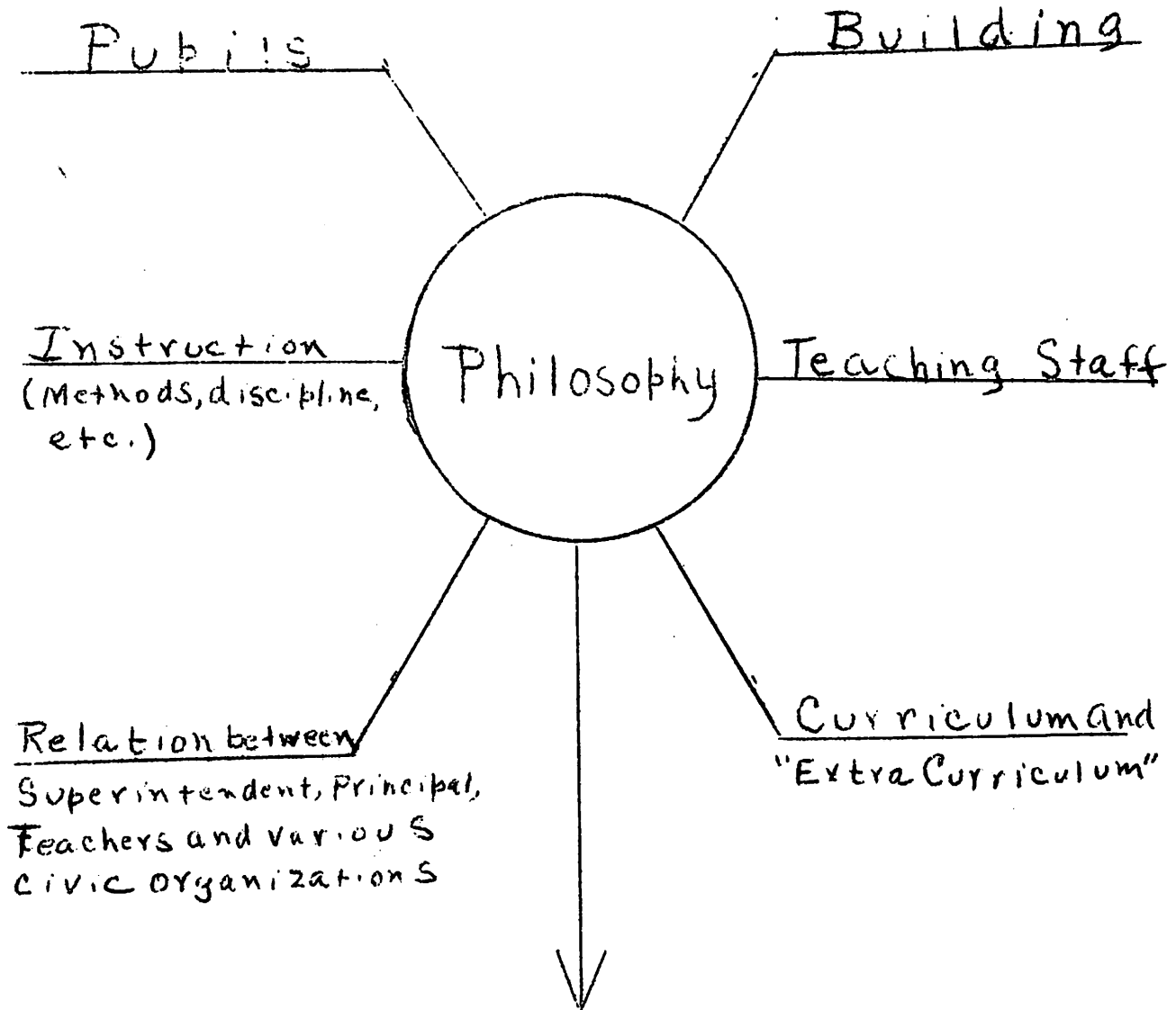
- Music - 1
- Art - 2
- Art - 1
- Art - 1
- Public Sp. - 1
- Lab. Science - 1
- Res. - 1
- Dramatics - 1
- Typing - 2
- Short Hand - 2
- Accounting - 1
- Bus. Eng. - 1
- Market Manag. - 1

One's philosophy is the making viewpoint
Purpose includes morals plus a
flow of action

3rd yr. cum.

Page 13614

A O. Hutton
March 1940.



Based on

1. What education should do
2. How it should do it
3. The people for whom it is intended

1. What do we mean by a philosophy of Education?

~~2. Is this~~ "A system of beliefs or principles for guidance in determining values in life and education, should be so formulated as to give direction, provide guiding principles, and stimulate improvement of the entire educational program."

Is this a good philosophy?

"Education shall give to the body and to the soul all the beauty and all the perfection of which they are capable." Plato.

2. We have 1400 people of ages 13, 14, 15, 16 in County

We had in H.S.

113 — 13 yrs. old.

157 — 14 yrs. old.

154 — 15 yrs. old.

162 — 16 yrs. old.

586

82 — 17 yrs. old.

33 — 18 yrs. old.

11 — 19

7 — 20 yrs. old.

3. Should H.S. education be prepared for all pupils.

4. Should children experience success more frequently than failure?

Next Panel = hoyettsville date

Members

Lupton Simpson

Fred Sumpter

Louise Otley

Jane Crawley

1. ~~For whom intended?~~

2. AS provision for individual differences important?

3. Do we accept republican constitutional democracy as a desirable form of government?

4. How can democratic forms of government best be ~~perpetuated~~ perpetuated?

5. Has a particular subject ^{special virtues} ~~value~~ on account of mental discipline or reflective thinking?

6. Is there any other way to learn except through experiences?

7. Are all experiences valuable?

8. S to

Is it proper to educate children so that they must leave the country for a position?



"How to Evaluate a Secondary School"
Columbia Study of Secondary Schools
Schwab

"The common factor of all secondary schools is the determining factor in the development of the child, not the secondary and as a matter of fact."
American history and our American schools
"Schools are institutions for transmitting our American heritage and our American ideas"

Question: At what level is a democracy for
factories for it?

"In this school we are judged against
what we are capable of doing, rather than against
the rest of the world" do.

"Education should help each individual to
understand, find, and make a place for himself
in the life around him and to develop a distinct
personality" do

"Our aim has not been to make anyone
a political animal, but rather to get each
of us for the power in life for which
he is most suited." - Mrs. Maria O'Leary
Kell

A
IS laziness one of the chief causes of failure
in school?

Then, are children naturally or inherently lazy?

Shall we teach children what to think or
only how to think?

Do you believe that our own Republican
form of constitutional Democracy is the best
form of Government?

Should we teach children that it is or only
show them all of the forms and let them
decide ~~the best~~ which is best?

Should we teach children not to play with fire
or let them learn by playing?

Are all children entitled to the advantages of a high school education?
Many practices exist on account of tradition.

The entire curriculum of the U.S. should be organized
around life problems, such as making a home, raising
children, running a business, being a consumer,
being a citizen, and using leisure.

Is education a fixed thing or should there be constant change.

Should children experience success more frequently than failure?

Does the extension of high school and college educate
children away from work.

Each child failed in school is evidence of the failure
of the school to adapt itself to the individual differences.

Is mathematics justified? just because
it trains the mind?

Education s235M
Teachers College
Columbia University

Some Definitions of Education

1. Education should help each individual to attain the highest degree of happiness by living a virtuous life as a citizen of a virtuous state. -- Aristotle.
2. The aim of education is training for manhood and womanhood, for usefulness and happiness rather than for rank or station. -- Comenius.
3. A knowledge of the world and the capacity effectively to deal with it. -- Locke.
4. What sculpture is to the block of marble, education is to the human soul. -- Addison.
5. I call a complete and generous education that which fits a man to perform justly, skillfully, and magnanimously all the offices both public and private, of peace and war. -- Milton.
6. The end of education is to train away all impediment, and to leave only pure power. -- Emerson.
7. The idea of what is true merit should also be often presented to youth, explained and impressed on their minds, consisting in an inclination, joined with an ability, to serve mankind, one's country, friends, and family; which ability is, with the blessing of God, to be acquired or greatly increased by true learning; and should, indeed, be the great aim and end of all learning. -- Franklin.
8. The aim of liberal education is "the improvement of the mind and the attainment of these arts in which the welfare, prosperity, and happiness of society depend" -- Knox.
9. Sound education stands before me symbolized by a tree planted near fertilizing waters. A little seed, which contains the design of the tree, its form and proportions, is placed in the soil. See how it germinates and expands into trunk, branches, leaves, flowers, and fruit! The whole tree is an uninterrupted chain of organic parts, the plan of which existed in its seed and root. Man is similar to the tree. -- Pestalozzi.
10. The purpose of education is to train children, not with references to their success in the present state of society, but to a better possible state, in accordance with an ideal conception of humanity. Kant.
11. Education is the instruction of intellect in the laws of nature; under which name I include, not merely things and their forces but men and their ways; and the fashioning of the affections and the will into an earnest and living desire to move in harmony with their laws. -- Huxley.

file Purposes of Educ

1. Briggs' "Secondary Education".
2. Cardinal Principles of Education no. 35, 1918.
~~Re~~ U.S. Govt Printing Office
3. Bobbitt, Franklin, "Objectives in Secondary Education"
4. Douglas, "Organization and Administration of Secondary Education"
5. Ford, "Secondary School Administration"
6. Strayer - Engelhardt Score card for High School Buildings

To do all that we can to meet
those needs of the children which are
not being met by any other agency
and to do this in such a way as
will prepare the children to be fitted
to live a wholesome life upon leaving
school.

Round Hill School

Leasburg

Pupils spend four of the most impressionable years of their lives in high school. It is at this time that character and personality are developed and many habits are formed.

The greater the variety of experience provided by the school, the better equipped the pupil will be to meet situations and maintain his equilibrium. School should be adapted to the pupil to meet his present and future needs. It is through participation in life-like experiences in school that pupils learn to live happy, useful lives.

PHILOSOPHY OF EDUCATION FOR ALDIE

- I. To so train pupils to become true red blooded Americans.
- II. To teach pupils respect for authority and to teach good citizenship in both school and community relationships.
- III. To teach pupils how to raise their standards of living.
 - (a) Health
 - (b) Morals
- IV. Teach pupils self respect and to respect the rights of others
- V. To teach appreciation of beauty.
 - (a) Nature
 - (b) Fine Arts

Lincoln High School
Lincoln, Virginia
April 24, 1940

Philosophy of Education of Lincoln High School Faculty

It is the duty of Lincoln High School to help all our pupils through experiences, to meet the mental, moral, physical, spiritual, social, and economic challenges of the society in which they live-- thus helping them "to do better the desirable things they are likely to do anyway and leading them on the higher activities and making these activities desired and maximally possible."

To help young
people to face
intelligently the
problems of daily
living and to
meet successfully
the problems of their
future.

Lovettville W. S.

Ashburn High School

J. LUPTON SIMPSON, PRINCIPAL

Ashburn, Virginia

Philosophy of Education

We, The Teachers in The Ashburn School believe that The School, being a cross section of life, should provide a series of significant and purposeful experiences for all children that will stimulate and develop The whole child in respect to fundamental and vocational skills, understandings, appreciations, attitudes, and abilities, in order that life for him might be richer and more satisfying; and that The child might become, not only a useful and desirable citizen, but also respond intelligently to social responsibility.

We teach Lincoln years of:

- English 4
- History 4
- Math. 4
- Latin 4
- Agri. 4
- Home Ec 2
- Ind. Art. 2
- Science 4
- Business 5
- 33

at negro enter H.S.
bus with white children.

Wednesday April 3, at 7:30
Program of
High Schools

1st Panel
Mr. Hutton
Mr. Gibson
Miss Terry
Miss Badmer

2nd Panel
Mr. Simpson
Mr. Sompter
Miss Crawley
Miss Otley

3rd Panel
John Terminella
L.A. Womeldorph
Willis Scott
E.C. Morris

4th Panel
Chas. Monroe
Philip de Zeeuw
Geraldine Potts
Mrs. Elvian Bridges

Purposes of Education

1. The School should do for children those things they most need that can not be ~~done~~ satisfactorily by some other agency.

Buildj & Equipment

1. How many pupils per teacher? (6 in day) 4 1/2
- How many periods per day - 22x28
2. Size of a regular class-room
3. Other rooms except for academic purposes
4. Furniture - Movable - Chairs & Tables, Stationery.



Announce do not let negro enter H.S.
or ride in bus with white children.

1st Panel

Mr. Hutton
Mr. Gibson
Miss Herr
Mrs. Badmer

2nd Panel

Mr. Simpson
Mr. Sempster
Miss Crawley
Miss Otley

Next Meeting at

Round Hill on Wednesday April 3, at 7:30

Subject - The Detailed Program of
Studies for High Schools

3rd Panel

John Terminella
L.A. Womeldorph
Willis Scott
E.C. Morris

4th Panel

Chas. Monroe
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3. Other rooms except for academic purposes
4. Furniture - Movable - Chans & Tables, Stairway.



1st Session Philosophy

1. Education must include all children.
2. Courses of Study must be adjusted to needs of each child.
3. Pupils must be assigned tasks they can do.
4. Our training must fit into our democratic form of government.

2nd Session - Purposes

General
Purposes of Education are in general to do for children those things they most need and that can not be done satisfactorily some other way.

Specifically
The Purposes of Education.

1. To guide child in self-development.
2. To teach child how to live as a social being with others. (includes character and religion).
3. To develop ability to participate adequately in civic and governmental affairs.
4. To ~~make~~ ^{develop} economically ~~self~~ ^{efficient} efficiency.

Through it all the teacher must inspire the child.

3rd Panel
- Terminella
- Wundt
- Miller Smith
- E.C. Morris.

Content of Course of Study