VII

EDUCATIONAL COMMENT

A GENUINE CONTRIBUTION TO EDUCATIONAL LITERATURE

A contribution of exceptional interest to the readers of The Virginia Teacher has recently come from the press of The University of Chicago under the title of A Study of the Business Administration of Colleges, by Dr. Julian Ashby Burruss. The Study constitutes the dissertation submitted to the faculty of the Graduate School of Arts and Literature by Dr. Burruss in candidacy for the degree of Doctor of Philosophy.

Dr. Burruss's genius for administration and his ability to appreciate the exact value of large or small details has found in his study a congenial outlet. His efforts have produced in this instance, however, much more than a mere dissertation for a doctor's degree; it constitutes, in reality, a genuine contribution to a field of educational study that stands in need of better business methods. His work centers around the making and using of budgets and is based on the practices followed in eighteen states. While the complete copy of the study contains 340 pages, a brief copy, containing the account of the sources of the data and the method pursued in the investigation, the introductory sections of the various chapters, and the conclusions and recommendations in full, has been prepared for distribution by the University of Chicago Libraries. Dr. Burruss's reputation as a leading college administrator will make his study a wide source of reference by those seeking accurate and approved data on this phase of administration.

Dr. Burruss, now the president of the Virginia Polytechnic Institute, was for the first ten years of his history the president of the State Normal School at Harrisonburg. His many friends here and throughout the state will rejoice in each new success that comes to him.

STILL DEBATING THE VALUE OF THE CLASSICS

An interesting debate now going on in the French schools relative to the contemplated return to the type of secondary education prevalent prior to the reform of 1902 centers upon the proper age for differentiation and specialization of studies. Many of the leading educational authorities are reversing themselves and are again espousing the straight curriculum for all students up to the age of sixteen. As usual the classics come in for a good share of attention in this reform of reform. There seems to be, in fact, a very general demand for the restoration, not only of Latin, but also of Greek, to their old place in the curriculum. The Rector of the University of Paris, indeed, while admitting the need of a scientific course for practical reasons, is strongly of the opinion that "no one should be allowed to teach in public institutions of learning, whether secondary or superior, who has not pursued classic studies."

The Chamber of Commerce of the city of Lyons sums up the views of the Classicists in the following paragraph:

That the study of Latin and Greek is the only way to really learn the French language; that it is also the best means of giving to the mind those ideas of clarity, logic and a good method of argumentation which are useful for preparing any sort of written matter; that the study of the classic humanities constitutes the best gymnastic for the mind and is therefore useful to all students who enter secondary education; that is to say, it is just as good for young people who expect to enter commerce and industry as it is for those who look forward to what are called the liberal professions; and that, finally, the study of classic humanities is equally useful as a preparation for the study of modern languages.