

# THE VIRGINIA TEACHER

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## EDUCATIONAL COMMENT

### THE GENERAL EDUCATION BOARD IN THE SOUTH

EVIDENCE of the extensive assistance provided to southern institutions of learning by the General Education Board is found in the Board's annual report for 1927-1928, recently published from its offices at 61 Broadway, New York City. Excerpts follow:

#### *University of Texas*

The University of Texas is the principal educational institution of a large section of the Southwest. Its facilities in respect to plant and library and its income are equal if not superior to those of any other southern institution. A graduate development, though comparatively recent, is actively under way in the field of zoölogy. In order to stimulate graduate instruction and research in this department, the Board made an appropriation of \$65,000 to be available over a period of not more than seven years, conditioned on the University's providing from other sources increasing sums annually for the same department, which at the end of the period mentioned will amount to \$20,000 a year.

#### *Davidson College*

During the past fifteen years the endowment and teaching staff of Davidson College, N. C., have trebled, while the number of students has doubled. Five years ago the main college building with classrooms and laboratories was destroyed by fire. Thereupon temporary wooden structures were built and approximately one-third of a new fire-resistant building was constructed. In order to assist the institution to complete this building, the General Education Board made an appropriation of \$100,000 towards \$400,000.

#### *Vanderbilt University*

The completion of the new plant at a cost of approximately \$3,500,000 left an endowment for the Vanderbilt School of Medicine and Hospital of \$5,000,000. On beginning operations, the Hospital was credited with an income of \$100,000 and the School with an income of \$150,000. Inasmuch as these sums were obviously insufficient, annual grants were made by the General Education Board and by the Carnegie Corporation for periods ranging from three to five years in the hope that, by the time these grants terminated, it would be definitely known how much the operation of the plant would cost and what other sources of income could be relied on. Receipts from hospital patients have increased from \$37,530 the first year to \$110,000 for the third year. The total cost of operating the Hospital is estimated at between \$370,000 and \$400,000. In order to provide for the Hospital deficit and to stimulate popular support, the General Education Board appropriated \$525,000 to be expended on a decreasing basis over the next three years.

The School of Medicine has been operating on a budget of approximately \$240,000 a year, of which the sum of \$50,000 is in the form of an annual grant terminating this year. Inasmuch as the School has a staff of the same general caliber as that of progressive schools elsewhere, it is evident that its budget must be increased. The Board appropriated \$2,000,000 towards the endowment of the School, of which \$1,000,000 is to finance an expansion of scientific activities.

A further appropriation of \$15,000 annually over a three-year period was made for the purchase of books for the medical library.

In the field of Negro education the report speaks of its assistance to the Virginia Union University, Richmond, Virginia:

In 1924, the General Education Board made an appropriation of \$300,000 towards \$600,000 for endowment and permanent improvements to enable this institution to enlarge its facilities for college instruction. The institution has been very successful in securing the necessary pledges for supplemental funds, particularly from its negro friends; but it has been disappointed in respect to an anticipated pledge amounting to \$50,000. In order that the program might be completed as planned, the General Education Board appropriated \$50,000, thereby increasing its capital appropriation to \$350,000, and a sum not to exceed \$32,000 to be apportioned over a four-year period for current expenses.

An appropriation of \$30,000 for fellowships for Negroes who are engaged in educational work in the South was made, as were appropriations to Negro institutions in Georgia, Alabama, and Texas.

To the Virginia Normal and Industrial Institute, at Petersburg, \$132,000 was appropriated toward a building and instruc-

tional program involving an expenditure of over \$400,000.

"Since 1922," the report says, "the General Education Board has made grants for advanced study to persons occupying prominent educational positions in state institutions, schools of education, of state universities, state normal schools, and teachers colleges of the South. An appropriation of \$30,000 was made for this purpose for the year 1928-29."

*High School Reorganization and the Training of High School Teachers*

Recent surveys of the high schools of a number of southern states have revealed certain unsatisfactory conditions, due mostly to rapid growth. The great majority of the high schools of the South are small, having six teachers or less. These schools too often attempt a program beyond their resources, facilities, and the special training of their staffs. Existing certification systems do not as a rule require appropriate preparation for high school teaching, and state universities—to say nothing of privately endowed colleges and universities—are not properly equipped and organized to prepare efficient high school teachers.

In an effort to improve the situation, four southern states—North Carolina, West Virginia, Virginia, and Kentucky—have developed new programs, reorganizing their small schools and the methods of training high school teachers. To aid certain other states, the General Education Board in 1927-28 appropriated to the State Department of Education of Oklahoma \$3,000 to finance a study of high school conditions and the training of high school teachers. Appropriations of \$3,000 and \$3,500 for the same purpose were made to the State Departments of Education of Arkansas and Alabama.

In North Carolina, West Virginia, and Kentucky a study of high school conditions and of the training of high school teachers led to the strengthening of facilities for the training of all kinds of high school teachers. A corresponding study in Virginia has resulted in an effort to improve the facilities for the training of teachers at the University of Virginia. Towards this new program of teacher training the General Education Board appropriated to the University of Virginia the sum of \$40,000 over a two-year period.

LATIN IN COLONIAL VIRGINIA

Teachers and students of Latin will be particularly interested in the paper of this title which appears in *The Classical Weekly*, November 12, 1928, prepared by Mrs. Philip Hiden of Newport News, who is pres-

ident of The Classical Association of Virginia. The following paragraph shows how the extant material may be divided.

"Latin in Colonial Virginia would cover the period from 1607-1776. The extant material may be divided, it seems to me, into three classes: (1) Latin found in county court records, royal proclamations, instructions to royal governors, and similar documents. As might be inferred, the amount of this Latin is limited, since many of the old records in Virginia have been destroyed and not all of those in England have been published. (2) The second class includes the Latin used in schools, or read for pleasure. We learn about this from lists of school books that have survived the years, and from catalogues of private libraries found in inventories of estates. (3) The third place in which Latin is found is in the inscription on tombstones of the Colonial period. So far as I know, these tombs are mostly in Tidewater Virginia."

FRENCH ACADEMY TO PUBLISH  
A GRAMMAR

THE French Academy now announces that it will soon publish a standard grammar. It is significant that in its beginning, three centuries ago, the Academy proposed to issue a grammar and a dictionary, making known what was correct French and what was not. Of the dictionary it has sent out many editions, but it has not yet risked a grammar. Even now the names of the authors are discreetly to be withheld.

The May number of the *Birmingham-Southern College Bulletin* is devoted entirely to foreign languages. In an illuminating article on the complete French system of national education, known as "The University of France," Paul Merrill Spurlin concludes that "French education would be the richer by the transfusion into its sys-

tem of a bit of our 'social sense' and that American education would gain by the injection of some of the methodical thoroughness so typical of the University of France."

"The French high-school teachers seem much more like an American college faculty of first rank.

"There is also a greater respect for grades in France. Our students have lost their respect for these, but over there a good student is more certain to be a leader than is an athlete or manager. . . . The parents of other boys know of him. He becomes somebody through the sheer effort of his mind. This is far from the present low estate in America of the student who has nothing to recommend him but a good brain."

HARRY KURZ, in *The French Review*

#### CLASSICAL ORGANIZATIONS

With reference to the benefits derived from being a member of Classical organizations, Miss Sallie Lovelace of Roanoke, state Vice-President for the Classical Association of the Middle West and South, makes the following remarks:

"Every teacher of Latin in Virginia should belong to the following associations and as far as possible attend their meetings:

1. Classical Association of Virginia  
Membership: one dollar including  
*Latin News Notes*  
Dues may be sent to Mrs. Ann Miller Stiff, Maury High School, Norfolk, Va.
2. The American Classical League  
Membership: one dollar including  
*Latin Notes*—a publication especially helpful to high school teachers  
Dues may be sent to Miss Frances Sabin, Classical Service Bureau, Columbia University, New York City.
3. The Classical Association of the Middle West and South

Membership: two dollars including  
*The Classical Journal*.

Dues may be sent to Prof. W. L. Carr, University of Michigan, Ann Arbor, Michigan.

"It may not always be possible for teachers to attend all of these meetings, but the State Association which meets in connection with the Virginia Education Association is easily within reach of all. No teacher of Latin can afford to miss this source of inspiration."

The Latin teacher will also find an inspirational and helpful magazine in *The Classical Weekly*, Charles Knapp, Editor, 1737 Sedgwick Ave., New York City. \$2.00.

#### THE CLASSICS IN MODERN LIFE

"We need propaganda, active enthusiastic propaganda, to convince the general public that the classics are a live modern subject; that the study of the classics is an essential part of the study of the humanities (which is simply the study of what man has done and thought in the past) is essential to us, who live in the world of men. Natural science teaches us how to deal with the world of Nature. The humanities teach us how to deal with the world of men. Both are essential, but of the two I venture to claim that the second is the higher. I dare not elaborate the comparison, lest I should seem to disparage the knowledge of the wonderful world in which we live and the miraculous achievements of those who have devoted their lives to the scrutiny of it. But nothing can exceed in wonder the human soul; nothing can be more vital, more enlarging, more elevating to our minds than the knowledge of the thoughts and actions of man—his aspirations, his loves, his hates, his greatness and his meanness, his relations to his fellow-creatures and his God."

SIR FREDERIC KENYON,  
Director of the British Museum