

# THE VIRGINIA TEACHER

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## EDUCATIONAL COMMENT

### ILLINOIS' NEW PRESIDENT

Doctor Harry Woodburn Chase will be formally installed as President of the University of Illinois on Friday, May 1, 1931.

From June, 1919, Dr. Chase was President of the University of North Carolina. He came to Illinois in July, 1930, following his selection by the Board of Trustees as the successor to Doctor David Kinley, who had served the institution for more than 37 years, the last ten as its president.

Doctor Chase has had a distinguished career in American education. At North Carolina he served as professor of the philosophy of education, as professor of psychology, later as acting dean of the college of liberal arts, chairman of the faculty, and then as president.

He has served as secretary-treasurer, and later as president, of the National Association of State Universities. He is a trustee of the General Education Board of New York City, and of the Rosenwald Fund of Chicago.

Today Doctor Chase heads the third largest educational institution in the United States—the total net resident enrollment for 1930-1931 will exceed 15,000. Its teaching

and administrative staff exceeds 1600 and the net worth of the institution, in lands and buildings, as based on the original cost of the buildings, is \$25,117,354. The income for the past year was \$7,115,864.

## A WELL KNOWN PUBLISHER DIES

It is with regret that we announce the death on January 4 of William Edmond Pulsifer, president of the publishing firm of D. C. Heath and Company from 1910 to 1927. An alumnus of Bates College, Mr. Pulsifer served in various New England educational institutions as teacher from 1874 to 1885, when he became New England representative of Ginn and Heath. This firm later became Ginn and Company. In 1889 Mr. Pulsifer joined the then newly formed firm of D. C. Heath and Company, with which he was connected until the time of his death.

## FIFTH PRIZE EXAMINATION FOR HIGH SCHOOL STUDENTS ANNOUNCED

Announcement is made of the Fifth National Competitive Examination on the League of Nations open to high school students throughout the United States, to be held under the auspices of the Educational Committee of the League of Nations Association, 6 East 39th St., New York. The examination is to be held March 20, 1931. The first national prize will again be a trip to Europe, featuring a stay at Geneva, Switzerland. Second and third prizes will be \$100 and \$50 respectively, and there will also be local and state prizes.

The prize-winners of the last four examination contests have come from as widely separated states as Oregon, Mississippi, Arkansas, and New York. The first three prize-winners were boys—David G. Wilson, of Portland, Oregon; Henry Bobo of Clarksdale, Mississippi; and Winfred Polk, of Corning, Arkansas; last year for the first time a girl, Esther Lawrence, of Buf-

falo, New York, won the coveted prize trip. Last year over one-sixth of the high schools in the United States participated in this examination, representing every state in the Union.

The Committee on Award for the Fifth National High School Examination is as follows: Miss Helen Clarkson Miller, Headmistress of The Spence School, New York, Chairman; Charles C. Bauer, Vice-Chairman of Advisory Council, League of Nations Association; Joseph P. Chamberlain, Professor of International Law, Columbia University; Everett Colby, New York attorney; Clyde Eagleton, Professor of Government, New York University; Miss Louise Laidlaw of New York, author of "Wishing on a Comet"; John L. Tildsley, District Superintendent of Schools in New York City.

The National Advisory Committee on this examination, of which Stephen P. Dugan, Director of the Institute of International Education, is chairman, is composed largely of college presidents or other faculty members. The Virginia representative on the Committee is Miss Meta Glass, President of Sweet Briar College.

#### VIRGINIA LATIN TOURNAMENT

On April 25, 1931, will be held the third Latin Tournament, which is sponsored by the Virginia Classical Association. One tournament was held in May, 1929, and the other in April, 1930. These have been most successful and have aroused a great deal of interest among the Latin teachers and pupils of Virginia.

The examinations are to take not over three hours, and will begin at 10 a. m. The centers are: College of William and Mary, State Teachers College at Harrisonburg, State Teachers College at Farmville, State Teachers College at Fredericksburg, Virginia Polytechnic Institute at Blacksburg, Emory and Henry College at Emory,

Hampden-Sydney College at Hampden-Sydney, Randolph-Macon College at Ashland, and the University of Virginia.

For each school entering the tournament, except junior high schools, a fee of \$2.00 will be charged. This will entitle a school to enter as many as four contestants, one from each year. Since a junior high school can enter pupils only in the first year class, its fee will be \$1.00.

Class 1. First Year:

A. Pupils who are completing their first year of Latin in a senior high school.

B. Pupils who are completing the Latin given in a junior high school.

Class 2. Second Year: Pupils who are completing either the third or fourth semester of Latin study.

Class 3. Third Year: Pupils who are completing either the fifth or sixth semester of Latin study.

Class 4. Fourth Year: Pupils who are completing either the seventh or eighth semester of Latin study.

The following schools are eligible: public, private, and parochial high schools and college preparatory departments.

General content of examinations:

- (a) Translation of prepared and sight passages.
- (b) Questions to test comprehension.
- (c) Questions on forms and syntax.
- (d) Prose composition.
- (e) Derivative tests.
- (f) Historical and cultural background.

Specific Requirements. First Year: Syntax, forms and vocabulary as given in Place, "Beginning Latin," through page 212, or the equivalent in any standard first year book. The subjunctive mood, participles, gerund, and gerundive and other forms not found within the above stated limits will be omitted. Sight translation of easy stories, using the vocabulary found in the prescribed text, and comprehension

questions on such stories. Translation of simple sentences from English into Latin. Proper word order should be stressed. Derivative tests based on the prescribed vocabulary and questions on the cultural and historical background appropriate to the beginning year.

Second Year: Prescribed reading: *Cæsar, De Bello Gallico*, Book II, complete. Translation and comprehension questions. Forms and syntax as prescribed in the General Report of the Classical Investigation, Part One, for the first three semesters of Latin study. Prose composition and sight reading using the above stated forms and syntax and the vocabulary given in Place, "Beginning Latin," complete and used by *Cæsar* in Book II. Derivatives. Cultural and historical background as given in the introduction to Walker's edition of *Cæsar*, including such topics as the life and influence of *Cæsar*, the social and political condition of Rome in *Cæsar's* time, and Roman army organization and methods of warfare.

Third Year: Prescribed reading: Cicero, *In Catilinam III*, and *Pro Archia Poeta*. Translation and comprehension questions. Forms and syntax as found in the prescribed reading. Prose composition as given in Bennett's *Composition*, Part I. Sight reading using the Ciceronian vocabulary and syntax. Cultural and historical background as given in the introduction and notes to D'Ooge's "Select Orations of Cicero."

Fourth Year: Prescribed reading: Vergil's *Æneid*, Books I, II lines 1-267, and VI lines 791-901. Translation and comprehension questions. Sight translation from *Æneid*, Books VII-XII. Scansion. Vergilian syntax. Cultural and historical background including mythology, life and times of Vergil, literary qualities of the *Æneid*, the story of the entire *Æneid*, the influence of Vergil on later ages (cf. introduction and notes to Knapp's Vergil).

Prose composition will be original in each year. The prose and sight reading set for the various years will be based upon constructions and vocabulary found within the limits of the prescribed text.

A plaque is awarded to the school represented by the winner in each year (the winner in each division of the first year). These plaques remain in the possession of the respective schools for one year. The names of the winning schools are engraved on these plaques. An individual prize is presented to each winner and a certificate of honorable mention is given to each contestant making a grade of 90 or above in the examination.

Time limit for registration: By March 31 each school desiring to enter the tournament must send the registration fee to the treasurer of the Association, together with a statement of the number of contestants the school desires to enter and the classes which they will represent. The name of the tournament center at which the contestants intend to present themselves should also be given.

Any information in regard to the tournament desired in addition to that given above may be secured from the officers of the Association, Mrs. P. W. Hiden, Newport News, Va., and Mrs. Ann Stiff, Maury High School, Norfolk, Va., or from Professor A. P. Wagener, College of William and Mary, Williamsburg, Va.

#### COST OF SCHOOL BUS SERVICE

Gradual displacement of the small, usually inadequate rural school by the "consolidated" school has brought to school boards throughout the United States another problem—that of providing and paying for child transportation.

Data which is expected to be of aid in solving this problem is disclosed in a new Office of Education bulletin on "Factors Affecting the Cost of School Transportation in California," prepared by Frank O.

Evans, Director of Administrative Research, Los Angeles Public Schools.

By comparison with other states, California transports its school children longer distances. Approximately 26 per cent. of the high-school pupils there live more than ten miles from their school. The average student pays \$41.35 per year bus fare to and from school, while the cost for the same privilege to the average elementary school pupil is \$28.86 per year. A school bus in the Pacific Coast State makes a daily trip of 37.7 miles on the average, and carries an average load of 30.6 pupils. The expenditure for "school transportation" has come to occupy third place in the budget of union schools in the state, and amounts to 11.5 per cent. of the total current expense.

"The present large expenditures," concludes Dr. Evans, "seem to be justified both as an economy and as a means of enlarging the educational opportunities of more than 30,000 children in the state."

William John Cooper, United States Commissioner of Education, commenting on the subject of school child transportation, says, "In order to equalize the opportunities for children some effort has been made to increase the size and consequently the wealth of the unit for school administration, and to establish so-called "consolidated" schools, to which children are transported. The transportation business carried on by some school boards involves an expense element of such magnitude that every effort consistent with the safety of pupils must be made to reduce its cost."

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#### GEOGRAPHIC MAGAZINES AND BULLETINS

Rural schools will find of special interest two types of material which may be obtained at nominal cost from the School Service Department of the National Geographic Society.

As a contribution to the enlivened teaching of geography in rural schools The So-

ciety recently announced it will send packets of ten different copies of the *National Geographic Magazine*, TO RURAL SCHOOLS ONLY, upon payment of 50 cents to defray cost of packing and carriage charges.

The *National Geographic Magazine* is edited from the standpoint of permanent value of its contents. Hence ten copies of *The Geographic*, containing some 35 authoritative and interesting articles on world lands, peoples and explorations, and more than 1,000 illustrations, many of them in color, form the nucleus of a working geography library.

The Society requires that teachers sign a blank stating *The Geographics* are for school use, so that back copies at this price may not fall into the hands of commercial dealers, and these blanks may be obtained by addressing the Society's headquarters, at Washington, D. C.

The Society also publishes weekly illustrated Geographic News Bulletins, five bulletins to a weekly set, which are issued for 30 week of the school year. These Bulletins are prepared from the standpoint of giving the geographic, historic, and scientific background of news events, and have from six to ten illustrations each week. Hence they are widely used in current events classes as well as in geography, history, and social science studies.

They may be had, BY TEACHERS ONLY, upon application to the National Geographic Society's headquarters, Washington, D. C., and a remittance of 25 cents to cover the cost of handling and mailing the 30 issues should accompany the request.

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"Education is essentially active. The educated person develops his character through grappling with actual problems."

—CLYDE R. MILLER.

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"A nation that has had a Comenius need never fear a Mussolini."

—WILLIAM C. BAGLEY.

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