GENERAL EDUCATION BOARD BENEFACIONS

FROM the Annual Report of the General Education Board, 1929-1930, recently published, certain paragraphs have been culled to show how generously Virginia has shared in its benefactions.

The Report also includes published minutes of the Board concerning members whose retirement follows their attaining the age limit. One such member is Dr. James H. Dillard, of Charlottesville, who had been elected a member of the General Education Board in 1918.

“Doctor Dillard,” according to an excerpt from the minutes, “has endeared himself to the members of the Board by his rare consecration, his unusual charm, his deep interest in giving an educational opportunity to all people, no matter how humble, and his broad cultural interests— based on a sound classical education, a good knowledge of modern languages and wide reading. . . He will be greatly missed in our councils.”

Paragraphs relating to grants made to Virginia institutions are reprinted from the Report as follows:

I. COLLEGES AND UNIVERSITIES
   A. HUMANITIES
   The University of Virginia. The University of Virginia has long held an important place in the cultural life of the South. Its liberal arts college in particular has been a constant influence in the social and intellectual development of a large section of the country. Recently the University has had support from special gifts that enable its officers to reorganize the work in the physical sciences and to add somewhat to the teaching staff. In their judgment the departments within the humanistic field were left without proper assistance to carry the increasing numbers of undergraduate and graduate students and to maintain their past distinction for scholarly production by faculty members. Immediate increases in course offerings for undergraduate and graduate students will be provided through an appropriation of the General Education Board providing a total sum of $120,000 within a five-year period, and the University has expressed its intention to increase annually its aid to the departments in question up to complete support at the end of that time. The first steps taken will be to purchase necessary books for research purposes and to offer new courses in modern languages, archaeology, comparative philology, and medieval history.

   B. SCIENCES
   Randolph-Macon Woman’s College. The part of Randolph-Macon Woman’s College in improving the quality of American education is shown by the record of her alumnae, three-fourths of whom have done active service as teachers. Improved buildings and greater endowment have come to the college in recent years, but the accommodations for science subjects have been quite inadequate. The Board’s appropriation of $50,000 toward the cost of providing a suitable science building was made on the understanding that the college will provide the supplemental sum to make a total of not less than $200,000 for its construction.

II. PUBLIC EDUCATION: TRAINING OF TEACHERS
   University of Virginia. In 1928 the University of Virginia undertook to enlarge its teacher-training program in cooperation with the school systems of Charlottesville and the surrounding country; to aid this plan the Board contributed $20,000 for each of two years. The results have been satisfactory, and the University desires to continue this cooperative work, but thus far funds have not been provided through the usual channels. A further grant of $25,000 was made by the Board to meet the immediate need.

III. NEGRO EDUCATION
   A. COLLEGES AND UNIVERSITIES
   Hampton Normal and Industrial Insti-
tute. New buildings and equipment are needed at Hampton Institute in order to keep pace with advance in other directions. During the past year the Institute has erected an extensive addition to the library, and a science building is near completion. Other buildings are needed, among them being one to house a practice school for prospective teachers. The training of high school teachers has been recently undertaken, the Institute using its own academy as a practice school. With the expansion of the college departments, however, the enrolment in the academy has diminished, and it is possible that it will be discontinued within a few years. To provide suitable practice-teaching facilities, the school board of the county has consented to transfer to Hampton Institute the county colored high school, provided a suitable building is erected. Toward the sum of $300,000 required for the construction and equipment of the proposed new high school, the General Education Board pledged $150,000.

B. MEDICAL EDUCATION AND NURSING

Medical College of Virginia—St. Philip Hospital. The training of nurses is included in the Board's program of aid to medical education for Negroes. Under present conditions, the field is a limited one, and the Board will probably confine its aid to three or four institutions with university relationships. The Medical College of Virginia, in addition to operating a hospital for white persons, operates one for Negroes—the St. Philip Hospital, in Richmond. This is one of the largest exclusively Negro hospitals in the country. Maintenance funds are provided in the Medical College budget, toward which the state of Virginia, the city of Richmond, and local philanthropic organizations make regular annual appropriations. A school of nursing was organized at this hospital in 1927-28, and it has attracted far more students than can be accommodated in the quarters at its disposal. For the construction of a new building for residence and teaching purposes, the Board authorized alternative grants of $71,093 toward $141,457, or $80,000 toward $158,457, depending upon the size of building constructed.

C. JUNIOR COLLEGES, NORMAL AND INDUSTRIAL SCHOOLS

St. Paul Normal and Industrial School. St. Paul Normal and Industrial School, located at Lawrenceville, in the southern part of Virginia, serves a large Negro population, especially through the training of teachers. Recently the school raised $185,000 for improvements to its plant. To complete the program an additional sum of approximately $50,000 is required, and toward this the General Education Board voted $25,000.

THE INTELLIGENCE TEST

(With Acknowledgment to Thomas Hood)

I remembered, I remembered
Old Polonius' advice,
The freezing point of water, and
The melting point of ice;
But when they came with printed sheet
And sought my mental age,
'Twas all the things that I'd forgot
They wanted on that page.

I remembered Marco Polo,
Whose exploring won him fame,
But they asked me if plain polo
Was a sickness or a game.
They asked if ponies were to mares
As kittens were to cats,
And if the Panama Canal
Were used for making hats.

I remembered, I remembered,
Many things that I had read,
But the answers to those questions
Were not in my poor, dumb head.
I used to think that I was bright
Alas, it is not true,
I know I'm far from that, because
I've seen my dumb I. Q.

—The Florida Journal.