

sistant superintendent of the schools of Cleveland, Ohio. An interesting item of the plans is the purchase of a beautiful piece of property of about seventy-five acres on the edge of the city; here will be erected in the near future the most complete school building the best thought on such matters can devise. A teachers' club house and possibly the superintendent's home will also be located here. When the whole plan is carried out that is now under consideration, a standard will be set that will mean much, not only to public education in Virginia, but far beyond its borders.

ALBEMARE, too, has "a princely giver" in the person of Mr. MacIntyre. In addition to his numerous gifts to Charlottesville, he has recently given to every school in the county a victrola, that the country child may have an opportunity to hear some of the right sort of music.

THE NEWPORT NEWS HIGH SCHOOL, though it has accomplishments to its credit as it stands, hints at the possibilities which the half million dollars will put within its reach for building and equipment purposes, when the assessment which is now in progress permits the issuance of the proposed bonds for the expansion of the city school system. The friends of the school say there is little doubt that the assessed valuation will prove adequate. The plans for the new high school include every approved feature of a twentieth century school of this type.

NORFOLK, too, is making a fight for a new high school, since Maury is working under such crowded conditions. Maury is especially proud this year of its chapel programs, interesting features of which are solo, glee club, and orchestra programs and practical talks by prominent professional men of the city and elsewhere.

ROANOKE HIGH SCHOOL has reorganized its Boys' Club, which was of necessity disbanded during the war, owing to the call to colors of so many of its members. The Girls' Club is preparing to present in the near future the splendid play "Katcha-Koo," with about two hundred of the high school students represented.

VII

A BOOK PARTY

COMBINING PLEASURE WITH PROFIT

The English department needed money. For a long time we had felt our right to an English fund. A meeting was called of all teachers and assistants in the department, and we decided to give a Book Party.

Of course nearly every girl in school came and many town people too, for everybody was invited to come dressed to represent the title of a book, and who would not pay ten cents to dress up and see her friends in costume? So it was only a few minutes after eight when a motley crowd of people representing all ages and classes were seen everywhere.

Everywhere! Yes, there was variety enough to please everybody. The Circulating Library proved most popular to the "town boys." For the sum of ten cents there could be taken out any of the most popular recent fiction "to be talked to" five whole minutes. Of course if *The Veiled Lady* proved so interesting that all knowledge of time was lost sight of, then ten cents a minute for overtime served as a gentle reminder. Even then the coquetry of *Madame Butterfly* or the learning of *The Bluestockings* was enough to make any mere man oblivious of time, and it proved very profitable to the English department.

If this library did not appeal to the guest, there was the Book Shelf. The whole shelf was at one's disposal. On one long table could be found all of any book lover's favorites. Of course, if there was some difficulty in recognizing in an open calendar with a circle around the fifteenth of March, George Eliot's *Middlemarch*, it was appreciated all the more when finally it was identified as an old friend. I am afraid Thackeray himself would have had some trouble in recognizing in the picture of a fair young lady with a mirror, his *Vanity Fair*.

There was still another library. Even the most fastidious in literature could not go away unsatisfied. This was called the *Universal Library*. It was a marvel of compactness, for it contained practically the entire writings of every English and American author. Every word was bound in one volume, entitled *The Dictionary*.

Perchance one's taste was not in books; then there was the *Art Gallery*. On entering you were given a sheet of paper with suggestive phrases like the following:

1. "A slang exclamation"—(Dickens.)
2. "What an uneducated man says to his son when begging him to eat properly"—(Chaucer.)
3. "A man sitting on a box car with his feet on the ground."—(Longfellow.)

You were told to find the picture of the author that would help you to guess the answer. Here you had a chance to use your ingenuity at guessing; or if you could not do this, there was the picture which you ought to know, and could vaguely remember having seen somewhere in Long's Literature.

For those who wanted something not quite so puzzling and perhaps more instructive, there was the Museum, which was a collection of old books—*Comus* as it appeared in the original, parts of Vergil's *Aeneid* before writing had been divided into words, and the little blue-backed spelling books that our grandmothers and great grandmothers used.

The *Literary Digest* was open all the time and served *Midsummer Night's Dream* (Ice Cream), *The Brown Study* (Cocoa), and *The Unknown Quantity* (Sandwiches).

After the secrets of the Libraries and the Art Gallery had been exhausted, the different English classes gave charades that represented the names of books. *The School for Scandal*, which was in two acts, the first representing a schoolroom, the second, school-girl gossip, proved most popular—in the estimation of the judges, anyway. Other good charades were *The Spoilers*—a fond mother and grandmother spoiling their children—and *To Have and to Hold*, which was represented very humorously by a negro wedding.

A Book Party such as this could be carried out successfully in almost any school. Any resourceful teacher could think out a complete program based on these suggestions, and in addition to furnishing an evening of amusement it might also prove the means—as in our case—of the beginning of an English fund.

NELL M. CRITZER

VIII

QUOTATION

WHAT GIRLS INTEND TO DO

Students' statements of their prospective life-work must not be taken too seriously. They may reflect no more than passing fancies or the popularity of the different courses offered. A magnetic teacher of archaeology might persuade scores of students to pursue that art where an unmagnetic professor of pedagogy would discourage students from entering the teaching profession.

But as the bureau of vocations for women is able to cite, in the case of Randolph-Macon Woman's College, statistics for 1915 as well as for 1920, the decline in the number of students who are preparing in that college for certain professions is, at the least, suggestive.

Two hundred and sixty-eight girls at the Lynchburg college stated that they had decided upon their careers. Of this number, eighty-one purposed to do welfare work—social, religious, recreational, Y. W. C. A. or demonstration. Sixty-four intended to enter the professions. Fifty-three think they will teach in school, in kindergarten, or in Chautauquas. Forty-eight look to the business world. Twenty-two plan to make art their specialty. Thus of the whole number who expect to become wage earners, less than 20 per cent may at present be counted as recruits for the teaching staffs of our schools and colleges. This is more striking in view of the fact that five years ago less than twenty of all the graduates of the college who were at work were otherwise employed than in teaching.

Reserves are every whit as important as front-line troops. The present policy of those responsible for the finances of our schools and colleges is not only driving underpaid men and women from the profession, but is reducing recruits. Once again the News-Leader must warn the people of Virginia that unless there is an immediate change of policy and a more reasonable recognition of the teaching profession, the whole educational system of the commonwealth is endangered. What will it profit Virginia to build handsome schools and have no teachers for them? What can the colleges expect if they continue their endless "drives" for funds and spend