

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

the proceeds in brick and mortar, instead of in teachers? The wretched underpayment of the teaching profession of Virginia is a disgrace—not only to the State's sense of justice, but to the State's intelligence. Nothing could be more shortsighted, more stupid, more certain to react ruinously.

Not less surprising than the declining popularity of teaching among Randolph-Macon girls is the increased interest in other professions. Interior decorating, of course, which twelve of the girls have chosen as an art career, may appeal to them solely because it offers a congenial outlet for artistic impulses. It hardly offers opportunities for as large a percentage of the students as propose to follow it. In industrial chemistry, the choice of fourteen girls, it may be that the fascinations of that branch of chemical science allure. Seventeen girls propose to enter library work, which, by the way, is notoriously underpaid, and sixteen are interested in medicine.

Journalism, curiously enough, attracts half as many girls as teaching, but whether it offers good openings for women at this juncture may be doubted, since there is an undeniable prejudice on the part of many newspapers against utilizing women as workers. The exceptional girl, however, who can write good "features" and develop departmental work on a newspaper, is distinctly in demand.

A very encouraging item of the Randolph-Macon statistics is that eleven girls, more than 4 per cent. of the class, propose to take up secretarial work. Here, surely, are possibilities, very real possibilities. Business executives and busy professional men need assistance of a type rather difficult to procure from the rank and file of typists. They need women of good education, training, familiarity with business and social usage; and where they find such women, they are usually able to give them good salaries. The girl, for her part, not only has a respectable income, but sees business or professional work from a wide and informing angle. Ten years hence, as men see the advantages of competent secretaries, this will probably be one of the best fields open to young college graduates, and will serve, in addition, as a training school for women executives.—*Richmond News-Leader.*

IX

CORRESPONDENCE

AN ILLUMINATING VIEW ON EDUCATIONAL MATTERS WITH ITS ANSWER

(*Letter to the Harrisonburg News-Record*)

I want it distinctly understood that I am not opposed to education or good roads, but I am opposed to the way our money is spent and the kind of results obtained. I claim our present system of education is a miss-education. Any system that makes people shun manual labor and makes the recipient look for jobs that carry with them white hands and nice clothes with plenty of leisure is not in consonance with my ideals of true economics. Some one that had the true ring said, "Toiling hands alone are builders of a nation's wealth and fame. Titled laziness is fed and fattened on the same." I have always been opposed to paying anything out of the public crib for schools except the common free school, to run for five months in a year (with compulsion). I contend that a common English education is all that is essential. If any want more let them pay for it. Take the University, Blacksburg, etc., and see the class of aristocratic spendthrifts that are turned out to prey upon the laboring class. I say, not one cent from the public treasury for their support. I contend the teachers now are getting more than they earn for the few hours that are taught. What little time I went to school, in "Ye Old Days," the teacher put in a square day, often supplemented with the rod. What we ask is fair return for the money spent. Not like the fellow at the boarding house that passed his cup up the seventh time for coffee, which elicited the question, "You must be fond of coffee?" and who said, "I am, or I would not drink so much water to get a little."

Respectfully submitted.

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