WHY SHOULD THE COUNTRY BOY OR GIRL RECEIVE AN EDUCATION INFERIOR TO THAT RECEIVED BY THE CITY BOY OR GIRL?

There is no reason for it, but it is a fact. Our rural schools have shorter terms, lower salaries, poorly trained teachers, and inferior buildings, but the rural boy or girl is just as worthy and deserving of an education as the city child. The most difficult teaching position in our profession is the job of teaching the one-room school and it should demand the services of our best teachers. Rather than lower already low standards by putting into this school a young boy or girl absolutely unqualified for teaching you might as well nail down the windows and put a padlock on the door.

THE RESPONSIBILITY OF THE PRINCIPAL AND THE SUPERINTENDENT

We opened the school year 1918-19 two thousand teachers short, the year 1919-20 probably three thousand teachers short. We do not believe the situation will be any better for 1920-21 unless high school principals and division superintendents use their full influence to get young people to enter training for teaching. The Normal School can not send out teachers in any larger numbers than the high schools send them students. Let us pull together for a superior teaching force in Virginia or else all our increased expenditures for public schools will be wasted.

SAMUEL P. DUKES

AND WHY NOT "STIPEND," TOO?

I sing a song of Pedagucce,
Of set, and guidance too,
Of memory spans, and projects
That motivate anew;

Of individual differences,
Reactions, yardsticks true,
Of junior high schools organized
For adolescent crew;

Of tangible realities,
And distributions, too,
Of quartiles and of frequencies:
This song I sing for you!

ARTICLES OF EDUCATIONAL INTEREST IN THE MONTH'S MAGAZINES

HOW TO KEEP YOUNG

This more or less burning question with teachers, no less than people of more leisurely living, is briefly but clearly treated in The Survey of February 21. Seven rules are quoted from the December Health Letter of the Life Extension Institute, which may be summed up in five words: "Strive; Work; Play; Love; Learn." Under "Play" may be included the rule given as "No. 4"—perhaps the most important one in this rushing age: "Rest and relax; few people know how to really relax. Study the cat; and see how she gives herself up and lets go of every muscle."

DELINQUENCY AND TEAM-PLAY

The moral tendency of interest and participation in games, especially those involving team-work, is illustrated in this same issue of The Survey by an account of the result of a study of the recreations of delinquent girls at the Juvenile Detention Home in Chicago. The Superintendent of the Home asked the girls, "Do you care for sports and games?" and also in what sports and games they had participated. Out of 131 girls, only twenty-one admitted that they had ever taken part in games of any kind, and not one of the games mentioned by the twenty-one was preeminently a team game, such as basket ball, or volley ball—games calling for co-operative interest and incidentally fostering a social attitude.

HANDICRAFT FOR WAYWARD BOYS

A similar correlation between morals and muscles is described under the above heading by Arnold Lewis in School Arts for February, as practised in the New York House of Refuge on Randall's Island. Every form of muscular activity in both play and work is prescribed for the boys, and all are connected up with some branch of academic education. The writer declares this way of taking care of misguided boys to be "most efficient."

SHALL WE CUT OUT THE DISCIPLINE?

A thought-provoking and perhaps also opposition-provoking discussion is now ap-
pearing every two weeks in The Outlook in the effort to find an answer to the above question. The matter of discipline has long been a vexed question in all departments of every-day living—politics, business, education, etc.—and the recent experiences of training camps and real warfare have called for fresh consideration and adjustments. In this series of articles representatives of various activities discuss briefly, but in a live, practical way, the question as applied to their especial fields. Some of the titles are: “Taking the Big ‘D’ out of Discipline,” by a Regular; “John Schoolboy vs. the Drill Sergeant,” by C. K. Taylor; “Good Boys, Bad Boys, Worse Boys,” by a Teacher in a Normal School; “Concerning Discipline” by P. P. Frost. The explanations and illustrations, from different points of view of “discipline,” “morale,” “esprit” are interesting and suggestive to all who are in any way concerned in the oversight of groups of individuals.

A NEW GOLDEN AGE IN AMERICAN READING

In The World’s Work for March, Arthur B. Maurice has a finely illustrated description of the present-day situation in this country with regard to the reading of books, as shown by the nearly sixty per cent increase in the number purchased by the people during the past two years.

The obvious cause of this change is that the three or four million boys in camps during the war, had time and opportunity for reading and, thanks to the efficient work of the American Library Association and the Y. M. C. A., abundant material, with the added benefit of more or less wise direction. They brought this taste for reading back with them when they came home, and most of them brought also the broadening of vision and interests resulting from their experiences overseas.

This form of reaction from war—“the post-war taste for the printed page”—was manifested also after the Civil War and the Spanish War; for several years after the close of each of these periods there was a kind of renaissance of the art of reading which “took authorship out of the figurative Grub Street which, since Dr. Johnson’s time, had been its accepted habitation.”

Mr. Maurice discusses the quest of the better fiction; the demand for writings touching on the spirit-land beyond; the turning to books of a serious and permanent nature; the high and unusual proportion of men to women to the list of widely-read authors. He also gives some details of the huge royalties received from popular books.

The thirty copies of photographs of famous living writers form an interesting part of this valuable article.

SOME PRACTICAL ASPECTS OF SCOUTING

The khaki-clad Boy Scout is, fortunately, a familiar figure in nearly every American community, and George Gladden, a Deputy Scout Commissioner in the Manhattan Council of Boy Scouts, tells in the Century Magazine for February, something of the ways in which the principles of the order are training the boys to become good and useful citizens. The article is timely because of the fact that from February 8-14 the tenth anniversary of the founding of the Boy Scouts in America was celebrated—probably accompanied by many noisy features which seemed entirely fitting to those who consider it more than a mere coincidence that “boys” and “noise” rhyme. Despite this correlation of etymology and experience, the chief function of a Boy Scout’s life is essentially a silent one—the doing a good turn to some one every day.

Mr. E. S. Martin, secretary of the Scout organization, has calculated: from definite records in the national headquarters, the probable number of good turns done by the Scouts during the year thus: “acts of courtesy, 1514 cases; acts of practical aid, 558 cases; distinctive service to the community, 6020 cases. The cumulative effect on the community and on the boys themselves of this number of acts of kindness, performed cheerfully and intelligently, is of course incalculable. The advantageous results effected by means of definite co-operation between the boys and the civil officials are also of great importance. Of this character are the protection of forest trees from fire and from injury by insects or various fungus growth; spreading information as to means of combating hook-worm disease; fighting flies and mosquitoes; and protecting the game. Thus the boys are brought into practical familiarity with all aspects of life, physical, industrial, and moral, which will prepare them for a sane and helpful attitude towards their duty as citizens.
OTHER ARTICLES OF SPECIAL INTEREST

"Out of the Mouths of Freshmen," by Clara F. McIntyre in The English Journal.
"Who is the Retarded Child?" by Arthur J. Jones in School and Society, February 28.
"Extensive Reading as a Factor in Developing Reading Ability," by C. W. Hunt, School and Society.
"What to Like and How to Like It," by Dr. Frank Crane, in The Red Cross Magazine.

SOME FACTS ABOUT OUR SCHOOLS

(From Report of Educational Commission appointed by the Virginia Legislature.)

People engaged in agriculture 45.2% of all engaged in gainful occupations.
Next largest occupational group—manufacturing 20.3%.
Professional service 3.2%.
Illiteracy (all classes) over 10 years of age 15.2%. (Federal Census of 1910).
Median length of school term—non-city schools, white—1917-18—7.3 months.
Persons 6-20 years of age attending school in Virginia (1910) 56.3%.
Estimated population of Virginia 1917-18 —2,205,945.
School population 1917-18—688,200.
School enrollment 1917-18—481,234.
School population not enrolled 1917-18—206,966.
Percent of attendance based on enrollment 1917-18—white rural schools 60.6%.
On basis of school population (1915-16) —(both races) we have one teacher for each 50 pupils.
Eleven counties have more than 50 pupils per teacher.
Out of 738 schools examined 5 teachers had more than 100 pupils (each) enrolled.
Percentage of men teachers 1871—64.6%.
Percentage of men teachers 1918—12.9%.
Percent of teachers (white) graduates of State Normal Schools—13%.

NOTES OF RECENT SCHOOL ACTIVITIES

FEELIN’S

D’you ever have a sinkin’ feelin’
A-right around your heart,
When you open up your box o’ mail
And you give a little start,
Pull out three letters nice and fat—
And read your roomie’s name?
You sigh and turn right sad away,
But life is not the same,

D’you ever have a empty feelin’
Just where it’s hard to tell,
When breathless on the steps you stand
And hear the second bell?
You see the door shut in your face,
And you think how hard you ran
And know just how they feel
—The starving Belgian.

D’you ever have a hopeless feelin’
The day you haven’t studied
When teacher calm a test proclaims
Though now with your work you’re flooded?
’Tis then you chew your pencil awhile,
And take a chance and guess,
And, full of shame, upon yourself
Good resolutions press.

D’you ever have a weary feelin’
When the day is done,
When into your bed you climb
So glad the night’s begun?
You smile before you go to sleep,
Because that task’s complete.
And with new courage plan the work
Tomorrow you will meet.

Miss Kate M. Anthony, supervisor of the Training School, spoke before the teachers of Page County, meeting at Shenandoah February 7.

Addresses by Faculty Members Her subject was “Motivating Written Work in the Grammar Grades.”

The teachers of District H, State Teachers Association, meeting in Manassas, February 26 and 27, were addressed Thursday night by Conrad T. Logan, of the English department, on “Progressive Tendencies of Twentieth Century Education”; and Friday morning by Miss Anthony on “The Training of Elementary School Children for Citizenship.”