

pudding, which has as a foundation plain cake batter instead of bread crumbs.

The Christmas pie also occupies a very important place in the dinner. Washington Irving in his account of Christmas at Bracebridge Hall, tells of the famous peacock pie, from which emerged on one side the head of the bird and on the other side its wonderful plumage. We do not indulge in such an elaborate pie today, but this was probably the ancestor of our present mince pie. In an article written in the seventeenth century there is a description of a dish that corresponds closely to our modern pie. The composition is given in the following: In every family they make at Christmas a famous pie which they call a Christmas pie. "The making of this is a great science; it is a learned medley of neat's tongue, the brawn of a chicken, eggs, sugar, currants, citron, and orange peel, various sorts of spices, etc."

In mentioning the old customs, one should not fail to mention the bringing in the boar's head. This was a most important feature in old English days. It was usually brought in with a great deal of ceremony, and, we find numerous accounts telling of the songs sung over it and the decorations used. We might reproduce this custom by the use of the pig's head, served on a large platter and garnished with holly.

During the nineteenth century a great many of these old traditions were allowed to die out; but the twentieth century has brought forth a movement which tends "to revive the best of the old and harmonize it with the new." The American home is doing its bit to bring back these old customs which for centuries have characterized Christmas and have been so dear to our ancestors.

ROSA PAYNE HEIDELBERG

Q. E. D.

Better paid teachers will mean better prepared teachers; better prepared teachers will mean better taught children; better taught children will mean better citizenship.—Edwin P. Morrow, Governor of Kentucky.

V

NEWS AND OPINIONS OF OUR EDUCATIONAL CONTEMPORARIES

RECOMMENDATIONS OF THE COMMISSIONER OF EDUCATION LOOKING TO THE BETTERMENT OF THE BUREAU OF EDUCATION

From the Annual Report of the Secretary of the Interior for the fiscal year ending June 30, 1920, the following recommendations of Philander P. Claxton, Commissioner of Education, are especially to be noted:

The Commissioner of Education has submitted a series of 29 recommendations for the betterment of the bureau so that it may effectively deal with the very complex problems of an educational system to meet the needs of over 20,000,000 children residing in a territory so vast that conditions vary in all gradations, from those common to the extreme tropical zone to those prevailing in the extreme frigid zones. He desires to restore several activities of the bureau for which Congress did not appropriate the necessary funds during the last year. They are in connection with school-directed home gardening in cities and towns of over 2,500 inhabitants, one of the best and most valuable forms of employment for children between the ages of 8 and 15 years; the instruction of persons of foreign birth in the English language, and in the geography, history, industrial requirements, and manners and customs of our country, a work vitally important to the strength and welfare of the Nation; community organization, for the purpose of gathering the activities and interests of communities around the schoolhouse as a center; educational extension, to extend education for vocational efficiency, for citizenship, and general culture to many of the 4,000,000 recently discharged soldiers, to millions of laboring men and women and to the recently enfranchised women of the United States, to the millions of foreign-born men and women who wish to become acquainted with the ideals of America, and to the 2,500,000 boys and girls who every year attain their majority and enter the rank of active citizens; education of racial groups, for the purpose of solving the problem of the adaptation of the means of education to the Negroes of the United States and the education of the backward peoples in its Territories and possessions; and school-board service, through which the bureau can greatly help boards of education and boards of trustees of universities, colleges, normal schools, and technical schools in finding teachers of the grade and kind that are sought from the coun-

try at large rather than from local communities. All of these activities have at one time been carried on by the bureau and the need for them has been amply shown.

In addition to the re-establishment of those things already mentioned, the commissioner recommends that the bureau receive appropriations for and take up the investigation of the education of the exceptional children, such as the deaf, the blind, the incorrigible, the diseased, and those whose superiority, general or specific, makes it desirable that they be given special opportunities in special subjects or for general promotion; the investigation of adult illiteracy and the dissemination of information as to the best methods of teaching illiterate men and women to read and write; co-operation with schools, universities, colleges, and normal schools in making important and definite experiments under scientific control in elementary and secondary school education; and co-operation with State and county officers in establishing and maintaining model rural schools for the purpose of adding to the effectiveness of rural schools throughout the United States.

For the established work of the bureau in the fields of higher education, rural schools, commercial education, child health, city school administration, visual instruction, co-operation between school and home, industrial training, foreign educational systems, statistics, and medical relief in Alaska, the commissioner desires increased appropriations, additional members to the staff of expert workers and clerical force, larger traveling and printing funds, higher statutory salaries, and the removal of the limitation placed upon salaries paid from lump-sum appropriations.

He renews his recommendation for the erection of a building adequate to house the educational activities of the National Government, and suggests that such a building might properly be erected in memorial of the patriotic services rendered by the schools, their teachers, and pupils during the Great War, and that these teachers and children might well be permitted to contribute to the cost of the building.

TODAY WE RECOGNIZE THAT THE STATE "HAS CHILDREN TO EDUCATE"

An interesting sidelight on the old days in education is to be had from reading the following paragraphs taken from the *Rockingham Register* of August 30, 1866, a weekly paper published in Harrisonburg, Va.

"We direct special attention this week to the various schools in Virginia advertised in the Register. As the time is very short before the sessions will commence, it is hardly necessary to more than bring prominently for-

ward each school, so that our readers who have children to educate may make their selections.

"In Harrisonburg, we have the Rockingham Female Institute, Rev. Mr. Custer, Principal; Rockingham Male Academy, E. H. Scott, B. F. Wade, and C. F. Harris, Principals; Miss Alice Houck's school for children; Miss Mollie McQuaide's school for children; Miss Fannie Lowman's school for children; also, Miss Carrie Harrison's school for children. Rev. A. P. Boude will open a select school for young ladies in the basement of the M. E. Church on the hill. These various schools offer facilities and opportunities to scholars of all ages and attainments.

"The Male and Female Academies will both be opened in New Market under competent teachers.

"From this array of Academies of instruction, we are sure those who have children to educate cannot fail to select some one of them to patronize.—The great point to be considered is, have we not in Virginia schools sufficiently comprehensive in design to meet the requirements of the times, without sending our youth to distant States?"

DOES MERE CHARM HELP WIN HIGH MARKS?

Goucher professors are inclined to agree with Professors Brown and Tate, of the University of California, who recently made the statement that a pretty girl can "vamp" her way through college.

"There is, indeed, a grave tendency among professors to be influenced by the beauty of their students in the giving of marks," says Professor Harry T. Baker, of the English department. "In fact, I have found myself that I must guard against not only personal attractiveness of the girl, but her capacity for 'blarney' as well. I should say that at least ten per cent. of our students think they know how to 'work' their professors for marks."

Mr. Baker is supported in his belief by Dr. Ella Lonn and Dr. Mary Williams of the history department. Dr. Lonn states that not alone are the men susceptible to the charms of their students, but the average girl will choose a class under a man professor in

preference to that of a woman because she knows that the women are apt to be more critical and exacting than are the men.

"Men are influenced by the pretty girl," says Dr. Williams, "but I do not know that they are more strongly influenced than the women would be by attractive male students. I have known several instances of women professors in coeducational colleges who have become 'foolish' over their pupils and have even gone so far as to marry them."

Dr. H. H. Lloyd, professor of chemistry, denies that the "good-looking" girl has any more chance than her sister who is less fortunate. He declares that, although an unmarried man may be more susceptible to the wiles of students, the married man does not regard them as girls, but considers them, impersonally, as individual students without regard to the sex.

"It is true that very frequently the clever girl is pretty as well," Dr. Lloyd admits, "and this may be responsible for the prevailing belief that the pretty girl 'gets by' on her looks."

The students themselves admit that it is not work alone that gets them their A. B.'s. It is not a difficult matter, they say, to gauge a "Prof." and know whether or not it is necessary for them to exert themselves in his classes.

"There's no need of worrying about 'flunk slips' if you know how to handle 'em," is the verdict of a senior who has used her system successfully throughout her four years of college life.—*Baltimore Sun*.

BALTIMORE CITIZENS FACE FACTS

In an address before members of the City Club of Baltimore the evening of October 30, Dr. George D. Strayer, of Teachers College, Columbia University, asserted that Baltimore had been neglecting her schools. Business men who sat listening did not say "You are knocking our town, you outsider;" instead, they listened all the more intently and left the meeting determined to put through the bond issue on November 2, wherewith to provide money for the construction of good school buildings in the City of Baltimore.

"The standard relationship," Dr. Strayer said, "between window area and floor space is

one to five; that is, the window area is 20 per cent of the floor space. Half of the class rooms of Baltimore have less than 15.2 per cent window area in relation to floor space.

"Photometric readings show that in many of the darker rooms the children have less than two foot-candles of light provided on their desks, compared with a standard of nine foot-candles, which most of us provide for ourselves in order that we may use our eyes comfortably.

"The greatest danger to school children in Baltimore," as revealed by the survey he is conducting, Dr. Strayer said, "has to do with the fire risks in many buildings. In very few cases is the heating plant enclosed in a fireproof room. Since school fires occur in the basement, in connection with the heating plant, it would seem that this minimum of protection ought to be provided in every school building. Baltimore is fortunate in having escaped any great catastrophe such as have occurred in schools in other communities."

RANDOLPH-MACON GRADUATES

According to a recent announcement made by Randolph-Macon College, Ashland, Va., the total number of graduates of the institution up to 1920 is 945. In view of this rather small figure, it is interesting to notice how large, comparatively, bulks the number of graduates now engaged in various professional activities. These are preliminary figures, but indicate something of the superior training which Randolph-Macon graduates must receive.

Ministry, 178; law, 140; medicine, 97; college presidents, 32; college professors and instructors, 109; other teachers 202; missionaries, 13.

NATIONAL GOVERNMENT CAN NOT DISREGARD EDUCATION

The Federal Government can not afford not to promote education. When Herbert Fisher, Minister of Education, asked the English Parliament during the Great War for increased millions for the support and extension of public education, the question was raised as to whether the British Empire could afford it under existing conditions. Mr. Fisher replied that when a nation is

considering a productive expenditure which is not only an investment but an insurance the more important question is whether it can afford not to spend the money. Parliament responded and voted the increased appropriation. The same question confronts the American Nation today. Education can not be disregarded by the National Government. National ideals can not be realized without national leadership and support. There must be the unifying influence of a national incentive that education may accomplish the greatest good and make the largest contribution to national welfare.—*N. E. A. Bulletin* for November, 1920.

We believe that at no time in the history of education has it been so important that teachers and school administrators should unite in a determined effort to render to the public the most devoted and efficient service of which they are capable. Fidelity to our trust must be our watchword, improvement of our service must be our unswerving aim.—Resolution adopted by the National Educational Association, Salt Lake City, July, 1920.

WHAT DOES "EDUCATED" MEAN?

We once taught our youths to make Latin verses, and called them educated; now we teach them to leap, and to row, to hit a ball with a bat, and call them educated. Can they plough, can they sow, can they plant at the right time, or build with a steady hand? Is it the effort of their lives to be chaste, knightly, faithful, holy in thought, lovely in word and deed?—John Ruskin. (1868)

We can not over-emphasize the significance of inspiring pupils to interest themselves in developing initiative in selecting things in nature and art to enjoy through close and continued study through observation.—A. E. Winship.

The Bureau of Education, Department of the Interior, during the year ending June 30, 1920, received requests for 5,600 teachers and made 5,000 nominations for positions.

Taxation of real estate values, and especially of unoccupied land, will be a major source of enlarged school revenues for a number of years to come.—W. Randolph Burgess.

VI

THE BOOK OF THE MONTH

MODERN PUNCTUATION

In his *Modern Punctuation* Mr. Summey has given us a gripping book, alive and thought-provoking, not a textbook or a printers' manual, though a work to be appreciated only by those who have not despised the guidance of these pedagogues to punctuation. It is a dissertation—if one may use so dry a word for a book so juicy—on contemporary usage. Attention is concentrated upon the practice in recent American-printed books and in periodicals of 1917 and 1918. Much of the truth that the author brings will not reach pupils except through broad-minded teachers. The book will be enjoyed by trained writers and expert printers, who have honored the "laws" of punctuation, until, having become masters, they are now restrained by something far more than mere rules—by a sense of tone and emphasis and a love of proportion.

It seems worth while to give, largely in fragments from his own sentences, the author's chief doctrine, as gleaned throughout the entire book.

Punctuation is an art; it is not a code. It is not a matter of mere mechanical correctness, to be secured by dogmatic prohibition or prescription, in which useful alternatives are too often ignored. It is to be constantly and discriminatingly adjusted to the purpose in hand, not according to any set of rules, but according to individual circumstances. Punctuation has no excuse for being except so far as it is an aid in conveying the writer's meaning as clearly and as economically as possible, with the right kind of movement and the proper distribution of emphasis. But this is high service—to be a help in bearing the poet's message, along with the words and the eloquent white space, which allows "a bit of silence all about the writing."

Mr. Summey warns us that the use of too many punctuation marks is sometimes rhetorical vanity. They are not intended to be noticed for themselves. The fewest and least obtrusive marks that will do the re-

Modern Punctuation, by George Summey, Jr. New York: Oxford University Press. 265 pages. (\$1.50).