part of the representative assembly of this powerful organization. This one step has furnished the connecting link between the individual teacher in the class room and this national organization through the medium of his local association and the State Association. Virginia is entitled to six delegates to this national meeting and the motion accepting the conditions of affiliation stipulated that the President of the State Association must be included as one of the delegates.

**Selectiveness**

It is encouraging to note that Superintendent Hart in a recent letter to the Division Superintendents not only urged them to do what they could to increased local levies sufficiently to produce a reasonable amount for teachers' salaries, but also urged that this fund should be distributed in such a way as to encourage trained teachers to take up the work in rural schools. Further on Superintendent Hart suggests in regard to recruiting teachers for the educational institutions and particularly for the University, William and Mary, and the four Normal Schools that:

"Heretofore many of us have been driven to the rather unwholesome practice of attempting to induce almost everybody to enter the teaching profession. By making an earlier start I sincerely trust that we will find sufficient latitude to really undertake the process of selection. Having selected a number of individuals, the attractiveness of teaching ought to be held out to them primarily. Few of them will find a happier chance for helpful and pleasant public service. In addition, the financial remuneration will next year be more encouraging."

I believe that the community's duty to education is its paramount moral duty. By law and punishment, by social agitation and discussion, society can regulate and form itself in a more or less haphazard and chance way. But through education society can formulate its own purposes, can organize its own means and resources, and thus shape itself with definiteness and economy in the direction in which it wishes to move.—John Dewey.

**VIII**

**A READING LIST FROM THE MONTH'S MAGAZINES**

"The Nation's Supreme Task", by Edwin A. Alderman. *The World's Work*. Education as the Nation's supreme duty—but a practical education, spiritually as well as materially.

"The New Ignorance," by Lothrop Stoddard. *Scribner's Magazine*. A call to the constructive minds of the world to combat the threat of the New Ignorance which has wrought havoc in the realm of ideas by shattering the world's intellectual life through the recent war.

"Robert Louis Stevenson's Contributions to Life and Literature," by Lauchlan McLean Watt. *Scribner's Magazine*. A tenderly sympathetic presentation of the things of the spirit that enabled Stevenson to go bravely on amidst the many handicaps of his life until, like a few other rare souls like him, he "saw God's face looking straight at him."

"Helping Children to Write Christmas Stories," by Elizabeth M. Durkin. *Normal Instructor and Primary Plans*. An abundantly illustrated presentation of plans and materials, having as an aim the development of interest enough to keep a class awake without constant resort to the gavel.


"Social Relations in Children's Books," by Alice M. Jordan. *The Survey*. An inquiry concerning itself with the examination of the ideas of social relations obtained from a number of recent books intended for boys and girls.