

which he refers to the author as "a pioneer in the elucidation of an immensely complicated and largely unexplored subject." In Mr. Johnston's pages he finds "an ample accumulation of material and an earnest and enthusiastic discussion of the manifold aspects" in which biography can present itself.

In the chapter entitled "Nihil Nisi Verum" one meets the question of how far the biographer should go in his disclosures of his subject's foibles and weaknesses. Here the author sets up standards that will enable one to read more discriminatingly many biographies now current, such as Hibben's *Life of Henry Ward Beecher*, Rupert Hughes's or W. E. Woodward's *Life of George Washington*, Russell's *Benjamin Franklin*—biographies that present a picture much more human than "ideal."

The broad scope of the term biography is apparent as the author discusses its many types, chief among which are: the autobiography, memoirs, diaries, the confession, the letter, the biographical essay, the literary portrait, the literature of travel, biographical poetry.

The appearance of this posthumous volume will be especially gratifying to the many friends of James Johnston who were shocked at his death last June. In this book is ample evidence of a success that lay just ahead of him in the field of literature. Following the completion of this work, it was his purpose next to write a life of Matthew F. Maury, a most appropriate objective, for it would have combined Mr. Johnston's interest in science and his application of the very principles of writing which he has analyzed in the present volume. But for his untimely death, one may be sure that "Biography" would shortly have been followed by other studies of equal merit with this one.

We can not better close than with the foregoing appreciation from Mr. Conrad T. Logan, colleague of Mr. Johnston, and joint-editor with him of THE VIRGINIA TEACHER.

ELIZABETH P. CLEVELAND.

Of the graduates of New York State normal schools and teachers' colleges in the past six years, it is known that 94.25 per cent taught the year after graduation, and that 96.42 per cent of those who taught were employed in the schools of the State of New York. The relatively small number not recorded as teaching includes those who are continuing their studies, those who were unable to find positions, those who failed to report their movements, and those who married or died.

ECONOMIC RESOURCES AND SCHOOL COSTS: 1926

Some Measures of Our Educational Interest

IN 1926, the estimated value of tangible wealth in Virginia was \$5,702,450,000; the yearly current income was \$1,264,561,200; the amount in savings accounts was \$229,383,000. This state expended \$49,549,100 for the construction of buildings; and a total of \$74,878,320 for the following articles: soft drinks and ice cream, theatres, candy, chewing gum, tobacco, sporting goods and toys, jewelry, perfumes and cosmetics.

As compared with these indications of its economic resources and buying power, Virginia expended \$21,755,438 in 1926 for public elementary and secondary schools.

For every thirty-eight cents expended in 1926 for public schools, the people of Virginia had \$100 of tangible wealth; for every \$1.72 expended for schools the people of Virginia had \$100 of current income; for every \$9.48 expended for schools, there was \$100 in the savings accounts; for every \$43.91 spent for schools, the people of Virginia spent \$100 for building construction; and for every \$29.05 expended for schools, \$100 was expended for the above mentioned luxuries.

Below National Average

In only two of these items does Virginia show a better interest in education than does the nation as a whole. These are in the proportions that the public school expenditures are of the total savings accounts and of the building expenditures in the state for 1926. It is interesting in this connection to give the similar data for the United States as a whole.

For every fifty-five cents expended in 1926 for public schools the people of the United States had \$100 of tangible wealth; for every \$2.25 expended for schools the people of the United States had \$100 of

current income; for every \$8.18 expended for schools there was \$100 in the savings accounts; for every \$29.42 expended for schools the people of the United States expended \$100 for building construction; and for every \$32.39 expended for schools \$100 was expended for the above mentioned luxuries.

These data . . . represent authoritative educational research effort from the highest sources available in such matters, and as such are worthy of close consideration.

Two Significant Facts

Two of the other comparative facts that come to light in this table are exceedingly significant.

In 1926, only five states expended for public schools a smaller percentage of their yearly current income than did Virginia (1.72 per cent). These were as follows: Georgia, 1.27 per cent; Kentucky, 1.41 per cent; Rhode Island, 1.58 per cent; District of Columbia, 1.59 per cent; and Maine, 1.70 per cent.

Nevada was the only state with a smaller per cent than the yearly schools costs were of the total value of her tangible wealth. The figure in that state was 0.31 of one per cent. The corresponding figure for Virginia was 0.38 of one per cent, and Georgia tied with her for second place from the bottom.

While the other items make a better showing for Virginia, the two given are perhaps the best gauges of the support which Virginia is furnishing to her public elementary and high schools in proportion to her ability to do so. From these figures, one seems forced to the conclusion that Virginia is able to do much more handsomely by her educational system all along the line—elementary, secondary and higher—than she is doing at the present time.

What concern of the state is more important? The thoughtful citizenship of the state can well afford to ponder the figures. They are full of significance.

In this connection, the following quotation from the recent Educational Survey of Virginia is a pertinent one:

"The people [of Virginia] are proud of the status of Virginia among sister states and they are jealous of her prestige. They appreciate today as they have not appreciated heretofore, the fact that one state cannot keep abreast of other states unless its educational system is extended and perfected as the social conditions in the state become more complex and as neighboring states improve their educational programs. Virginia understands that a community within the state cannot prosper if it is detached and remains isolated from and independent of other communities. In the same way, a state cannot prosper unless it takes account of and is governed by the development and activities in other Commonwealths."

University of Virginia News-Letter.

CLASSES IN SIGHT-SAVING

Teachers of children with seriously defective vision in sight-saving classes must have unusually good eyesight themselves, pointed out Mrs. Winifred Hathaway, Associate Director of the National Society for the Prevention of Blindness, of New York City, addressing the International Council for the Education of Exceptional Children in Toronto. Other personal and educational qualifications for prospective teachers were outlined by the speaker, who is recognized as the best authority in America on the subject of sight-saving classes.

"No longer do we believe that in specialized lines of education only those suffering from defects similar to those of their charges can appreciate these sufficiently to make understanding teachers. The blind taught the blind; the deaf, the deaf. It needs only to reduce this to the absurdity of mentally deficient people for teachers of the sub-normal to prove the fallacy. If a teacher has *not* in her make-up that aptitude for vicariousness which enables her to appreci-

ate the difficulties of her pupils, she would better choose some other profession.

NEW GLASS ADMITS ALL SUN RAYS

HOSPITALS and many private homes where there are children have been intensely interested in the new glass produced in recent years to admit the ultra-violet rays that the ordinary window glass almost shuts out. Manufacturers proved by experiments in physical laboratories that the new glass admitted these very necessary sun-rays. An interesting point has been raised by Dr. W. T. Bovie of the Northwestern University Medical School at Chicago, Illinois. Dr. Bovie claims that he has had even better results with chicks than the laboratory experiments would lead anyone to suppose. Professional men are divided, however, in what they really think about this ultra-violet admitting glass. Some of them swear by it and use it in their playrooms for their own children. The most authentic and conservative reserve their judgment. Meanwhile Dr. Bovie, experimenting with chicks, finds it more effective than the physical tests would suggest.

ONE HUNDRED THOUSAND DOL- LARS FOR THE REMOVAL OF ILLITERACY

Alabama will spend fifty thousand dollars out of the State Treasury annually for the removal of illiteracy, the Legislature which recently adjourned having made such appropriation. This amounts to \$37,500 over its previous annual expenditure for this purpose. Since the county and city school boards are authorized to make similar appropriations to meet state expenditures, it will probably mean one hundred thousand dollars expended annually to wipe illiteracy out of the State.

MAY DAY

By GRACE TURNER, Staff Associate of the
American Child Health Association

In through the windows May is breaking
Out of their sleep the children waking;
They will be quick to follow the light
Over the hills and out of sight.

Some say that fairies, with hair like silk,
Come begging of mortals a bowl of milk;
Some say that you must not let them in
Lest tears and trouble should somehow
begin.

But I, if I saw a fairy today
Swinging on grasses along the way,
Should feel that he surely must be good
And I'd stop to speak to him if I could.

I'd heap up a big bowl full to the brim
And Oh most courteously offer him;
Then, "Will you excuse me?" I would plead,
"For swift to the meadow I must speed.

"We're winding a daisy chain, you see,
"And down in the meadow they wait for me.
"We're singing a song the May to greet
"And I want to sing, for the song is sweet."

"We're singing of children who love to go
"Where breezes laugh and play and blow;
"Where clover blooms in the pasture land
"And milch-cows in the tree-shade stand.

"We sing of plows that cleve the earth
"And of the seeds that bring to birth
"All things that make us grow and live,
"All things that strength to bodies give.

"We sing of sleep at set of sun
"For beasts, birds, children, everyone;
"We sing of happiness that lies
"In human hearts and heaven's skies."

As I go skipping down the lane
I'll look for fairies all in vain;
But I shall dance and sing today
To greet the children's First of May.