EDUCATIONAL COMMENT

CHARACTER BRINGS RESPECT AND PRAISE

Whites and Blacks Throughout South Africa Pay Tribute to African Christian Chief

D. McK. Malcolm, Acting Chief Inspector of Native Education for Natal, South Africa, recently sent from Pietermaritzburg to Hampton Institute the following statement concerning Chief Khama, whose death has been mourned alike by whites and blacks throughout South Africa and whose Christian life has been referred to again and again by missionaries and government officials:

"He was chief of the Bamangwato section of the Bechuana people, resident in the Bechuanaland Protectorate of South Africa. He lived to a great age and has been an outstanding figure in Native life for many years. He was baptized, at the age of twenty-five, on May 6, 1862, and he never looked back."

Inspector Malcolm also forwarded a copy of the leader in "The Natal Witness," from which the following excerpts are taken:

"A fine old English gentleman, for all he was a native and had a black skin. 'Every inch a black man, and every inch a gentleman.' . . . It is significant that two men, writing of the same man, and that man a black man, should stress exactly the same point to show the character and attainments of their subject. Khama may lay claim in the history of South Africa to be the greatest of native chieftains. His whole life of over ninety years —at least his whole public life, and that extended over a period of half a century—was an example, not only to black men, but to white men also, of what loyalty, sincerity, and, above all, Christianity can accomplish in the heart of a man. . . ." "Khama owed far less to the influence of European civilization than to something which was born with him long before civilization was known to him and his people. It was that indefinable thing, almost lacking in name, which we call 'character.' . . . Khama had it, his life expressed it, his actions endorsed it, his death places upon it the stamp of reality.

"Those who speak contemptuously of the black races, arguing their inability ever to achieve the moral and intellectual level of the white, are confounded by such a man as Khama. . . . Khama proved over more than fifty strenuous years that there is something in the soul of a black man worth cultivating, something in the mind of the black man worth training, something in the heart of the black man worth stimulating, and all this to the good of a country where the black man preponderates in teeming millions."

IMPORTANT SURVEY WORK BY THE STATE DEPARTMENT OF EDUCATION

A high school survey of the town of Ashland and Ashland Magisterial District, Hanover County, is now being made under the general direction of the State Department of Education with the cooperation of the U. S. Bureau of Education, according to Superintendent Harris Hart. This is one of several local school surveys made in Virginia during the present academic year, it is said.

The purpose of this survey is to determine whether it is feasible to consolidate the high school facilities of the town of Ashland and Ashland District or whether a separate high school should be maintained in each of these school districts. Henry G. Ellis, State Supervisor of High Schools and M. L. Combs, Assistant Supervisor of High Schools, are being assisted in the survey by Dr. K. J. Hoke, Dean of the College of William and Mary, and Dr. J. C. Muerman of the U. S. Bureau of Education.

Next week it is planned to undertake a survey in Northampton County, the objective
of which will be to ascertain the wisdom of consolidating certain high schools within the county. At work on this survey will be representatives of the Department of Education, the U. S. Bureau of Education, and William and Mary College.

These surveys are typical of several others that have been undertaken this year. Maury High School in Norfolk was surveyed by a committee consisting of Dr. W. R. Smithey of the University of Virginia, Dr. K. J. Hoke of William and Mary, and Henry G. Ellis of the State Department of Education, in order to determine the general efficiency of this school. The report of this survey has been completed and laid before the Norfolk City School authorities.

In Fluvanna County an effort was made to accurately determine whether one high school can be so established as to serve the entire county. The report of this survey has been before the county school board of Fluvanna for several months.

With the probability of showing that greater efficiency may result from consolidating certain high school interests in Augusta County, this session a survey was undertaken of the Waynesboro-Basic vicinity. Here two accredited high schools are maintained within a mile of each other and not far distant are two other high schools. When completed, a survey report urging consolidation of these high schools was made. Although the towns of Basic and Waynesboro are under separate municipal administration it was pointed out in that interest of both economy and efficiency it was the better part of wisdom to consolidate the schools concerned.

In commenting on the surveys thus far undertaken in the State this year Superintendent Hart said, "With the increasing demand for enlarged school facilities and the increasing cost of such facilities, the practical thing to do is to make as sure as possible the justification of anticipated expenditures for certain schools by painstaking surveys in advance of these expenditures. On this plan, facts take the place of opinion. It is encouraging to note the growing demand for local school surveys. This to me is one evidence of a more thoughtful consideration of public education both by the interested public and by school authorities, stimulated it may be by the county unit of school administration."

I WIsh every parent could see this school

It has only thirty pupils, but the tiny school, standing starkly out on the bleak prairie at Porter, Mo., is one of the most inspiring in America. It has proved that real education, instead of a pitiful substitute, can be given to twelve million American boys and girls who are under the blight of scattered, neglected, and justly despised one-room schools.

Most of us, these days, have comfortably hazy ideas about the country schools. We make highfalutin oratory about the little red schoolhouse, sing pleasant idiocy of "dear old Golden Rule days," and get sentimental over the tune of a hickory stick. And, to be sure, the one-room school has been a great civilizer and has contributed enormously to our democracy. Many successful men of the older generation look back to it with gratitude.

But they would not take a chance on an employee today who had no other schooling. The fact is that the country school is no more a fit subject for sentiment than a hickory stick, and that is exactly none at all for anyone who ever experienced either. The happy dream grows brighter the farther we get away from it. Actually the one-room school of today is justly called the "dregs of our educational system." That is saying a lot. It is usually a kind of hovel to which the unfortunate children of the farms go when sufficiently driven, so that an incompetent and underpaid teacher may hammer into them a few rudiments of formal education—most of it useless to them. The chance of finding anything valuable in such a school is about the same as the Biblical chance that any good thing would come out of Nazareth.

The educational "leaders" have mostly given up such schools as hopeless. Not a few froth at the mouth at any suggestion that they can be improved, for fear that the discussion will distract attention from other projects. Most official efforts are concentrated these days on the consolidation of rural schools, and, beyond doubt, such schools are better where they are possible. But consolidation is often not possible, and meanwhile there are
those twelve million children—with new ones every year.

The Porter school is a deliberate challenge to every miserable country school in America, and to all who let them stay miserable. It was one of the worst. When the reform started, the building was a wretched shack, without books, apparatus, or decency. Through the district living conditions were appalling; farming practice was poor, there was no community spirit, co-operation, initiative, faith, or, except with a very few, hope or even ambition.

Some seven or eight children usually went to the school and learned the rudiments of the Three R's. They learned to read words, but not books or newspapers. They learned some facts about geography—the length of the Mississippi, for example—but nothing of use to them about the world. They learned names of English Kings and lists of presidents, but nothing that would help them to understand or meet life. They learned nothing about their own farm world, nothing that would help in field or kitchen, nothing about themselves or how to live in either physical or mental comfort.

"She Saved Our Children"

Of course they quit as soon as they could. Farming was more interesting and vastly more profitable; but they left the farms too, whenever possible, for the still more alluring job of tending factory machines or driving trolley cars, and for the thrills of factory-town slums. Whether they went or stayed, the school had given them nothing that made them more valuable to themselves as citizens, or that aided them to lead any kind of a decent life anywhere.

Even today Porter has no advantages above the average except what it has created for itself. Yet it gives its pupils training that not only puts them ahead of the graduates of the neighboring city or consolidated schools in routine educational work, but also fits them far better for the troublesome business of living. And, in addition, it has awakened and inspired the whole community till it has changed almost beyond recognition.

I had heard remarkable things about this school, but as my credulity has been pretty thoroughly strained during many years of reporting, I salted all these reports carefully before swallowing them. It was a waste of salt. The cold truth about Porter is beyond anything I had been told. I wish every parent in America could know it. There would be a revolution in education next day.

I went with the teacher, Mrs. Marie Turner Harvey, to visit the mother of three of her girls, a farmer's wife of the kind who keep the world safe for humanity. She fidgeted till she managed to get me alone for a minute.

"Just by looking at the school, you can't begin to see how much Mrs. Harvey has done for us," she whispered hurriedly. "She has pretty near saved our children. They didn't have a chance before. All they were fit for, when it got through with them, was to be poor, stupid, half-starved farmers, or cheap city labor. It didn't start them toward anything, or even teach them much.

"But she's done a lot more than that. She's changed the whole community. You ought to have been here ten years ago to understand. This was a pretty poor place then. She's made us better farmers and better housekeepers and better husbands and wives and better citizens. She keeps our children away from the cities. She has even raised the price of land. We are healthier. Oh, I can't begin to tell you how much we owe her!"

Mrs. Harvey herself passes much of the credit for these things back to the farmers and their wives, especially the wives. But there is no question about the amazing change that has come inside the school nor the equally wonderful one that has grown up outside of it.

"Hickory Stick a Myth at Porter"

In the first place, the building, though tiny, is now not only comfortable but attractive. There are pictures on the walls and many shelves of books. The cellar has been finished and is used for many purposes, including domestic science and manual training. Besides the furnace which has replaced the ancient barrel stove, there is running water, with rows of individual towels on neatly numbered hooks. The air of the place is refreshing, clean, and comfortable, and it shows in the children, who unmistakably have the habit of carefulness. One of the evidences of this is in the books in use. Some of them have been handled by every class since 1915, yet they are clean and whole and neither marked nor dog-
The real delight is in watching the children. There is a certain definite atmosphere about all those schools where the youngsters are being made into real men and women, instead of being merely stuffed with information. This school has it. It is an air of interest, of enjoyment, of that kind of happy achievement which is even more fun than play is. There is alertness, order without restraint, self-confidence without self-consciousness. The lack of “discipline,” of silent and rigid postures, and of fearsome awe is the thing that stands out most clearly. The comfortableness of the Porter school would have driven an old-style teacher to frenzy.

“Rigid discipline is for the benefit of the teacher and not of the children.” Mrs. Harvey smiled when I mentioned the subject. “It prevents the children’s growth in a dozen ways—cramps them. It hampers thought, stifles inquiry, kills initiative and individuality. After they leave school these children will have no drivers; they must control their own work and learn from their own mistakes, and the sooner they begin to do those things the better.

“I couldn’t get such results with any other method. Giving the children freedom lets them develop along natural lines, leaves them free to ask questions, stimulates self-control and self-confidence, permits each of them to learn how he can work best, and lets them work that way. It is more valuable than any information I could teach them.”

“How about loafing and disorder?” I asked. The answer was what I expected—I have heard it in some form from every teacher of a true school.

“They come only when the children get bored,” Mrs. Harvey said. “So long as I can keep them interested in their studies, make them see that their school work is worth while, they won’t even want to waste time being disorderly. And if one happens to want to, the others won’t let him. Disorder, when there is freedom, reflects on the teacher really. Whenever there is a sign of it here I know that I am on the wrong track somewhere, and change my tactics. But strict discipline is a great protection for an incompetent teacher who can’t keep her pupils interested.”

Later I learned how these methods test out as against the usual ones. The Porter school has succeeded in giving three years of high-school work to recent classes, though there are no high-school pupils this year. The graduates go to the normal training school at Kirksville, four miles away, to finish, and there they are in the same classes with the products of the regulation methods, mostly of
the city's graded schools. These, by the way, are in session a month longer than Porter each year, giving their pupils an advantage of ten months' work on the schooling involved.

Two years ago Porter sent three graduates into a class of 167. Those three were the three at the top of that class. Last year there were four. Three of them are at the top of their class just now. Another evidence, not of scholarship, but of the usefulness of the school, is that before Mrs. Harvey's time the attendance averaged about 25 per cent of the enrollment. Now it is around 98 per cent, and there is no truant officer either.

So there seems to be hope for the one-room school. But this is only half the story; perhaps only a third, for the whole community goes to that little school and learns much. In clubs and classes, and through demonstrations, one after another of the different elements of better living have been taught. Those which are of a social nature are kept going. The economic lines of work have been continued only long enough to make sure that their lessons were established as community habits, and were then dropped to save energy for the next step.

At the beginning Porter was not a community in any proper sense of the word. There were churches—perhaps too many—but there had been no community meetings for ten years. There was no general social life. Young folks went to town for amusement, often much to their own harm. Marriages were too early, migration of young folks to the cities frequent. Now all these things have stopped. In a publication of the National Education Association the results at Porter are summed up as follows:

"The school has touched every interest of old and young, holding every boy and girl grown to maturity to the farm. Not one has been lost to the community... excepting in several cases where the family moved out of the community for business reasons.

"Through co-operation the school has become more than a community center; it is, in fact, a distributing center for efficiency, social and economic, used every day in the week, twelve months in the year. Its people are happy, contented, striving for the better things in life, and intensely patriotic because they are well-informed people."

All this has not been easy. There were opposition and great skepticism at first from many. How completely this has been changed is shown by the fact that the district is now taxing itself all that the State laws permit for the support of the school, and, in addition, the citizens are making heavy personal contributions.

The triumph would have been impossible without the devotion and self-sacrifice of Mrs. Harvey, and without other qualities in her too, which are even more rare. If all teachers were like her, the profession would be the most respected in the world, instead of what it is.

*A Woman Who Proved Her Point*

There is a considerable number of people whose consecration to human service puts them into uncomfortable and disheartening places—missionaries, slum workers, reformers, martyrs. But some perverse fate makes many of them grow unlovely under the stress of their work; hard, narrow, and sour. Mrs. Harvey is one of the rare type who instead grow more fine and broad and kindly. She is respected, and I think a little feared, but she is also loved by the parents as well as the children.

She is over forty now, very tall, straight, and slender, but without harshness in either face or bearing, and her hair is turning—from the story of her work, it should be dead white, by rights. She is of an "old family," gently bred and with a fine education, a woman of rich culture. Her ability to endure the physical hardships and mental isolation of her life at Porter is as remarkable as is her power of combining sympathetic diplomacy with high courage and inflexible purpose. It will be fairly easy for other teachers to follow in the road she has blazed, but no lesser woman could have been the pioneer.

Before coming to Porter, Mrs. Harvey had been instructor in a normal college, but became disgusted with the professional neglect of the one-room schools, although she had been and still is a leading advocate of consolidation. She believed that the one-room school could be made all that she has made Porter, and was willing to prove it.

*Almost Too Good to Be True*

So she undertook the work, suffered the discomforts of living in a rude community
and in a house so poor that she has to stuff rags around the front door to keep the place decently warm in winter. Although without private means, and with an aging mother to care for, she accepted a salary that was only $500 a year to begin with, and is still only $1,000. In fact, she has worked through most of her vacations to get enough money to keep going. She has even given much of what she made to the school. The aid of another devoted teacher, Margaret Crecelius, has made it possible for her to do this without neglecting the work.

Now, after ten years, she considers the experiment complete; the results proved. "There is no reason why as much cannot be done for almost any school," she told me. "Now that the methods have been worked out to a successful conclusion there is no unusual ability required of the teacher. She must be a real teacher—not a silly girl earning a few dollars in the easiest way she can think of. But she certainly need not be a genius."

"One thing is sure, however. She must have a home of her own. Such work as a teacher in a school like this must do would be impossible under the handicap of boarding in the house of some neighbor. A home of her own gives the teacher not only greater freedom and independence, but greater respect from the community. That last is absolutely necessary.

"In the last analysis success depends on the community. It depends chiefly on the mothers. They must give support, not merely criticism. They must co-operate, must do some of the work themselves. In the end there must be a majority who have this attitude, but my experience in the first years here proved that success can come if there are even one or two who are really helpers.

"Given that—a real teacher and one or two effective backers—and as much can be done anywhere. There will always be millions of children who must depend on such schools, no matter how far the movement for consolidated schools goes. But those millions can have a real chance and a real education if their people want to give it to them. It has been worth ten years to prove that!"

I told this story to my own mother, who was once a teacher herself and has been in close touch with education all her life.

"Those children have a better chance than most," she remarked. "I'd rather send a child there than to any city school I know of. It is the most hopeful piece of school work I've heard about. She's proved something that hardly seems possible—almost too good to be true."—Stanley Frost, in Collier's, The National Weekly.

REPORT OF THE CONFERENCE OF THE DAY UNIT SCHOOL

Teachers of Home Economics in Virginia met in Richmond April 16th to 21st. Mrs. Avery, State Supervisor of Home Economics, presided; and the first meeting was called by her.

In her opening address she spoke of the work that is being done and her hopes and aims for the future. She spoke of the Peptomist, the official organ of the schools that were represented, and told how it was published and by whom. It seems that each number emphasizes some phase of work carried on by some one of the schools under the direction of the teacher, for example, school lunch, good manners, cottage plan, home project, spring clothing, school grounds, summer wardrobe, etc. And the Peptomist goes abroad, as she has received letters of appreciation from Florida, Texas, Georgia, Alabama, Maine, Massachusetts, and New York. After Mrs. Avery had spoken in a general way of what the schools were doing, she had a roll call and each teacher told of her own work in detail.

After the roll call an address was given by Dr. J. A. C. Chandler, President of the College of William and Mary. His subject was "The Value of a College Background for the Home Economics Teacher." He said in part:

The college trained person can do a great deal to eliminate the old idea that Home Economics is a fad. They have a broader vision and background and are able to appreciate what it means for one to have a definite vocation. College, generally speaking, adds a sense of refinement, culture, good taste and is beneficial to society. In our homes we need more of these. Some think that home is a place to eat and sleep and the college trained woman has a higher appreciation of what home life means through her training in Home Economics.

Mr. Harris Hart, Superintendent of Public Instruction, was the next speaker. He took
special pains to emphasize the value of Dr. Chandler’s remarks.

The second morning we had the pleasure of hearing Miss Lula D. Metz, Miss Frances Sale, and Miss Adelaide Simpson. Miss Metz spoke on “The Opportunities of the Home Economics Teacher in the Community.” Miss Sale told us of the work that she is doing in the giving of aid in the education of boys and girls. Miss Simpson, Dean of Women, University of Virginia, spoke on “The Cultural Value of Home Economics.” In part she said:

A woman should (1) be master of detail, (2) have poise and freedom from worry, (3) be courteous and generous, and (4) have charm in order to conduct a well balanced household.

The next morning’s program was varied and a number of subjects were touched upon, such as “Co-operation of County Demonstration Agents,” discussed by Miss Burke, of Albemarle; “Yardstick for Measuring Results of Teaching”; by Miss Wilson of Harrisonburg; “The Hot Lunch”, by Miss Inger Scheise, of Williamsburg and Miss Blanche Davis, of Apple Grove; “The School Cafeteria for Profit”, by Miss Anna Allen, of Hampton. Miss Moffett, of East Radford, spoke on the “Project Method”.

The last morning’s program was started by Miss Fannie Lou Gill, of the College of William and Mary, on “Reference Books and the Use of Illustrative Material”. “The Cottage Plan” was discussed by Miss Mary Phillips, of Toano, and Miss Helen Ward, of Chester. “Unit Work” was discussed by Miss Inda Miller, of New London, and by Miss Madeline Blakey, of Burkeville.

Two of the afternoons were given to attending the Conference of the Evening School Teachers of Home Economics. The roll call of this group was very interesting, showing the wide scope of the work being done in evening schools. “The Purpose and Scope of Evening School Work” was discussed by Mr. R. V. Long, Director of Industrial Education in Richmond. “Methods of Teaching,” by Miss Moffett, of East Radford, “The Evening School Program,” by Mr. T. G. Rydingsvard of Norfolk, “The Evening School Teacher,” by Miss Wilson, of Harrisonburg.

The other afternoons and evening of the week we attended the Nutrition Clinic being conducted by Dr. William Emerson, of Boston. Regular nutrition classes were conducted at the different schools where the mothers and children came. Dr. Emerson said that the class could not be successful without the best co-operation of one or both parents. He said that the causes of malnutrition are: (1) physical defects, (2) lack of home control, (3) over-fatigue, (4) faulty food habits, and (5) faulty health habits. He stated also that candy was one cause. He quoted the Superintendent of Schools of Indianapolis that “the cost of repeaters alone will pay for the health work in the schools.”

**Myrtle L. Wilson**

**BUILDING PROFESSIONAL MORALE**

Dr. W. T. Sanger, the Secretary of the State Board of Education, is doing a fine bit of professional work in addressing audiences throughout the state on the subject of building professional morale.

He emphasizes the problem of morale among pupils, showing that it is just as real as the morale of the army, and doubtless, in the long run, not any less significant. Among the contributing elements, he mentions the parts played by music and athletics; but he cautions the public against considering them as anything but contributing elements. Student morale is built up chiefly by ideals of sound scholarship, with adequate marks, of course, as likewise by a good system of student honors, and the right attitude of the members of the faculty.

One of the most serious factors in keeping up the morale of the student body in the average small high school is the retention of the same faculty for a reasonable length of time; the frequent changes now commonly permitted are utterly destructive of the maintenance of a real morale. The student feels that apparently no one else has any permanent interest in his school; then why should he?

In regard to the morale of the faculty, Dr. Sanger notes pungently that the teacher can not be stimulated on nothing; that until living conditions, salary schedules, and the opportunities for recreation are improved, this problem of building professional morale is likely to be a slow process indeed. He further notes that a large factor in this matter is the
attitude of the teacher's superiors, the administrative staff, whose responsibilities lie along the line of prompt recognition of the teachers' contributions to the solution of school problems. As long as they are considered mere job-holders, there is not much incentive to efforts at building up a worthy professional morale.

MAGAZINES ARE ADVERTISING

In a recent assignment for a class in Investigation Cookery at Teachers College, students were asked to report on advertisements of foods and kitchen equipment. The following paper written by one of the students is interesting and original.

PRESENT DAY TENDENCIES IN THE MANUFACTURE OF FOODS AND EQUIPMENT

One would think we had reached Utopia when scanning the advertising section of a woman's magazine. The equipment is so easily manipulated that "my youngest daughter can use it," or a popular dessert is "as easily made as a cup of tea is brewed." It is a great surprise to me that these manufacturers who promise to do so much for us in the saving of time and energy do not offer to eat and digest our food as well, thus giving our bodies a complete rest.

A full page "ad" of an oil stove caught my eye because just previously I had used one in the "lab". "One match lights this stove;" why, oh why, didn't T. C. invest in such magic to save me using several and becoming red in the face besides? I read that a refrigerator is like a clean dish and that wooden plates are plates you never wash. According to geometry, things equal to the same thing are equal to each other, therefore this refrigerator must be one you never wash. Such luck to get out of washing the refrigerator! If you hate to wash a coffee pot, buy the kind where there is "no coffee pot, no grounds, no boiling, no waste." It dissolves in the cup. Or if you are a wife "who is at her wits' end," buy a certain brand and your troubles are solved.

Do you like toast, but hate the effort of turning it? Then buy a toaster where "even the turning is done without hand or fork." I should think they would offer to cut the bread and spread it.

Would you be healthy? Then use baking powder. "A wholesome food that brings health and comfort" is the tempting headline of another "ad". Think what a magnitude of strength a combination of such foods would bring!

And why, oh why, study infant feeding when "Perfect babies by the thousands" can be obtained by feeding some brands of milk? And if you would have your grandchildren remember you, use — aluminum ware, "from generation to generation."

Is there a flaw in anything produced today? Not according to our modern advertisements.

ATTRACTIVE SCHOLARSHIPS FOR HEALTH EDUCATION WORK

A series of scholarships and fellowships in Health Education is offered by the American Child Health Association to teachers, supervisors, and educational executives who have done effective work in Health Education, and who desire to improve their professional training in this work.

The sum of $10,000 has just been set aside for this purpose, and is to be awarded in the form of 25 scholarships and fellowships ranging in value from $200 to $1,000 each, placed in leading universities, normal schools, colleges, and other teacher-training centers throughout the country. Awards will include 15 Summer School Scholarships, and also traveling expenses for tours of observation to health education demonstration centers. Scholarships and fellowships will be available for summer sessions of 1923-1924. Awards for Summer Schools will be made about June 15.

Application blanks and further details will be furnished on request to the Committee on Teacher Scholarships and Fellowships of the American Child Health Association.

These awards are intended primarily for teachers in service who have been especially successful in teaching health, and are given for the purpose of improving professional training, to enable teachers to do more effective work in Health Education. They consist of five $1,000 scholarships and fellowships, open to college graduates now in service as principals or elementary school supervisors; five $500 scholarships for normal school graduates or college graduates now engaged in
classroom teaching; and fifteen $200 scholarships for holders of teacher's certificates, now engaged in classroom teaching. All of these scholarships are available for the Summer Schools of 1923 and the school year of 1923-1924.

SUPERVISING SUPERVISORS

Public education in the Philippine Islands has now reached a stage of organization where the greatest efficiency prevails—at least in the matter of organization, if not in education. There are teachers to teach the children, supervising teachers to teach the teachers, and if the following incident is true, there must be supervising supervisors, who have a much more difficult time supervising the supervising teachers than either the supervising teachers have in teaching the teachers or the teachers themselves have in teaching the pupils.

This sounds a bit involved, but the following letter will explain everything. It was sent by a lady teacher in one of the rural schools to the Director of Education, Manila, and while it is not offered as a form to be followed by any lady teacher of these United States who may at some time find herself in similar circumstances, it is recommended as vividly yet simply conveying what it sets out to convey:

Dear Sir:

I have the honor to resignate as my works are many and my salary are few. Besides which my supervising teacher makes many lovin's to me to which I only reply, "Oh, not, Oh, not."

Very respectfully,
Josefina Villareal
—The Cosmopolitan Magazine.

"FAUQUIER DAY—TWELFTH OF MAY"

At Warrenton on May 12, under the general direction of Mrs. C. S. McCarty, a strikingly fine historical pageant was presented. Various school leagues, farmers' unions, clubs, and organizations participated by staging spectacles, which were divided into four groups.

First came the series of representations of Indian life, second a group representing the colonial period, third the ante-bellum period, and fourth modern life. As an example of the use made of local historical events, the group of ante-bellum spectacles is listed here: 1. Plantation scene, showing negro women at work in cabin; 2. Plantation scene, showing men at work in fields; 3. Colored mammy; 4. Off for a frolic, showing an ox-cart; 5. Going to meeting, showing a couple riding pillion; 6. Heyday of social life in Fauquier; 7. Paying a social visit; 8. Fox hunt, showing hunters in costume (presented by the Warrenton Hunt Club); 9. Beginning of rail communication; 10. Warrenton Rifles, Capt. J. Q. Marr; 11. Mounted Rangers, Capt. Turner Ashby; 12. Mosby's Command, Col. John S. Mosby; 13. The Black Horse Cavalry, Capt. Wm. H. Payne.

Between each group of events were presented tableaux in commemoration of the founding of Jamestown May 13, 1607.

Mrs. McCarty, who has taken work in the summer school at Harrisonburg, is a supervisor in Fauquier County.

MISS BRINTON LEAVES HARRISONBURG

Miss Grace Brinton, head of the home economics department in the State Normal School at Harrisonburg for the past three years, took up on May 1 her new duties as an executive officer with the Child Health Organization of America, with headquarters at 156 Fifth Avenue, New York.

Miss Brinton has long had a keen interest in the health phase of home economics work, and during her first year in Harrisonburg was instrumental in bringing here for a lecture Miss Sallie Lucas Jean, director of the Child Health Organization.

A graduate of the University of Chicago and Columbia University, with experience as a teacher of home economics in Superior, Wisconsin, Cleveland, Ohio, San Jose, California, and Peoria, Illinois, as well as at Harrisonburg and in the summer school of the University of Virginia, and with experience as a hospital dietitian in Peoria and Cleveland, Miss Brinton goes to her new work with an unusual equipment.

Her departure from Harrisonburg is a source of genuine regret to a wide circle of friends in Virginia.
CINCINNATI SUPERINTENDENT SENDS VIGOROUS LETTER TO IRATE PARENT

Mr. James G. Mathews, teacher in the Washington school, was merely performing his duty in punishing Clifford Ries, pupil in that school, Superintendent Condon, of Cincinnati, avers in a letter to the boy's mother. Mrs. Ries had created a disturbance in the school following the punishment of her son. Superintendent Condor's letter makes it clear that he intends to uphold teachers who inflict necessary punishment upon pupils in accordance with the rules of the school board. His letter to Mrs. Ries is as follows:

"I have fully and personally investigated the punishment of your son Clifford in compliance with your request, and wish to say that there was no ground whatever for your complaint; and your request for an investigation should never have been made.

"I find that your son not only was not severely punished in the least, but that he was not punished enough to do him much good. The 'punishment,' if it can be called such, consisted of only two strokes with a light paddle. It was given by the teacher as the rules of the board require, in the presence of another teacher. Mr. James G. Mathews, your son's teacher, is a quiet, gentle, self-contained, considerate teacher, and a thorough gentleman who has the good of his pupils at heart, and who would never punish a pupil unnecessarily nor with severity. My only regret is that he did not report to me your own misconduct. You came to the school and created a disturbance by making an attack upon a teacher who had only done his duty, and by using profane and other improper language to the principal. If I had known of that at the time, I should have had you arrested at once and brought into court to answer a charge of assault as provided in the laws of Ohio. The laws of this State and the rules of the Board of Education authorize a teacher to punish a pupil when he deems it necessary; and for your further information I may say that I am instructing the teachers of your son to again punish him if he does not behave himself, and next time to administer a punishment that will have more effect than the last one had. If that should not be sufficient, he will be sent to the Boys' Special school which is especially organized for boys who are not willing to conduct themselves in a proper manner in the schools of their own district.

"And I want to say further, if you ever again appear in one of our schools and act or talk as you did during your recent visit to the Washington school, you will settle for that offense with the judge of the Municipal court. For we will not have our teachers abused or insulted when they have only performed their plain duty in correcting children and in trying to teach them lessons of proper conduct, good order, and obedience. There are no more important lessons to be taught in school than these, and any parent who has the good of his child at heart ought to be thankful to a teacher who will enforce such lessons, if necessary; and he ought to co-operate with the teacher to the fullest extent in order that his child may not grow up as a lawless, irresponsible, and defiant citizen; for all good citizens must conform to the laws and ordinances of the community and to the reasonable rules of the school. If he does not learn these lessons in school he will have a much harder time learning them after he gets out of school; and the punishment he will receive at the hands of the community will be much more severe than any he will ever experience in school."—Cincinnati School Index.

SHAKESPEARE'S PIETY SHOWN BY HIS PLAYS

Shakespeare, despite the rather wild Bohemianism of his time, was a religious man, said Professor William Lyon Phelps of Yale at the special services in St. John's Cathedral in celebration of the tercentenary of the publishing of the first folio of his plays. No one could read his masterpieces without feeling that behind them was a deeply religious mind and heart, and this belief he thought was borne out by the fact that Shakespeare left the rioting gayety of London and went to live the life of a country gentleman.

It was fitting to speak of Shakespeare in the place of the origin of the theatre, said Professor Phelps, for out of the church came directly all modern drama which can be traced back to the Middle Ages.

Next to the Bible the first folio of Shakespeare was the most important book in the
world, said Professor Phelps, and it was the most important original work in English. It was prepared by two actors, friends of Shakespeare, and but for their labors it was probable that half of his plays would have been lost to the world. Shakespeare was known before he was thirty as the greatest dramatist of all time, and it was the more remarkable that his greatness should have been recognized by his rivals and other contemporaries.

The honesty and sincerity of Shakespeare's characters, and the nobility of so many of them, were an index of the kind of man who wrote the plays. Professor Phelps quoted Hauptmann as saying that no one could read half a dozen plays by one man and not have a good idea of what kind of man he was. The reason so many people got excited about Hamlet was that Hamlet is a fascinating young man, representing also truth and sincerity of character. One of the most interesting years of Shakespeare ever seen in New York was the last, with Hamlet by John Barrymore and Jane Cowl as Juliet—The New York Times.

FOREIGN STUDENTS AT THE UNIVERSITY OF CHICAGO

The University of Chicago now enrolls 85 Chinese students, 64 of Russian birth, 35 Japanese, 28 Filipinos, 25 of Canadian birth, six born in Poland, six in Italy, and five in Korea; in all thirty-six foreign countries are represented in the student body. Of the 335 students of foreign birth in the University, one-fourth are Chinese.

More than sixty of these students are earning their way, partly or wholly.

A WORD TO STUDENTS

Whether you will falter and fail in the race or whether you will be faithful to the end depends on the training before the start, and on your staying powers, points upon which I need not enlarge. You can all become good students, a few may become great students, and now and again one of you will be found who does easily and well what others cannot do at all, or very badly, which is John Ferriar's excellent definition of a genius.—Sir William Osler.

CURRENT EDUCATIONAL PUBLICATIONS

A STUDY OF COMMUNITY RECREATION


Dr. Rainwater gives the origin of the play movement: Boston as the city in which it first appeared; and its support in all cases first philanthropic, and then public. The history of the movement he presents adequately as a series of seven stages, each of which differs in structural features and in function. The first four of these stages—the "sand garden" stage, the "model playground" stage, the "small park" stage and the "recreation center" stage, which developed in the years between 1885 and 1912—were attempts, primarily, to provide specific facilities for play in crowded sections of cities and, secondarily, to organize the play in those sections. The stages developing since 1912 which are the "civic art and welfare" stage, the "neighborhood organization" stage, and the "community service" stage (the latter is the present important phase of the play movement) have stressed social as well as physical development and have recognized the fact not only that playgrounds must be provided, but that standards of popular amusements must be raised.

In the fourth and fifth parts of the book Dr. Rainwater sets forth the flexible provisions and the great future possibilities of the movement.

Clearly the theme of the book is the play movement as a phase of social evolution. The book will find its greatest usefulness as a reference and textbook to the general reader and to normal school classes, but it will be valuable also to the practical director of play.

Marjorie Bullard

OTHER BOOKS OF INTEREST


Highly interesting stories of some of our foreign-born citizens who have done big things for America: Agassiz, Audubon, Bell, Bennett, Bok, Ericsson, Carnegie, Goethals, Grainger, James J. Hill, McClure, Mergenthaler, John Muir, Pulitzer, Pupin, St. Gaudens, Steinmetz, Theodore Thomas, and others.