

2. The attention of a crowd is easily diverted, it being more inclined to act on impulse than after deliberate thinking.
- G. They learned that Shakespeare had superior ability in portraying human emotions.

### III. Other Values Derived From the Unit

- A. Principles the children decided that *Julius Cæsar* illustrated.
  1. Civil responsibility rests upon us all.
  2. Our allegiances often seem to conflict, but in settling such problems we become stronger in character.
  3. There is danger in associating below one's level.
- B. Skills strengthened.
  1. They developed the following abilities in note taking:
    - a. Condensing material.
    - b. Organizing subject-matter in a logical order.
  2. They improved in the mechanics of writing by rewriting their character sketches until they were satisfied with:
    - a. the form of manuscript
    - b. the structure of the sentences
    - c. the use of punctuation marks and capitals.
  3. They improved in oral English by:
    - a. reading and interpreting rôles of different characters
    - b. reading aloud portions from reference books
    - c. speaking freely in class discussion.

### IV. Pupil's Bibliography

Jenks—*In Days of Shakespeare*  
 Noyes—*Tales of Mermaid Tavern*  
 Bennett—*Master Skylark*  
 Rolfe—*The Boy Shakespeare*  
 Black—*Judith Shakespeare*

### V. Teacher's Bibliography

Bolenius—*Teaching of Literature in Grammar Grades and Junior High School*  
 Tisdell—*Studies in Literature*  
 Smith—"Teaching Shakespeare in School"—*The English Journal*.  
 Smith—"Local-Coloring Shakespeare"—*The Virginia Teacher*  
 Thorndike—*Shakespeare's Theatre*.

RUTH FRETWELL LEWIS

## HIGH SCHOOL EDUCATION AS A LAYMAN SEES IT

SOME of you will want to know who I am, and why I came over here to talk to you this afternoon. I am a member of the Business and Professional Women's Club, a working woman, and I was sent here with a message from other women of Norfolk who work down town in offices and stores. This Business and Professional Women's Club has nearly a hundred members, stenographers, secretaries, doctors, a lawyer, trained nurses, owners of tea rooms, and even an undertaker. The women in this club have worked, studied, and struggled to obtain whatever position they have in the business and professional world today, and it is because they believe they have a most helpful message for the girl who is still in the school room that I am before you now.

Their message is, stay in your school rooms as long as you can. It does not matter what sacrifice you or your parents have to make, finish your grammar school work, and then go on to high school, and college, if possible. Do not try to enter Life's battle badly equipped and poorly trained.

Today there are thousands of boys and girls right here in Norfolk, who, with more wonderful opportunities and privileges than the youth of any age or any country have ever known, stand and calmly debate as to whether it would not be better to throw them all way and go out into the world and seek a "job."

At a time when it is handed to them on a silver platter, they weigh an education against a job—a job that will bring them so much money each week, new dresses, hats, shoes, and a moving picture show now and then—and I don't blame any girl for thinking about these things and wanting them, because she will if she is normal and human. At times she will positively ache for

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This address was made to pupils of the Ruffner Junior High School, Norfolk, by a member of the Education Committee of the Norfolk Business and Professional Women's Club.

pretty new things and little luxuries, but I say to you from the bottom of my heart—forget them or push them to the back of your head, and resolve to remain at school as long as possible, if you have to come to school in the cheapest cotton dress and the meanest shoes and are the poorest dressed girl in the schoolroom.

Because an education will repay you in dollars and cents all your life, and there is nothing on earth that can take the place of an education in your future life. Often a man or woman substitutes experience for an education and obtains a measure of success, but education plus experience is the world's unbeatable combination.

If fifty girls write letters of application for a position, saying they graduated from grammar schools, no matter how much experience they have had after leaving school, the business man is going to pass them up and send for the girl who writes that she has graduated from the high school, even though she has only worked a few months.

I have seen this happen time and again. Sometimes I have read the letters and told the man that I know such and such a girl—that she is clever, and would fit in the office well, but the invariable comment is—we'll try the girl who has been to high school first.

Some years ago in New York, I found myself applying for work at an employment agency. The man at the desk asked me if I was a college graduate. I said, "No, but I graduated from high school." He said that wouldn't do, and added: "Here's a firm that will pay \$35 to \$45 a week for a college graduate, even without much experience, or \$25 to \$30 to an experienced stenographer with only a high school education." I told the man that I felt as if my experience in the business world was worth any college education, that I knew I could hold my own alongside of any college woman, but the man said, "Sorry, these people will take a dumbbell if she's got a college diploma in

preference to the best stenographer in New York without a college education."

And so the world moves today. Everywhere there is a respect for education that nothing else commands. On every side one sees the necessity for trained workers to carry on the world's tasks. The day of the self-made man or woman, who with very little education or training forged ahead of their fellows because of their great natural gifts of grit and perseverance, has passed.

I have dwelt only on the practical side of an education—the dollars and cents side—but there is a side that is richer and more beautiful. Life for the educated man or woman is sweeter and more satisfying, because education brings appreciation—appreciation of religion, of literature, of music, of paintings and statuary—in short, for the finer things of life—and above all, a power to understand our fellowman.

You who are at school now are getting your training under the best conditions. Your schools are close to your homes, they are warm and comfortable and well ventilated, the best books to be had are supplied you, your classes are held in the day time.

(Ask your teachers to tell you about the moonlight schools in North Carolina, Kentucky, Tennessee, and the mountains of Virginia. Where grown men and women and sometimes very old people trudge across the mountains, five, ten, and twenty miles on moonlight nights to tiny school houses to learn their a-b-c's and how to figure in simple arithmetic and to write their names.)

If every man and woman down town were to send you a message today, I know it would be the same as the one I bring:

To you who are trying to follow in our footsteps—do not come until you are properly prepared. We beg of you, take advantage of every opportunity while you can, for the path of the uneducated and the untrained in the marts of trade is very hard and beset with many difficulties. Your days and months in the schoolroom may often

seem dull and uninspiring but for every year that you spend fitting yourself for life's battles, there is a reward in happiness and success that will be beyond your dreams.

DOROTHY W. FERRIER

#### LIBRARIES ON WHEELS BRING BOOKS TO HOME

"What will you have today," politely inquires the man at the door as he displays his wares, "some nice fresh novels, a good thick biography, a few flavory short stories, or a tender piece of verse?"

For this, according to the American Library Association, is the latest household convenience—the public library on wheels bringing its service to your door. To the ranks of milkmen, icemen, etc., has been added in many places the book man, and now householders in those parts may have their mental food as regularly as their groceries.

The book man drives a special truck that is virtually a sectional bookcase on wheels. In it he carries a selection of books which he has made after learning his "route" and the desires of the people he meets. If he doesn't have a volume wanted he takes his patron's order and mails the book at once or brings it to him on the next trip.

Although originated in 1905 in Washington County, Maryland, book trucks have not been employed to any extent until recent years. Now, with a survey of library service conducted by the library association which reveals that forty-five per cent. of the population of the United States and Canada is without access to libraries—the figure running up to eighty-three per cent for rural residents—librarians are turning to the book truck as one of the chief means by which the country's store of books may be mobilized and placed within the convenience of all.

The service rendered varies with conditions in the communities where the book

truck travels. In Greenville, S. C., it goes mostly to workers in the cotton mills on the edge of the city. From Hibbing, Minn., a truck travels out to small mining towns, while St. Louis, Mo., maintains a truck which visits the playgrounds of the city with books for school children.

The widest use for the "motorized library," however, is in the rural districts. Logansport, Elkhart, and Rochester are three Indiana towns which send books into the country. Similar work is done by Portland, Ore., Durham, N. C., Clarksdale, Miss., and several other cities. Birmingham, Ala., Harrisburg, Pa., Detroit, Mich., and other large centers have individual problems in county library extension which they have worked out by means of the book truck. The public libraries of Evanston, Ill., and Dayton, Ohio, also employ book trucks to make more convenient the resources of their shelves. Where a community is sparsely populated, as in the rural districts, book deposits are left at country stores or other centrally located points.

Recently the Iowa Library Association has equipped a book truck and started it on a tour of the state to demonstrate the service. It is hoped eventually to have such a truck in every county. Country-wide appreciation of the need is indicated by a group of representative farm women who recently met in Chicago to define the greatest needs of farm women. Of thirty-nine wants, "more libraries" headed the list.

The latest model in trucks will be shown at the American Library Association's exhibition at the sesqui-centennial exposition in Philadelphia, which has been assembled in connection with the association's celebration of its fiftieth anniversary. The jubilee will be held October 4-9 in Atlantic City and Philadelphia. Librarians from the forty-eight states and the Canadian provinces and many foreign visitors will meet to discuss ways and means for the extension and development of library service.