

to prohibition, the various ways of keeping it, are familiar to her. Therefore, with recognized executive ability of a high degree, with intense perseverance, with knowledge of her subject, with skill as a financier, it is not surprising Virginia's president should in 1906 have been chosen a national officer. . .

"As a Christian, a philanthropist, and one devoted to her home life, Mrs. Hoge ranks with Virginia's best."

Many people are still doubting the value of our prohibition law, but statistics show that it has proven a success so far.

1. During the second year of prohibition in Virginia, commitments to the Virginia penitentiary fell off one-half in comparison with the previous year.
2. The same year there was a decrease in the number of persons cared for by charitable and correctional institutes of 25,218.
3. Breweries everywhere are being converted into profitable business houses such as cold storage plants, bakeries, dairy houses, canning factories, all of which will be for the uplift rather than the degradation of man.
4. During the first year of prohibition in Virginia, there was a decrease of 20,591 arrests over the year prior to prohibition, for violation of law in cities only. Many jails are empty today.
5. At the same time the increase in assets of all Virginia banks is reported to be \$70,777,000 and in the same period deposits increased \$47,820,000. This certainly refutes the dire prediction of hurting business.
6. Dr. Plecker, state registrar of vital statistics, reports 320 fewer deaths and 234 more births in Virginia in 1917 than in 1916.
7. Good clothing, food, and fuel are in homes now that were poverty-stricken under the saloon regime.
8. Men have more money to spend and more evenings at home to rest and to interest themselves in educational matters.
9. There is more happiness, less worry and more real home atmosphere existing in Virginia today than there ever has been before.

LOUDELLE POTTS

III

HELPS FOR THE TEACHING OF VIRGINIA HISTORY

SEVENTH INSTALMENT

PRESERVING AND ERECTING LANDMARKS

In the April issue of *THE VIRGINIA TEACHER*, under the heading, "Vitalizing and Visualizing Virginia History," it is suggested that a local project in research may now and then result in the publication of a booklet. If the community thinks enough of its history and the work of its children and their teachers to spend a hundred or two dollars for such a purpose, the returns will be large in civic interest and school spirit. Such a project may at this time be co-ordinated very helpfully with the plans and activities of the Virginia War History Commission. The headquarters of this organization are at the Capitol in Richmond, but there is a local commission in each county and each city of the state.

It is urged, in reference to school projects in local research, that "the cultivation of habits of accuracy and careful reasoning should be insisted upon from beginning to end." This can not be emphasized too strongly. Nothing is more baneful to real historical values than carelessness, prejudice, and jumping to hasty conclusions. The aim should always be, first, to ascertain the truth—not to prove a prejudice or to create false honors; second, to appreciate the truth ascertained and to place it at the disposal of all who may wish to profit by it.

Therefore, in compiling materials from records, from files of newspapers, from oral tradition, or from whatever source, put down the truth, the whole truth, and nothing but the truth, so far as it can be ascertained. Be accurate to the least word and the last letter. Not only so, but record in every instance the source of the statements made. If they are copied from a record in the county archives, append the name of the record, with the number of the volume and the number of the page. If they are taken from an old newspaper, give the name thereof, the date, and the place of publication. If they are culled from a diary, tell who wrote the diary, where it was written (if possible), and the date of the entry of each particular item.

If statements are recorded from oral tradition, give the name of the narrator, his or her place of residence, with age, occupation, etc.

And if the materials are published by the school or by the community, see to it that the booklet is well printed on good paper, and well bound in some tasteful and attractive style. "A thing of beauty is a joy forever." A piece of shoddy work will be a reflection on the community, and nobody will care to use it or refer to it.

But, as the title of this article indicates, the subject to be presented at this time is somewhat different from the foregoing. We are to consider here especially the preservation and the erection of landmarks. This will easily follow upon the preceding topic and is obviously related to it very intimately.

As one travels over Virginia and recalls what he has perhaps observed in some other sections of the country, he becomes keenly aware of a contrast. If he is a Virginian he grows more or less uncomfortable in his process of contemplation. He frequently must admit that some other states (the people of some other states) are doing more to make their history familiar to the average man and the average child than Virginians are doing. He may recall for instance, the markers he has seen by the roadside between Charlestown and Lexington, Massachusetts, telling about the march of the British, the rallying of the minute-men, or the ride of Paul Revere. He says to himself, with some degree of humiliation, "Jack Jouett's was more remarkable than that of Paul Revere—where are the markers telling adequately of Jouett's ride?" He may suddenly find out, by accident, that he is on the battlefield of Fair Oaks or Seven Pines; he may possibly, with much difficulty, succeed in locating Boone's Road to and beyond Cumberland Gap. He may see, if he lives a few years longer, something somewhere on the Blue Ridge Mountains telling about Spotswood and the Knights of the Horseshoe. But at the same time he is somewhat painfully thinking of the numerous markers that he has seen in other states at numberless places no more interesting than many of these in his own state that are overlooked or unknown.

For instance, again, are the birthplaces of Thomas Jefferson, Matthew Fontaine Maury, John Marshall, Winfield Scott, Samuel Houston, Stephen F. Austin, Henry

Clay, John Sevier, and George Rogers Clark, all appropriately and adequately marked? Not all of them, certainly. Out from the city of Staunton, a mile or two, the writer a few years ago found the grave of John Lewis on a bare knoll, with the fragments of a broken tombstone scattered above it. One might live in the fine old town of Woodstock a good while without ever knowing about Muhlenberg and the stirring drama that was enacted in his little church there early in the Revolution. Not a single marker, so far as can now be recalled, is to be found on the battlefields of Cross Keys and Port Republic. There is a tablet in the city of Richmond telling of Bacon's Quarter. There is another in Petersburg marking the place of Peter Jones's trading post. The spot near Harrisonburg where Ashby fell is covered with a granite shaft. A monument shows where Jackson was shot, and the house in which he died can readily be seen even by the wayfarer. The house in which Woodrow Wilson was born is marked with a fitting tablet. And a certain cemetery might be named that contains a monument to a school teacher, erected by her colleagues. But in how many places, named and not named, known and not well known, is there a lack—a need—an opportunity?

This paper is not written in any spirit of uncharitable criticism—it is not intended as an arraignment, but as a suggestion, a word of encouragement, of exhortation. Many historic places in our beloved state have been fittingly marked for the information of the local inhabitant and for the delight of the visitor; but many others still remain, neglected.

The Association for the Preservation of Virginia Antiquities has done a splendid work already in various sections of the state, and its fine services to present and future will continue. On nearly every courthouse lawn is a monument of marble and bronze, raised there by love and loyalty to sacrifice and valor. All honor to the noble women all over the commonwealth, to whom, in most instances, the credit for these touching memorials is due; but let these things that have been done serve as examples of other similar things that may be done. And in this work of restoration, of preservation, of giving information and inspiration, let the teachers and the pupils of our schools have a part. Opportunities are

abundant. The number of deserving subjects is unlimited. Time is passing rapidly—in another generation many facts will be forgotten that now may be recorded; many places will be lost that now may be permanently marked.

What are some of the historic objects and sites that should be marked? Famous old roads and noted points along their courses. From a train window in Florida one day the writer caught a glimpse of a board on a post beside a highway. On the board were these words: "Old Spanish Trail." It was enough to arouse interest and to give some information, but additional facts should have been given.

All over Virginia are historic roads; and at many places on them events of interest, perhaps of importance, have occurred. Let them all be marked.

Not only roads, but old houses in which famous persons have lived; ancient and abandoned mines—the iron mines on Mossy Creek, for example; the sites of old forts—Fort Chiswell, Bank's Fort at Strasburg, Fort Loudoun, and others; battlefields; Indian trails; buffalo trails; springs with a history; trees that are endowed with interesting associations; the sites of old school houses, old court houses; Indian camping grounds; abandoned townsites; old boat landings—all these and many other are worthy of a stone, a tablet of iron or bronze, or at least a painted post with a board nailed on it.

How may teachers and pupils in the schools take hold of such projects?

Some of them will develop naturally from the regular school work. All the boys and girls who live near the birthplace of Washington or George Mason or Matthew Maury or Henry Clay or Cyrus McCormick or John Tyler ought to be put to the test, when they read of the man in their textbook, to see what they know of the related landmarks near at hand. And so of other historical characters, whose birthplace or burial place may be found here or there in the state. If in any instance the place is not marked, the school has a project ready to its hand.

If a neighborhood is not distinguished as the birthplace, burial place, or one-time residence of any famous man or woman, or by any noted battlefield or by any site well

known, the problem will be two-fold: first to find one not well known; second, to mark it as modestly or as showily as befits its character and rank.

As a rule, it will be easy enough for any well informed member of the community to name off-hand two or three or half a dozen unmarked places of interest in the vicinity. Let one of these places be selected early in the session—say, in the autumn, soon after the school session opens. From time to time assemble the facts and materials relating thereto that may be available or discoverable. In the spring set a day for ceremonies. At the appointed time assemble at the appointed place. Invite the whole neighborhood. Let both the children of the school and a few older persons of the community join together in the program of essays, speeches, poems, and reminiscences. Let everybody join in a song or two. At the proper moment unveil the shaft, the stone, the post, the tablet, or whatever the marker may be. Educationally, it will be helpful. Historically, it may be productive. Civically, it will be stimulating.

In connection with the marking of places unmarked and perhaps otherwise unknown, correlate studies of the various monuments, tablets, and other markers that may already be found in the vicinity of the school. The stories of the enterprises by which these have been provided will be interesting and uplifting.

A fine achievement outside the school will almost certainly have potent bearing on related subjects in the school. But do not stage too many outside projects. One good one each year is perhaps enough—even in Virginia History.

NO PEDANTIC FORMALITY

Dr. E. C. Broome, formerly superintendent of schools at East Orange, N. J., and newly elected superintendent of schools in Philadelphia, is, according to the *Philadelphia Evening Bulletin*, "quiet mannered in speech and dress. In a group of educators he would be taken for a successful business man who had made the varsity teams while at college. There is no trace of the pedantic formality that freezes the blood of common people when they approach some educators."