

Valcour, for so he calls him in dedicating *Alice of Old Vincennes* to him, asking him to translate certain French manuscripts. From these manuscripts, and from certain productive suggestions of Valcour, the masterpiece was produced.

This man's real name, of course, is not Alcide Valcour. It is Benjamin Fritsch. This name sounds German, and so perhaps it is; but Fritsch classes himself as French, and speaks French as his mother tongue. As may be imagined, he takes a keen pride in *Alice of Old Vincennes*. In my opinion, he has ample justification therefor.

JOHN W. WAYLAND

## ENGLISH NOTES

### NORTH CAROLINA ACTIVE

The annual meeting of the North Carolina Council of English Teachers is to be held on April 16 and 17 in Charlotte. Miss Marguerite Herr, President of the Council, is arranging for an exhibit of English textbooks by various publishers and also an exhibit of newspapers and magazines. Some of the topics which will receive discussion are the following: The Conference Period; Précis Writing; Oral Instruction That Meets Life Needs; Creative Writing; Preparing the Teacher; Teaching a Superior Group; How Much Grammar?; How to Make Grammar Effective; Measurements; A Dramatic Director or Not in the High School.

### DISTRICT ORGANIZATIONS

The organization of teachers of English at the various district meetings of the Virginia Education Association, according to the plan instituted by H. Augustus Miller, Jr., of Petersburg, during his two years as president of the English section of the association, is still progressing. Professor Conrad T. Logan, of the Harrisonburg Teachers College, new president of the English section, has requested Mr. Miller to con-

tinue his efforts to organize English teachers in each of the ten districts.

Garland Quarles, of the Handley High School, Winchester, was selected as chairman of the group in District G, and at the District H meeting in Manassas it is expected that a chairman for that region may be chosen. In Southwest Virginia both Districts I and K will be organized by Professor J. R. L. Johnson of the Radford Teachers College.

Thus only Districts E and J have not taken the initial step in bringing together their English teachers. Much of course remains to be done in all districts, but first there must be responsible chairmen in the ten districts if a state organization is to be effected that will be permanent.

### ENGLISH WORK AT LINCOLN SCHOOL

Believing that subject matter is not an end in itself but a means of growth for each individual child, and that ample provision must be made for individual instruction, Miss Caroline B. Zachry has offered interesting evidence of the value of the project in English teaching. It is all to be found in a recent publication of the Lincoln School of Teachers College, entitled "Illustrations of English Work in the Junior High School."

In the foreword Professor William H. Kilpatrick, of Columbia University, questions our satisfaction with such procedure as to make first the curriculum, then teach it. He points out that this may be just as wrong as it would be to say that a tennis player must fix in advance the order of his strokes. Perhaps, he says—for no one can yet speak with certainty in this field—a curriculum can no more be contrived in advance than can the succession of strokes in a tennis match. Still, "thinking should look as far into the future as it can, and prepare as adequately as feasible for what is foreseen; but the teacher's thinking can never

take the place of what the children can supply."

The booklet contains an account of the origin of the classroom work, showing how the children came to feel the need of a publication of their own, how they organized such a magazine, how the work of preparing material for the magazine was carried on in the classroom. Numerous examples of both prose and verse contributions to the *Lorette* are offered, as also a series of brief studies of improvement made in mechanics of writing.

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#### CO-ORDINATING CHARITABLE WORK WITH ENGLISH COMPOSITION

School children had a large share in the success of the last community chest campaign for the support of charity in Toledo, Ohio. Thirty-five pupils from the fourth, fifth, and sixth grades of the public and parochial schools were invited to visit some of the institutions maintained, and, as a regular part of their English work in school, to write up their observations. No attempt was made to force an adult viewpoint upon the children. The result was a 40-page booklet of illustrated stories and problems, all the work of the children. This booklet was used for a week as regular reading material in the schools. The schools in this way not only assisted in advertising the social and benevolent needs of the community, but actually gave 40 per cent more in the campaign than the budget assigned them.—*School Life*.

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#### A PROFESSIONAL ENGLISH FRATERNITY

With undergraduate chapters in nineteen colleges and graduate units in forty-two colleges and universities, Sigma Tau Delta, recently organized professional English fraternity, is making rapid strides in its development. In two Virginia institutions graduate units have been established: at Randolph-Macon College and at Washing-

ton and Lee University, according to the February issue of *The Rectangle*, official publication of the fraternity.

This magazine contains a statement by Professor J. Q. Owen, executive secretary, setting forth the objective of Sigma Tau Delta: to promote the mastery of written expression, to encourage worthwhile reading and to foster a spirit of fellowship among those specializing in the English language and literature. There are also twenty pages of verse by members of the fraternity.

Sigma Tau Delta seems to have originated in the Middle West; most of its chapters are there, and its executive secretary is at the University of Minnesota.

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#### O-U-G-H!

I'm taught p-l-o-u-g-h

Shall be pronounced "Plow."

"Zat's easy when you know," I say,

"Mon Anglais I'll get through."

My teacher say zat in zat case

O-u-g-h is "oo,"

And zen I laugh and say to him,

"Zees Anglais make me cough."

He say, "Not coo, but in zat word

O-u-g-h is 'off.'"

O sacre bleu! Such varied sound

Of words make me hiccough.

He say, "Again, my friend ees wrong;

O-u-g-h is 'up,'

In hiccough." Zen I cry, "No more,

You make my throat feel rough."

"Non, non," he cry, "you are not right,

O-u-g-h is 'uff.'"

I say, "I try to spik your words,

I can't pronounce them, though."

"In time you'll learn, but now you're wrong

O-u-g-h is 'owe'!"

"I'll try no more, I shall go mad,

"I'll drown me in ze lough."

"But ere you drown yourself," said he,

"O-u-g-h is 'ock.'"

He taught no more! I held him fast

And killed him wiz a rough.

—From *Our Accursed Spelling*.