

It is therefore of the greatest importance to bring parent, teacher, and child together in one group, each sympathetic with and cognizant of the other's work.

The distracted parent says: "Excellent! But how can it be accomplished? We haven't the time."

An agency for just this purpose has been developed. It is the Parent-Teacher Association, an organization that holds great possibilities for the future success of education. Here parent and teacher may meet upon mutual grounds—the welfare of the child. This organization provides the means for making the necessary contacts.

If there is a parent-teacher organization in the school your children attend, join it. The results will repay the effort. If no such organization exists, gather together a few other mothers, and ask the principal to help you organize.

You owe it to the welfare of your child to establish close relationships with the school he attends. Do not fail in this duty.

FRANK CODY.

A LETTER TO THE ENGLISH TEACHERS OF VIRGINIA

Nov. 29, 1924.

To the English Teachers of Virginia.

Fellow teachers:

In my recent report of my administration as president of the English section of the State Teachers' Association, made at Richmond Thanksgiving week, I called attention to the great need of a better organization of our association. As things are at present, it is almost impossible for us to function as a real element in the educational life of the State, a fact deplorable enough to cry for remedy. At the same meeting I suggested a number of means of accomplishing such a remedy, and it is of these means that I write you herewith.

First, we must have a bulletin in some form whereby we may keep in touch with each other as English teachers. This bulletin should constitute a clearing-house for

the constructive ideas of our teaching force. It should also be the active means of communicating the plans of the administration to the teachers of the State.

This plan is about to be realized, for through the courtesy of THE VIRGINIA TEACHER, space in each issue of that magazine will be given to the English Association. As president, I herewith name THE VIRGINIA TEACHER the official organ of the Association and appoint as the editorial committee in charge of the publicity of our organization Mr. Conrad T. Logan, Harrisonburg State Teachers College; Miss Evelina O. Wiggins, Lynchburg High School, and Miss Anna S. Johnston, Woodrow Wilson High School, Portsmouth.

This attempt to give the English teachers a bulletin is the first step in effecting a truly functioning organization. It is to be hoped that, later, when funds will have been provided, an independent bulletin will be issued, devoted wholly to the work of the Association.

The second thing to be done, in my opinion, is to provide means for the teachers to gather and exchange ideas more frequently. The meeting at Thanksgiving time does a great deal of good, but its reach is unavoidably limited. It is impossible, of course, for all the teachers to meet at any one place then or at any other time. But we can and do meet at the District Conferences, and I am hoping that, before another year has passed, a regular organization of English teachers will be effected in each district of the State. Each of these district associations should hold a yearly meeting at the time of the District Conference and the officers should see that place and time are provided for such meeting. Already the teachers of District B and District D have been organized, and the teachers of District G have taken preliminary steps toward organization. The teachers of District B have held several meetings, and the president of District D is already preparing for the spring meeting. Similar activities in the other districts of the State will mean a brilliant future for the English Section.

One other thing must be done before we can really function: we must know the names and addresses of the teachers of the State and we must have their yearly dues. Will you not help the work along, teachers, by sending fifty cents, your name and ad-

dress to the treasurer, Miss Anna S. Johnston, Woodrow Wilson High School, Portsmouth, Virginia?

I call upon you, one and all, to help the work along. You can do so (1) by reading the English bulletin and calling the attention of the other English teachers to it, (2) by encouraging the formation of district associations and attending the meetings, (3) by paying your yearly dues to the general association.

If you will give your assistance to the extent just mentioned, I shall have a wonderful report to make at the meeting next November.

Fraternally yours,

H. AUGUSTUS MILLER, JR.,
President, English Section,
State Teachers Association.

VIRGINIA PUPILS SHINING

Two poems written by pupils in Virginia schools are published in the October, 1924, issue of *The Gleam*, a magazine of verse for young people. *The Gleam*, it will be remembered, was established more than two years ago and since that time it has enjoyed a healthy popularity in secondary schools, especially in the East. The only poem written by a Virginia pupil previously "making" this magazine has been "Beauty," by Elizabeth Grinnan, a 1922 graduate of the Maury High School, Norfolk.

"Dust," presented here, was written by Irene Breslin, a pupil in the Warrenton Country School, Warrenton, Va. The second is "The Harp," by George Leckie, a 1924 graduate of the E. C. Glass High School, Lynchburg, Va.

Teachers of English who wish to use *The Gleam* as a means of developing interest in poetry and poetry writing should address Paul S. Nickerson, Box 321, Middleboro, Mass. Membership in The School and Poetry Association costs but \$1.00, and through *The Gleam* provides the English teacher with a good motive to encourage pupils to write verse.

DUST

Out on the skyline
In the red and gold of the sunset,
Dust—dust of the earth.
In that divinely dying fire
There, out on God's skyline,
Dust—making that divine beauty

An ecstasy of colour. Red and gold
Dying—fading—only to live
Again tomorrow.
God's lesson of life—on the skyline,
Out on the skyline—dust,
Dust and beauty—beauty dying
But to live again;
Life with its dust on the skyline;
Life, whose beauty is in the dust—
Dust on the skyline.
Red and gold—dying—living
In dust.

THE HARP

In a dusty corner
Of the universe,
Man, a harp
From whose sensitive strings
Well harmonies
And discords manifold.
Infinite time: a dream.
The harp, dispersed dust;
But its vibrant rhythm
Lives and throbs
Thru cosmic space.

TEACH AMERICANS TO APPRECIATE VALUE OF MUSEUMS

Not original sin nor innate depravity but defective education is responsible for the pitiable spectacle of the bored or unappreciative American in the European museums is asserted by Dr. Jno. J. Tigert, United States Commissioner of Education, in an article in *School Life*, a publication of the Department of the Interior, Bureau of Education. Doctor Tigert discusses the need of museums in an educational program and states that experience has demonstrated over and over again that the American, when properly prepared, will respond to the esthetic, the cultural, and the educational in the museum as readily as the European.

Doctor Tigert believes that the museum, with its abundance of definite and concrete things, its element of wonder, its esthetic appeal and lure of interesting things, has a great advantage as an educational agency because of the spontaneous attention that naturally attaches to it.

The state normal schools of Maryland, according to information received by the United States Bureau of Education, sent approximately 50 per cent of their last year's graduates into one and two teacher rural schools. This supply by the normal schools cares for the need of the rural schools as adequately as for the city schools of the State.