It is books which seem to hold the possibilities of widest usefulness. In them all the great aggregations of knowledge are embodied. All new learning eventually finds its way into book form. They supply knowledge in units; they tell a whole story as no other medium can. And, most important of all, books can furnish, as no other agency, the materials either for beginning an education or continuing its progress at any point.

If books could be brought within the reach of all, together with some form of advice and guidance in ordering and correlating that knowledge, a real contribution to the present problem of national education would be made. Is it a task for the American public library?

The public libraries are free to all. They possess the organization and experience for giving each individual the necessary guidance through the various fields of knowledge. They hold the essential resources of book knowledge. And the library provides a path to education which need not exclude any other activity but which may accompany it, make it more valuable.

There are, however, in the United States and Canada today nearly 50,000,000 people, according to a recent survey, without access to public libraries. To bring the library system within reach of this group, and establish library contacts to further the education of the 36 per cent of our American boys and girls now out of school, would constitute an important step toward the goal of national education.

The American Library Association, a national advisory body of 6,800 libraries throughout the country, is engaged in a program both to create library facilities for these 50,000,000 people, and to make the library a means to education for the American youth who do not or can not attend public school.

To achieve this end, the diffusion of knowledge through free books, and the organization of this knowledge through library guidance, a program of co-operation with every willing public and private agency has been begun. The Association has placed the resources of 6,800 American libraries at the disposal of State Library Boards, of Town, Village, County, and City Committees on Education, and of all other agencies engaged in furthering education.

Yet the magnitude and far-reaching importance of the work require the co-operation of all for its achievement. The American Library Association, whose headquarters are at 86 East Randolph Street, Chicago, Illinois, therefore asks the co-operation of business organizations, of churches, chambers of commerce, of school boards, of institutions and clubs, indeed of every organization or individual who desires that a broad, free, growing intelligence be spread everywhere in America.

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**ENGLISH NOTES**

**THE POETRY SOCIETY OF VIRGINIA**

Lord Dunsany has said that to fail of love for poetry is "to have no little dreams and fancies, no holy memories of golden days, to be unmoved by serene midsummer evenings or dawn over wild lands . . . it is to beat one's hands all day against the gates of fairyland and to find that they are shut and the country empty and its kings all gone hence."

It is to make dreams more golden, to help keep open the gates of the kingdom of faery that poetry societies are founded. Thus the Poetry Society of Virginia is not by any means for poets only, nor is it even exclusively for those interested in poetry; it exists also for all who wish to become interested, to enlarge their vision of beauty through gaining fuller understanding and appreciation of the poetic art.

As the roll of members lengthens, the Society can increase its activities. Already in the three years of its existence it has been the means of stimulating interest in poetry
in Virginia, and it has reached out the hand of fellowship to poets far beyond the borders of our own state. Miss Lizette Woodworth Reese, author of *Wild Cherry* and of other delightful volumes of lyrics, has both spoken and read at several meetings of the association. Mrs. Leonora Speyer, of New York, distinguished author of *A Canopic Jar* and of *Fiddler's Farewell*, gave selections from her poems at the spring meeting in 1925. Mr. Charles Wharton Stork, one time president of the Poetry Society of America, and for many years editor of *Contemporary Verse*—a magazine that every reader of poetry knows—has spoken as a critic and read as a poet on several occasions. We have had with us Mr. Henry Bellaman, of South Carolina, poet and musician. Mrs Isabel Conant, author of *Many Wings* and *Frontier*, whose work has shown her to be a poet of spiritual insight as well as charm, is a friend who has come to several of our meetings. Mrs. Sally Bruce Kinsolving, too, has often spoken and read, she who as poet and friend to poetry has done so much for the poetic art in Baltimore. From Alexandria has come Caroline Giltinan—Mrs. Leo Harlow, author of *The Divine Image*; from Boston, Mrs. Power Dalton, author of *Star Pollen* and *Turning Earth*. This spring we had with us Mr. Ridgely Torrence, an editor of *The New Republic*, whose book of poems, *Hesperides*, has won almost universal praise. Major Curtis Hidden Page, translator of poems from the Japanese, read from his own work.

Music, poetry's nearest of kin, has also graced some of the meetings. At a semi-annual gathering in Norfolk, Mrs. Emma Grey Trigg, of Richmond, in a bewitching costume of the early eighties, sang old songs and ballads, and on another occasion Miss Elizabeth Eddy Parker, of Massachusetts, gave a beautiful rendering of some folk songs of Italy and France.

The Poetry Society had its inception in Norfolk at a meeting of the local Poet's Club. Judge Feidelson, who held at that time the chair of journalism at William and Mary College, urged upon the Norfolk poets that they should form a state association. At Williamsburg the Society was begun, with Judge Feidelson as president, Mr. Robert M. Hughes and Miss Ellen Glasgow as vice-presidents, Mrs. Virginia T. McCormick as executive secretary, and Miss Annie Chapman as corresponding secretary and treasurer. President Chandler welcomed the Society so warmly to the old historic halls of his college, so well suited to house the spirit of poetry, that it was determined that all the spring meetings should take place there.

The broom is golden along the Yorktown Road, the violets are blooming in Bruton Churchyard, everywhere loveliness is abroad at this season, giving of its own deep inspiration to poets and poetry lovers so that these spring meetings are memorable occasions indeed.

A few changes have been made in the personnel of the officers of the Society. Dr. Feidelson, on leaving the state, resigned his office, and Mrs. Virginia T. McCormick, poet and editor of *The Lyric*, was made president in his place, while the present writer assumed the post of secretary. On Miss Chapman's declining, owing to pressure of duties, to serve further, Mr. Claude Northern was elected in her stead.

The Poetry Society of Virginia is not for the benefit of any one group or of any special individuals; it seeks to be of service to all who will permit it to serve them in Poetry's name. It hopes to reach out and find—and enroll as members—all those who feel that they may gain pleasure or inspiration through the comradeship in letters that it offers.

Mary Sinton Leitch,
Secretary of the Poetry Society of Virginia.
POETRY IS NORMAL

That "nobody needs to be a 'highbrow' in order to get what poetry has to give" is an opinion recently expressed by Marguerite Wilkinson, poet and critic. This statement appears in her reading course, *The Poetry of Our Own Times*, a little book which is now available at many libraries.

In a few pages Mrs. Wilkinson introduces the reader to some of the writers of our day whose poems will give keen pleasure to "all normal people who dance at parties, sing hymns in church, and enjoy the quick beauty of the world."

Among the twenty or more English, Irish, and American poets whom Mrs. Wilkinson singles out are Masefield, Housman, Yeats, Stephens, Robinson, Masters, and Millay.

She tells the reader something about the writing of each and mentions a few of their poems which are likely to appeal to the new reader of poetry. Following this introduction Mrs. Wilkinson recommends a few collections in which the reader can discover, with the help of the suggestions given in the introduction, poems to suit his taste.

This is one of the courses in the "Reading with a Purpose" series published by the American Library Association, Chicago.

TYPICAL ERRORS IN FRESHMAN ENGLISH

The following statement of errors found in the work of freshmen in the State Teachers College at Fredericksburg, Virginia, was prepared by Miss Lula C. Daniel, head of the English department, for presentation before a district group of English teachers meeting at Fredericksburg:

*Lack of sentence sense.* (1—4 Capital and period in the middle of the sentence. 5—9 Capital and period omitted.)

1. It is more necessary than ever for girls to be independant. For we know not what will happen.
2. When I chose Fredericksburg State Teacher College as my college from a number of other colleges which I might have attended this year, I chose it for many reasons. On account of the courses offered, the location of the college, the old historical town in which the college is located," etc.
3. People are not only being taught to care for their own health but for the health of others. For examples doctors and nurses.
4. The scientific method is *when* a story is recorded down. For instance a earthquake.
5. I wish they would stop playing the piece it is ugly.
6. The essay is very artistic, one cannot help noticing the good form.
7. His work is on a much higher plane than that of most writers, he challenges the intellect.
8. His sentences are long and complicated but not tiresome, they hold my attention.
9. Observation *is when* you are observing some individual. For instance you are in Washington that person has to be there to before you can observe him.

*Use of the comma instead of the semicolon before conjunctive adverbs."

1. There is time for all things, therefore put lessons in their correct place.
2. She noticed him and fell in love with him, so they were married.
3. He begins his essay with some interesting statement, then a little later he gives the full meaning of his statement.

*Misuse of the semicolon.*

1. I like Lamb as an essayist; because he is interesting.
2. This principle; however, is not the accepted one.

*Misuse of the comma.*

1. I also sincerely hope that anyone who may read this estimate, may become sufficiently interested to read some of Lamb.
2. If the training school were larger the
practice teachers could give more time and, better lessons to the students.

*Misuse of the apostrophe with possessive pronouns.*
1. Its' rooms are badly worn.
2. The book was theirs'.

*Misuse of pronouns.* (1—2 shifting person. 3—7 Shifting number. 8—9 Which used without an antecedent.)
1. If I were to a school for distance I could not see my parents, and go home weekends. If you are lonesome and blue and you see someone from home it cheers you up.
2. When a student realizes that all of his fellow students are at that time, concentrating their minds upon study, it makes you more willing and anxious to study.
3. There are many reasons why learning to swim can help one in their life.
4. I think everyone should indulge in some sport to cheer them up.
5. A pupil should arrange to have regular study hours when they first enter college.
6. I think that the girl of today needs an education more than they ever did before.
7. It is embarrassing to be talking with a person and not understand what they say.
8. All students have the privilege of going to town on this afternoon which affords pleasure.
9. Its rooms and walls are badly worn, which have much to do with the disfiguring of the building.

**BOOKS ON LITERARY PLACES**

A bibliography of material useful as aids to visualization in the study of literature is offered by Robert L. Lane, of the University High School, Eugene, Oregon, in the May issue of *The High School*, published at the University of Oregon. The book-list is taken from an article on “Getting the Flavor of Literature.”


Emerson, Ralph Waldo. *English Traits.* Various editions.


Roscoe, E. S. *The English Scene in the 18th Century.* G. F. Putnam’s Sons, 1912.

Schelling, Felix. *The Queen’s Progress.* Deals with Elizabethan times.

BETTER CULTURAL BACKGROUND FOR CITY TEACHERS

That 50 per cent of the principals and other supervisors of elementary and high schools and normal school faculties of the District of Columbia be employed each year from outside the District, in order to mitigate the deleterious effects of taking a large proportion of grade teachers from the normal schools of the District, is recommended by a committee of three specialists from the Bureau of Education of the Interior Department. These men recently made a survey of the two normal schools in Washington at the request of the board of education of the District of Columbia. It was further suggested by the committee and approved by the United States Commissioner of Education, Dr. Jno. J. Tigert, that all new appointees to teaching positions in normal schools should have received the master's degree and have at least 30 semester hours of professional work in addition to two years of supervised teaching experience.

It was recommended that the course of study of the normal schools be extended to three years in order to strengthen the educational and cultural background of the teachers. Other suggestions were that all high-school students who rank in the upper half of their classes for the last two years of high school, who pass a strict physical examination and who rate high on personal qualifications score card shall be eligible to admission to normal schools; that high-school graduates who do not rank in the upper half of their classes, but possess all other requirements shall be admitted on attaining a standard score in a standardized achievement or intelligence test; that provision for teacher training be made for all graduates of Washington high schools who are residents of the District of Columbia, without restrictions as to their future place of employment, provided they meet the requirements for entrance; and that scholarships be provided at public expense in local colleges and universities for graduates of Washington high schools who wish to become high-school teachers.

SUMMER STUDY IN ATMOSPHERE OF MUSIC

An institute of music education will be a feature of the summer session of Pennsylvania State College. Though intended primarily for teachers and supervisors of school music, for whom special campus accommodations have been provided, individual instruction in instrumental and vocal music will be available to academic students in the summer school. The atmosphere will be dominantly musical. The curriculum has been carefully planned, and has the approval of the State department of public instruction. It carries approximately 78 credits of music and 60 credits of academic subjects, leading to the degree of bachelor of arts in the school of education.

PHYSICAL EDUCATION IN OHIO HIGH SCHOOLS

Reports from 202 high schools in places of more than 2,000 inhabitants in Ohio indicate that physical education is required of all students in 60 per cent of the schools, according to a study by Samuel H. Cobb, reported in Educational Research Bulletin. Athletic fields are possessed by 69 per cent, and a playfield by 24 per cent of the schools. A teacher of physical education is employed in 52 per cent of the schools, and 93 per cent have school coaches. Only 40 per cent of the student body participate in intramural athletics. Physical and medical examinations are required of all pupils in 25 per cent of the cities, and in 53 per cent it is required of athletes only. A commissioner of athletics for high schools has been appointed recently in Ohio, and state law requires physical training 100 minutes a week. Sixty-five per cent of the schools reporting give an average of two periods a week to physical education.