

at the regular student-body elections and are considered student-body officers. Prior to the election each year, each staff endorses one of its number for the position, though this is not at all conclusive that he will be elected, for there is nothing to prevent other candidates from entering the race.

"Editors and business managers serve for the entire session, or from September until June. Other members on the staff are elected on a strict competitive basis."

The high standards set up in their creditable style-book probably account for the well written articles in *The Ring-Tum-Phi*.

"In the Wigwam" is the special sporting page of William and Mary's *Flat Hat*, altho the whole paper contains a large amount of athletic news. *The Flat Hat* often prints a list of the attractions at the theaters in the town. This kind of news is also a feature of *College Topics* and of other college newspapers (mostly weeklies).

Editorials, S. I. N. A., and general college happenings complete the make-up of this publication. The typography of *The Flat Hat* entitles it to be placed among the best college weeklies.

There are three bi-weekly newspapers—the Harrisonburg State Teachers College's *Breeze*, the Radford State Teachers College's *Grapurchat*, and *The Virginia Intermont Cauldron*.

The Breeze was begun in the fall of 1922. It endeavors to print as much news as possible in the best way possible. "The Campus Cats" "colyum," in which humor, verse, and the sayings of Tom (cat) are printed, has become an established feature of the publication. Contributions are made to *The Breeze* from the students at large, as well as by members of the staff. General contributions have been encouraged by the "Snyder Prize," offered for the best article published during the year.

With no special departments, *The Grapurchat* nevertheless presents the occurrences of school life. Although the treatment of material is not always in first class newspaper style, one gets the news nevertheless. This publication apparently has a staff that is striving to lift the standards and strengthen the morale of the student body.

Virginia Intermont College's *Cauldron* is in its second year. "We expect to en-

large it soon," writes Mr. Roy P. Brown, vice-president of the Virginia Intermont College.

The style of the *Cauldron* is rather informal. However, the various features of the paper and its general "make-up" indicate for it a bright future. It seems to be under the control of far-seeing and optimistic editors.

The Bullet of the Fredericksburg State Teachers College is the only monthly newspaper published in a Virginia college. This is a small newspaper and reproduces the happenings in the school life in a very informal way. Unlike other papers, *The Bullet* does not have regular newspaper headlines and thus places no more emphasis on one article than on another.

Campus Crumbs, the Hollins newspaper, which appears from five to ten times a year "does not pretend to print news, either local or general. It contains merely local jokes and humor of various types. The jokes often veil serious stabs at conditions and institutions open to criticism," writes Miss Virginia D. Moore, 1922-1923 editor of the publication. *Campus Crumbs* is delightful in its difference from the usual school newspapers. It always contains much clever and fantastical writing that deserves notice and credit.

ROSELYN BROWNLEY

A "LANGUAGE BEE" FOR BETTER SPEECH WEEK

MEMBERS of the staff of *The Breeze*, student newspaper published at Harrisonburg State Teachers College, planned and carried out during Better Speech Week in February, 1924, a "language bee." The practical success of the contest indicated that teachers of English elsewhere might find it worth using.

The "language bee" was conducted in an assembly period lasting 40 minutes and the contestants numbered about twenty, two being elected from each dormitory or cottage on the campus. The contestants stood in line and by saying "Right" or "Wrong" gave their judgments on sentences as they were read out by the moderator. If the sentence was wrong, the contestant was expected to correct it. In this way the sentence could not be passed from one contestant to another.

The sentence was repeated as many times as the contestant desired. but the contestant had only one chance to answer. If the contestant thought a sentence was wrong, but could not repeat it correctly, then the answer was counted wrong and the contestant "dropped out" of the line.

In arranging these sentences the plan of mixing together both correct and incorrect sentences was followed in order to insure a judgment on each sentence.

The sentences used in the contest were gathered together by members of *The Breeze* staff. A special effort was made to include no sentences in which there could be difference of opinion about correct usage. It will be seen that the list illustrates usage of pronouns, adverbs, the agreement of subject and verb, of pronoun and antecedent, tense forms, auxiliaries, verbs, etc. The contest offered a real test of language habits and of a knowledge of grammar.

A member of the faculty was asked to act as moderator and give out the sentences. Two other members served as judges. To the winner of the contest was presented a copy of Brander Matthews's recent volume, "Essays on English."

The sentences used in the contest are given here. Preceding the number of each is a W or R to indicate that the sentence as it stands is wrong or right. The word in the sentence which demands a judgment is indicated by italics, this being prepared for the benefit of the teacher who is using the list.

- W 1. Yesterday we *sat* out some new trees.
 R 2. I learned my lesson *well*.
 R 3. He ran *fast*.
 R 4. He *laid* the book on the shelf.
 W 5. Between you and *I* that is not true.
 R 6. This pencil belongs to *her*.
 W 7. Was it *him*?
 W 8. *Can* I borrow your book for a little while?
 R 9. Without John and *me* to help, that work would not be done.
 W 10. *Lie* the cloth on the ground.
 W 11. Let it *lay* there.
 R 12. May I *lie* here?
 R 13. May I *lay* my coat on the table?
 R 14. He and *I* missed the boat.
 R 15. Do you think that you *can* solve this problem?
 R 16. Mother says "You *may* go."
 W 17. We *will* be glad to see you.
 R 18. There are *some* apples on the tree.
 R 19. Every state *has* two senators at Washington.
 W 20. She sings *good*.
 W 21. Come as *quick* as you can.
 W 22. She *don't* give tests very often.
 R 23. It is *he* who laughed.
 W 24. All are going—*him*, his sister, and his mother.
 W 25. They had *lain* in a stock of supplies.
 R 26. The dog *lazily* shifted his position.
 W 27. He walked very *rapid*.
 R 28. *Shall* I assist you?
 R 29. How many planets *can* we see?
 R 30. My little brother *set* all his toys in a row.
 W 31. He *sets* near the door.
 W 32. Will you *sit* the lamp near me?
 W 33. She has *set* there for over an hour.
 W 34. An old lady *sit* on the front seat yesterday.
 R 35. We *sat* and listened to the music.
 W 36. We found John *setting* by the window.
 R 37. She *set* the book on the table.
 W 38. Is there room for me to *set* by you?
 W 39. The old hen *set* patiently on the eggs for two weeks and suddenly disappeared.
 W 40. *Sitting* the box at her feet, I crept out.
 R 41. How soon *may* we expect to hear from you?
 R 42. He has done *badly* in school.
 W 43. They hired him *special* for the Christmas holidays.
 R 44. The voices grew *angry*.
 R 45. You should not have *laid* it on the bed.
 R 46. The carpenter will *lay* the floor tomorrow.
 W 47. I will sing for you and *he*.
 R 48. It was *he* whom we met.
 W 49. Everyone missed the train but Julia and *I*.
 W 50. He *don't* like algebra.
 R 51. They glided *swiftly* down the hill.
 W 52. She looks *beautifully*.
 R 53. He looks *wearily* at the unanswered letter.
 W 54. I think she ought to have *wrote* me about it.
 W 55. She is one of those girls who *takes* no interest in basketball.
 W 56. The food tastes *badly*.
 W 57. He looks *wearily*.

- R 58. He *lay* there last night.
- R 59. He must have *laid* the book here.
- W 60. Let it *lay* there.
- R 61. The hen *laid* the egg.
- R 62. The eggs were *laid* in the basket.
- R 63. Was he *lying* on your hat?
- W 64. Many a time I have *laid* on my back in the sun.
- W 65. The coat had been *lain* away for the summer.
- W 66. Take it up stairs when you go to *lay* down.
- R 67. I shall *lay* my pencil on the table.
- W 68. I have been *laying* here an hour.
- W 69. *Lay* down, Rover.
- R 70. I *can* row a boat and paddle a canoe.
- R 71. *May* I ask you a question?
- W 72. Where is my bat *at*?
- R 73. Henry spoke to him, but did not recognize *us* boys.
- R 74. Everyone is going to the picnic except you and *me*.
- W 75. He had seen Flossie and *I* before you arrived.
- W 76. You *was* in the contest.
- W 77. These flower petals *feels* like velvet.
- W 78. It was *them* that did it.
- W 79. I am so tired at night that I *can't* hardly learn my lessons.
- R 80. If it had been *he*, I should have recognized him.
- W 81. Our teachers and *us* are going on a picnic.
- W 82. *He* that ruleth his temper we honor.
- W 83. Not one of the boys lost *their* courage.
- R 84. *Should* I appear in this costume?
- R 85. The traveler *set* his bag behind the trunk.
- R 86. We shall go if we *can*.
- W 87. When are you and *him* to go?
- R 88. Was it *he* whom you met at school?
- W 89. Neither *him* nor Harriet knew it.
- W 90. Did you see the boys and *he* together?
- R 91. I like to write better than *he*.
- R 92. We *sat* for hours around the fire.
- W 93. I am sorry that you must *set* by and listen.
- W 94. You and she *was* late for class.
- W 95. "Mother, *can* I invite Mary?"
- W 96. Each of the pupils lost *their* books.
- W 97. I am not so tall as *him*.
- W 98. The schoolboy said, "It is *me*."
- W 99. *These* sort of apples are better than those.
- W 100. I know she *don't* do that.
- R 101. He asked that I should go with *him* and *her*.
- R 102. The flower smells *bad*.
- R 103. She smiled *joyously*.
- W 104. If it is *him*, why doesn't he come in?
- W 105. I don't like *these* kind of apples.
- W 106. Which one of these two pictures is *prettiest*?
- W 107. The baby *lays* on the bed and plays with his rattle.
- R 108. My father *laid* this paper here a week ago.
- W 109. When are you and *him* to go?
- R 110. He and *I* are going to see the show to-night.
- W 111. Did you see that boy and *he* together?
- W 112. It can't be *him* whom you mean.
- R 113. It could not have been *I*, for I was at home.
- R 114. He divided the oranges between my sister and *me*.
- R 115. Is he better prepared than *I* to take the examinations?
- W 116. If I were *him*, I should not go.
- R 117. I don't know whether you *can* ride the pony or not.
- R 118. The teacher told William and *us* girls to speak distinctly.
- W 119. Last May she *sit* under the blossoming cherry tree and dreamed and dreamed.
- R 120. *Do* she and her roommate always agree?
- R 121. Each of the women gave *her* services.
- W 122. I like *these* kind of apples.
- W 123. These girls *doesn't* like the rain.
- R 124. Will you *set* this doll in that chair?
- R 125. Can you *sit* stil a little while?
- W 126. The dog *set* in the window watching us all day yesterday.
- R 127. I have an invitation for *her* and *me*.
- R 128. The thick tree served as a roof above *her* and *me*.
- R 129. Mabel and *they* are expected this afternoon.
- W 130. It must have been *him* who did it.
- R 131. The girls *were* waiting for the professor.
- R 132. Had it been *they*, I should have heard them.
- W 133. Each of the trees *were* tall and stately.
- R 134. Behind George and *them* came the whole prosession.
- R 135. He asked me and *them* to go driving.

Thirty additional sentences, many of them involving more difficult principles, were also prepared for use in case the first list did not "floor" all contestants. They were:

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- W 1. One of my pens *have* been lost.
 W 2. Her management of keys, stops, and pedals *look* wonderful to me.
 W 3. Here *comes* the bride and groom.
 W 4. There *are* no interesting news for *The Breeze* today.
 R 5. I, who *am* strong, have nothing to fear.
 W 6. One of the waitresses *have* left.
 W 7. They are using one of those old books that *has* been discarded.
 R 8. Give it to me, who *am* surely in need of it.
 W 9. *He* that is guilty you should reprove and not me.
 R 10. The manner in which he uses verbs, pronouns, adjectives, and adverbs *shows* lack of training.
 W 11. I expected *to have gone*.
 R 12. Why do you treat me who *have* been your friend that way?
 R 13. Will the boy or girl who did it please get *his* books?
 R 14. He spoke of *their* taking a part.
 W 15. We are the ones he called, *you and me*.
 W 16. There is the boy *whom* you said was talking.
 W 17. Everyone in the room will please get *their* hats.
 W 18. *Me* going ought not to affect you.
 R 19. It seems *as if* I am always wrong.
 R 20. Girls like *you and her* should work harder.
 R 21. What will you say to those who *were* there?
 R 22. What will you say to me who *am* here?
 R 23. I believed John to be *him*.
 W 24. Between you and *I* and the gate-post, I don't know what to do.
 W 25. Give the tickets to *whomever* needs them most.
 W 26. One should always be careful of *their* reputation.
 W 27. I hoped *to have come* with them.
 R 28. The tinner *who* you said was best could not be engaged for the job.
 W 29. One of the men *are* responsible.
 W 30. *These sort* of mistakes are understandable.

MARGARET RITCHIE

THE LIBRARIES OF VIRGINIA

THE matter of public education received little attention in Virginia until after the close of the Revolutionary War. The English system of private schools was transported bodily to the Colony for the benefit of the aristocracy, the only class, according to ideas then accepted, to which an education would, or should, be of any concern. After a good beginning had been made at home, the young Virginian went to Oxford for the further pursuit of knowledge, and, after "the grand tour," come back to Virginia, elegant in person and accomplished in mind, to play his part in the affairs of the Colony. The College of William and Mary was founded in 1693 (and would have been founded in 1619 but for the destruction of a large part of the colony by the Indians) and, although students still went to England, the beginning of that American belief in home institutions manifested itself by the prompt support with which the new college was started upon its remarkable career. Therefore, while opportunities for education were ample for the ample purse, the poorer classes were dependent upon the purely elementary advantages of the old field schools, considered, even in those days, more picturesque than potent.

When Virginia became a State, a committee was appointed to revise the laws already on the statute books and to suggest new ones. The members were Thomas Jefferson, Edmund Pendleton, George Wythe, George Mason, and Thomas Ludwell Lee. Jefferson's words—"If the children are untaught, their ignorance and vices in the future cost us much dearer than it would have done in their correction by a good education"—assumed concrete form when he drew up three bills relating to public education. One of them was entitled "A Bill for Establishing a Public Library," and was the origin of the present State Library. Progress after this was steady. Many new colleges were founded, among them Jefferson's child, the University of Virginia, and interesting details are recorded about the books in the libraries and the methods of cataloging used. Elementary education progressed more slowly

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