

THE VIRGINIA TEACHER

Published monthly, except August and September, by the State Teachers College at Harrisonburg, Virginia.

Entered as second-class matter March 13, 1920, at the postoffice at Harrisonburg, Virginia, under the act of March 3, 1879.

CONRAD T. LOGAN, *Editor*
HENRY A. CONVERSE, *Business Manager*
CLYDE P. SHORTS, *Circulation Manager*

ADVISORY BOARD

KATHERINE M. ANTHONY
FRED C. MABEE
BESSIE J. LANIER

Manuscripts offered for publication from those interested in our state educational problems should be addressed to the editor of THE VIRGINIA TEACHER, State Teachers College, Harrisonburg, Virginia.

EDUCATIONAL COMMENT

ANNUAL MEETING OF VIRGINIA ENGLISH TEACHERS

The English Teachers Section of the Virginia Education Association met in Richmond, November 30. The attendance was much larger than usual and those present showed great willingness to respond and to take part in the discussions.

"Literature in the Public Schools of Virginia," the general topic of the meeting, was approached from various angles.

Since the state has recently doubled our opportunities for providing school libraries, the first half of the program was devoted to getting and giving help on this subject.

Miss Mary Clay Hiner, of Farmville State Teachers College, led the discussion on "What Books to Get," literally spreading before the audience on a long table booklists and lists of lists, which had been assembled by herself and Miss Hilda Devilbiss, of Woodrow Wilson High School, Portsmouth, members of the executive committee. These included children's booklists from the Federation of Women's Clubs, from the National Association of Book Publishers, from the U. S. Department of Education, from the American Library Association, from the Association for Better Homes in America, and from many other sources. Miss Hiner not only made her own report, but also read that of Miss Devilbiss, who was in Baltimore attending

the meeting of the National Council of Teachers of English. The purpose of these ladies in compiling these lists was to help other teachers in building up libraries with books "that will make people and places live" for the children.

"How to Get Books" was the important question referred to Mr. C. W. Dickinson, State Supervisor of Textbooks and Libraries. He explained in detail, with patient reiteration, the way to make one dollar do the work of two, by means of state aid. He urged teachers to take brief summer courses in library science. He called attention to the twelve-lesson course planned by the American Library Association. Mention was made of the successful traveling library now sent out from the city library of Richmond to four schools in Henrico County, the books being changed every two weeks.

There was so much interest in the library topic and so many individual questions to be asked, that a brief recess was declared for that purpose and for the examination and the distribution of the booklists. This also gave ten minutes of social chat for better acquaintance.

Mr. Edward P. Browning, of the Handley High School at Winchester, had prepared an excellent paper on "Literature in the Making: High School Composition." In his enforced absence, Miss Charles Anthony, of John Marshall High School, Richmond, read the paper. Those who had the good fortune to be present listened with delight to the rich content, the literary charm, the personality of the author ever vividly present, and the grace and force of the reader—who made the most of all the many good points of the paper. The creative ability of both author and reader brought enthusiastic praise from the audience, and brought also a quick suggestion that the paper be published. It is found elsewhere in this issue.

The last topic, "The Scope and Place of the History of Literature in a High School

Course," was led by Dr. William S. Long, of the State Teachers College at Radford, who strongly objected to what he termed "the socialization of literature." He feels that such a book as Greenlaw's *Literature and Life* does not give the high school pupil the best point of view, the right conception of periods of literary development. He also objected to what he called the newer method of teaching the history of literature by types merely.

Miss Mary Clay Hiner, of Farmville, was elected president, and Miss Lula C. Daniel, of Fredericksburg, was retained as secretary-treasurer. Miss Elizabeth P. Cleveland, of Harrisonburg, the outgoing president, will serve this year as vice-president. Others elected as members of the executive committee, to serve with these officers, are Miss Mary Montague, of John Marshall High School, Richmond, and Mr. Charles E. Anderson, of Saltville High School.

THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH

Officers of the National Council of Teachers of English, elected at the Thanksgiving meeting in Baltimore to serve during 1929, are as follows: President, Rewey Belle Inglis, University of Minnesota, Minneapolis, Minn.; first vice-president, Max J. Herzber, Central High School, Newark, N. J.; second vice-president, Marquis E. Shattuck, Board of Education, Detroit, Mich.; secretary-treasurer, W. Wilbur Hatfield, Chicago Normal College, Chicago, Ill.; auditor, Conrad T. Logan, State Teachers College, Harrisonburg, Va.

The Council's executive committee comprises these five officers and in addition two former presidents: Dudley H. Miles, Evander Childs High School, New York City; C. C. Fries, University of Michigan, Ann Arbor, Mich.

The two official publications of the Council are *The English Journal*, 6705 Yale Avenue, Chicago, Ill., and *The Elementary English Review*, 4070 Vicksburg Avenue, Detroit, Mich.

THE READING TABLE

SECOND LATIN LESSONS. By Charles Edgar Little and Carrie Ambrose Parsons. New York: D. C. Heath and Company. 1927. Pp. 657. \$1.80.

In preparing *Second Latin Lessons*, the authors have carried out the recommendations of the General Report of the Classical Investigation in the following particulars: 1. In providing an abundance of continuous easy Latin reading which deals with classical mythology and with various phases of Roman life, literature, and history. It is also so organized as to furnish a gradual approach to the reading of the unmodified text of Cæsar in the latter half of the year's work. 2. In providing in the notes, in special lessons, and in suggested reading, additional teaching material in English on many topics in Roman life and ideals, history and geography, literature and civilization. 3. In providing specific training in the ability to comprehend Latin as Latin and in the Latin order. 4. In providing an orderly treatment of the forms and uses of the subjunctive and in teaching certain topics of Latin grammar not properly included in the work of the first year. 5. In providing abundant drill material in Latin vocabulary, English and Latin word study, Latin forms, and Latin syntax. 6. In providing in connection with every reading unit suitable exercises in the oral use of Latin as a means of fixing vocabulary, forms, syntax, and word order, and of adding interest and a sense of reality to the study of a foreign language.

JOHN A. SAWHILL

YOUR HOUSE: A Workable Book for the Home Decorator. By Lois Palmer. Boston: The Boston Cooking School Magazine Co. 1928. Pp. 209. \$3.00.

There are certain things that you have always wanted to do—one is to build a home. But since we cannot all build houses, we can at least have the pleasure of furnishing and decorating one room if not a whole house. And this book, well named *Your House*, may be used as a helpful and instructive guide for this most fascinating adventure.

First, the author suggests that you make a tour of your room or rooms, and make note of what you like and what you do not like, using the book as a guide to see if you agree or disagree with the ideas laid down there. She hopes that you do not absolutely agree with all that she says; this is hopeful, as it shows you are beginning to formulate ideas of your own.

She combines common sense with good taste and the novice as well as the expert may feel well repaid for a study of the principles laid down here. The method of presentation is effective, suitable, and clear.

The illustrations are very helpful and each chapter is developed in such a way as to be most instructive. It is truly a handbook of practical information to the person who desires to make her home a means of expressing her personality.

M. L. WILSON

DRAMATIZED SALESMANSHIP. Edited by Genevieve Jordan and Clarice Runyan Young. New York: Textile Publishing Co. Pp. 80. \$2.00.

The twelve playlets in this book were written, staged, and produced by members of the Department of Education of L. Bamberger and Company, Newark, N. J. The purpose of the compil-