6-1-1921

Virginia Teacher, June 1921

State Normal School for Women at Harrisonburg (Harrisonburg, Va.)

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Recommended Citation
Virginia Teacher, June, 1921, II, 6, Harrisonburg, (Va.): State Normal School for Women at Harrisonburg.

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I

A TEACHERS' GUIDE TO SHERWOOD FOREST

When Shakespeare wished to show the delightfulfulness of life in the forest of Arden, he recalled and mentioned the great folk hero of the English people, Robin Hood. In As You Like It, Oliver asks: "Where will the old Duke live?" Charles answers: "They say he is already in the forest of Arden, and a many merry men with him; and there they live like the old Robin Hood of England; . . . and fleet the time carelessly as they did in the golden world." To one who stops to thinks about it a moment, it is a singular circumstance. Here we have an outlawed individual of the twelfth or thirteenth century. Of his historic career we know nothing with certainty. And yet his name is a household word. In the sixteenth century he has become such a popular hero that no May Day is complete without him. At the end of the eighteenth century ballads are being everywhere chanted, of which he is the hero. In the nineteenth and twentieth centuries he is still common literary property, appealing to poets as wide apart in time and spirit as Sir Walter Scott and Alfred Noyes. It is probably not too much to say that there is no English king, not even Arthur, and no other English hero who so appeals to the imagination, or who is so often mentioned in literature.

Robin Hood has been an element in the consciousness of the English race for the last seven hundred years, and it therefore seems only fair that every child should at some time in his school life be brought into intimate contact with this fascinating hero. Perhaps it can best be done through Scott's Ivanhoe. Perhaps the old ballads themselves will do. If the ballads are not available, there can be no better source of inspiration than Howard Pyle's masterly transcription of them, The Merry Adventures of Robin Hood. As a subject for pageant and festival the Robin Hood stories are superb. But, at any rate, in some way the children in our schools should be made familiar with this delightful character and his boon companions. At some time during the school course we should consciously make an attempt to enrich the minds of our students by introducing them to Sherwood Forest. This paper is merely propaganda. In it I wish to accomplish just one thing: to interest teachers in the Robin Hood material. Of course, not very much of it can be used in the schools. But a background of information will enable us better to present the subject to our students; and, incidentally, it will prove a source of pleasure to ourselves.

The historic Robin Hood is hidden behind a heavy veil of time. When he actually lived, or indeed whether or not he ever really existed, is a question that probably will remain forever unanswered. His biographers fall into two groups: those who insist that he really lived at some definite period, and those who deny altogether that he ever existed in the flesh. The difficulty with the believers is that they can not agree among themselves. Some place Robin Hood in the later half of the twelfth century; others, in the first part of the thirteenth; and still others point out the absurdities of the calculations, and insist that he had his being in the early fourteenth century. In any case, we have absolutely no contemporary historical references to our hero. He is first mentioned by a historian in John of Fordun's Chronica Gentis Scotorum, which appeared about 1384, fifty years after his death by the most generous estimate. Fordun was a Scottish chronicler who wrote a history of Scotland down to his own time. He places Robin Hood in the reign of Henry III, saying:

"About this time (1266) . . . lived those famous robbers Robin Hood and Little John and their fellows, of whom the foolish vulgar in comedies and tragedies make lewd entertainments, and are delighted to hear the jesters and minstrels sing them above all other ballads."
Modern scholarship insists, however, that this reference was not the work of Fordun himself, but that it was inserted by his disciple and follower, Walter Bower, who revised and continued the work of his master up to the year 1450. In any case, it would not be wise to accept the work of Fordun as entirely truthful, for we can not forget that he is Holinshed's source for Banquo, Fleance, and others Scotch heroes, who have been frowned out of existence by history. But this reference did its work, and nearly all the historians of Robin Hood, until the beginning of the nineteenth century, state as an accepted fact that he lived in the first half of the thirteenth century.

One of the prominent and important scholars in our group of believers is Joseph Ritson, the English antiquarian. In the intervals between his fierce quarrels with Wharton, and Steevens, and Dr. Johnson, and Bishop Percy, (in which he was nearly always right in matter and wrong in manners) he managed to find time to gather and edit the first real collection of Robin Hood Ballads, to ferret out references to the famous outlaw from an unbelievable number of literary works, and to write an "authentic" Life of Robin Hood. His work appeared in 1795, and we must hope that it won immediate success, for the unfortunate author showed signs of mental collapse as early as 1796, and he became completely insane on the 10th of September, 1803. He barricaded himself in his chambers at Gray's Inn, made a bonfire of his manuscripts, and was finally forcibly removed to Hoxton, where he died two weeks later. Fortunately for us, he could not destroy his issued volumes on Robin Hood, and they live to keep alive the memory of poor, hard-working, acrimonious, half-mad Joseph Ritson.

"Robin Hood was born at Locksley," he tells us, "in the county of Nottingham, in the reign of King Henry the second, and about the year of Christ 1160. His extraction was noble, and his true name was Robert Fitzooth, which vulgar pronunciation easily corrupted into Robin Hood." The corruption of Robert Fitzooth into Robin Hood offered no difficulties whatever to the men who could insist seriously that his own name, Ritson, was a short pronunciation for Richardson! But to go on with his story: "He (Robin Hood) is frequently styled, and commonly reputed to have been Earl of Huntington; a title to which, in the latter part of his life, at least, he appears to have some sort of pretension. In his youth he is reported to have been of a wild and extravagant disposition." And so the story continues, telling of his flight to the forest, the gathering of his band, their free life in the woods, their deeds and their exploits, until "... the infirmities of old age increasing upon him, and desirous to be relieved, in a fit of sickness, by being let blood, he applied for that purpose to the prioress of Kirkleys-nunnery in Yorkshire, his relation, ... by whom he was treacherously bled to death. This event happened on the 18th of November, 1247, ... about the 87th of his age." Now, I am not one of those who insist on having every fact supported by an affidavit. I can swallow a fact with any man. But, there are, to say the least, some details of Ritson's story that seem open to doubt—"the 18th of November, 1247," for example—and I am afraid that we must conclude that it contains more fiction than fact. Nevertheless, Ritson's edition is exceedingly valuable, and it must not be neglected by one who is interested in the lore of Robin Hood.

There are many nineteenth century investigators who believe that Robin Hood lived at a late period. One of the most important of this group is John M. Gutch, who issued in 1847 a new edition of the Lytell Gests of Robin Hood, with Other Ancient and Modern Ballads and Songs Relating to This Celebrated Yeoman, to which is Prefixed his History and Character, Grounded upon other Documents than those made Use of by his Former Biographer, 'Mister Ritson'. Gutch reprints the invaluable notes of Ritson, and adds many new ones, so that this is the most complete and useful edition until that of Professor Child, in 1888. He scorns Ritson's "facts," however, and maintains that Robin Hood was a follower of Simon de Montfort; and that after the defeat of that nobleman at Evesham, in 1265, Robin Hood kept up the struggle for liberty by a sort of guerilla warfare from his stronghold in the forest. He suggests that Robin Hood was born in 1225 and lived until about 1294.

Another interesting theorist is the Rev. 1

1Published in London, by Longman, Brown, Green and Longmans.
Joseph Hunter, who claims that both Ritson and Gutch are wrong. Robin Hood was born, he insists, in the reign of Edward I, about 1285, and lived into the reign of Edward III. Mr. Hunter made some studies of the ancient exchequer accounts and the court rolls, and he found that for several months in 1323, in the reign of Edward III, appear payments to “Robyn Hod” as a “vadel of the crown.” This fact, he claims, coincides with the history of Robin Hood as told in the “Lytell Geste”, and he associates the outlaw with the rebellion of the Earl of Lancaster. Lancaster was defeated and executed in 1322. In the following year the King, Edward III, actually made a trip into the region of Sherwood, according to the court records. This trip coincides with the ballad story. Here, says Mr. Hunter, the King met Robin Hood, forgave his misdeeds, attached him to his court, and brought him back to London. The payments stop after a year or so, and this fact again agrees with the ballad story, that Robin soon sickened for the old free life, and asked and received the King’s permission to return to the north, where he lived during the remainder of his life in the region which he loved, and with which he will be forever associated. Although Professor Child dismisses the inferences of Mr. Hunter as “ludicrous”, we must admit that he has pointed out a striking series of coincidences. But proof, in such a matter as this, is an impossibility, and the reader is free to accept the story that best pleases him.

He may, if he wishes, believe with the unbelievers, and insist that Robin Hood never lived at all. Mr. H. Bradly states that the jovial Friar Tuck with the “spirit of frost and snow,” it must be admitted that there are elements in the story that suggest the exploits of Robin Goodfellow and the forest elves. However it may be, when we leave the shadowy kingdom of history and come into the broad free fields of tradition, we are on certain ground.

This is the one thing that we can state with certainty: by 1400 Robin Hood had been accepted by the English people, and he has never been dethroned in their affection, however he may have been treated by history. Langland, in The Vision of Piers Plowman, about 1360, puts these words into the mouth of Sloth, an idle, ignorant, drunken priest:

“I kan noght parftly my pater-noster
as the preest it syngeth;
But I kan rymes of Robyn Hood, and
Randolf, erl of Chestro.”

One of the arguments against Hunter’s theory is that if Robin had lived until 1350, as he maintains, there would hardly have been time before 1360 for many “rymes of Robin Hood” to spring up. However, the actual existence of Robin Hood seems to gain strength from his mention here with Randolph, Earl of Chester, whose actual existence no one doubts.

In any case, tradition rolled up quickly. Within a century Robin Hood was an integral part of many Folk festivals. He becomes a supernumerary character of the Morris dances. May day celebrates his exploits. As the patron of archery, he is extolled as an example of manly virtue. The sports and games in his honor sometimes interfered with the more customary religious services, as is testified by Bishop Latimer in his sixth sermon before Edward VI, in 1549. The good Bishop is very indignant:

“I came once myselfe to a place, riding on a journey homeward from London, and I sent word over night into the town that I would preach there in the morning, because it was a holy day, and methought it was a holidays worke; the church stode in my way; and I thought I should have found a great companye in the churche, and when I came there the churche dore was faste locked. I tarried there half an houre and more, and at last the key was founde; and one of the parishe commes to me, and sayes, Syr, this ys a busye day with us, and we cannot heare you; It is Robyn Hoodes Daye. The parishe are gone

3 Quoted in the Encyclopaedia Britannica. See article on Robin Hood.
4 Essays on England in the Middle Ages, Thomas Wright. 1850.
abroad to gather for Robyn Hoode, I pray you let them not. I was fayne there to give place to Robyn Hoode. I thought my rochet should have been regarded, though I were not; but it would not serve, it was fayne to give place to Robyn Hoode's men. It is no laughynge matter, my friends, it is a weepynge matter, a heavy matter, under the pretence for gathering for Robyn Hoode, a traytoure and a thefe, to put out a preacher, to have his office lesse esteemed, to prefer Robyn Hod before the mynistration of Gods word; and all thys hath come of unpreaohynge prelates. Thys realme hath been U provided, for that it hath had suche corrupte judgementes in It to prefer Robyn Hode to Goddes Worde."

Michael Drayton bears more cheerful testimony in Polyolbion, about 1613: "In this spacious isle, I think there is not one. But he hath heard some talk of him and Little John: And to the end of time, the tales shall ne'er be done, Of Scarlock, George a Green, and Much the miller's son, Of Tuck the merry friar, which many sermons made In praise of Robin Hood, his outlaws, and their trade."

And Drayton goes on to describe in detail the merry life in the greenwood. There are hundreds of quotations and references that might be given to prove that by the Elizabethan age, Robin Hood had become a cult. He was the subject of ballads, the hero of many plays and festivals, and there are many places all over England that still bear his name. We find Robin Hood's Ook, Robin Hood's Shambles, Robin Hood's Well, Robin Hood's Bay, Robin Hood's Seat, and so on to infinity.

Mr. Spencer T. Hall, a native of Sherwood Forest, gives some interesting traditions in The Forester's Offering, and in his Rambles in the Country surrounding Sherwood Forest. He tells us of the prevalence even in his day (1850) in Sherwood Forest of Littles, Archers, Shaklochs, Hardstaffs, and Nailors. It will be remembered that the true name of Little John was John Nailor, according to many traditions, Mr. Hall reports that some years ago (probably about 1800) an old house was pulled down at Mansfield, and in its walls was discovered a sort of hiding-place, where the rotten remains of a bow, a green garment, and a cap, were found, which were supposed to have belonged to one of Robin Hood's band! He also visited Hathersage, the reputed burial-place of Little John, and saw the house in which Little John died! Mr. Hall speaks for himself:

"The house is a rustic old place, with exceedingly thick walls, built without lime; it is now mantled with ivy, shady with umbrageous trees. In it lives Jenny Sherd, a respectable old widow—a very intelligent woman too, for one in her circumstances. I had a long conversation with Jenny Sherd, who was full of faith not only in Little John having died in her cottage, and in his being buried in the churchyard, but that the very grave still pointed out, with the little stone at each end, is the precise spot."

In fact, Jenny well remembered Little John's grave being opened by the order of Captain Shuttleworth, a local nobleman, and a great thigh-bone was brought directly into her cottage and measured. It was found to be thirty-two inches in length! Little John must have been a giant, indeed, for the thigh-bone of a six-foot man is only about eighteen inches long. Two shovels were broken in digging the grave, and the bone had been broken in the middle, but the ends fitted together perfectly, and the accuracy of the measure is guaranteed by Jenny. Captain Shuttleworth had the bone taken to the Hall, but he met with so many severe accidents, two of them in the church yard, that he had it re-interred in the old place. The result was, no more accidents!

Robin Hood's own gravestone was pointed out to travellers until the middle of the eighteenth century. It was in Kirkless Park near the nunnery in which our hero was treacherously slain. It read:

"Here undemead this lytel stone Lies Robert earl of Huntintua Nere archers were as he so gude And people called him Robyn Hudo Such outlaws as he and his men Will England never bee agen. Obiit 24 kal dekembirs 1247."

I o be sure, Dr. Percy questions the "genuineness of this epitaph." Master Thomas Gent, of York, informs us

"That his (Robin Hood's) tombstone, having his effigy thereon, was ordered not many years ago, by a certain knight, to be placed as a hearth-stone in his great hall. When it was laid over-night, the next morning it was surprisingly removed to one side; and so three times it was laid, and so successively turned aside. The knight, thinking he had done wrong to have brought it thither, ordered it should be drawn back again; which was performed by a pair of oxen and four horses, when twice the number could scarcely do it before. But as this is a story only, it is left to the reader to judge at pleasure."

The significant fact about all these traditions of Robin Hood and his followers is that they prove the vitality of the story and show how widely it was spread. The explanation is pointed out by Mr. Hunter; these stories are traditional recollections, not of the veritable heroes themselves, but of persons who "obtained a celebrity for the ability with which they performed their parts" in the wide spread dramatic representations. Such a person was Robert Locksley, a famous historic outlaw, who contributed his name to the story. So tradition grew. Whether Robin Hood represented the down-trodden Saxons against the Normans,7 the rich against the poor, or the forces of spring against those of winter, he did appeal to the English imagination, and by 1500, the date of the first printed ballad, there had grown up a great mass of tradition in which he was the hero.

The first printed story of which we know is "The Lytell Gest of Robyn Hode." There are seven early editions of this work which are extant, only four of which are complete. The most valuable and the best known of these is the one "Enprented at London in flletestrete at the sygne of the sone By Wynken de Worde." Unfortunately this little book contains no date, so we can not be certain when it was issued. However, we know that although Wyken de Worde succeeded Caxton in 1492, he did not move into Fleete Street until 1500; and as he died in 1534, we can place the edition between 1500 and 1534. This early source of the Robin Hood material is exceedingly interesting. What is probably the best discussion of it appears in Dr. Clawson's pamphlet, The Gest of Robin Hood.8 A gest is a romance or tale of adventure. This particular one is in eight "fyttes", Fytte (or fitt or fitt) is the Anglo-Saxon word for song, whence it came to mean a canto, or division of a poem. Thus it may be seen that this Romance of Robin Hood, in eight cantos, is almost a little epic. It contains 456 stanzas, or more than 1800 lines, which is one-fifth again as many as there are in Evangeline.

The regular ballad form is used, stanzas consisting of four lines each, of which the second and fourth rhyme.

The important thing to note is that this poem is apparently nothing more than a collection of earlier ballads, compiled and strung together by some unknown poet. Dr. Clawson in his study picks out and lists those parts which were originally individual ballads, and those parts which are the work of the compiler. He finds twelve distinct ballads. It is impossible to say when the work was done. It may have been as early as the fourteenth century; or it may have been only a few years before the first printing, or about 1500. In any case, it seems almost certain that the original ballads go back to the middle of the fourteenth century, for they contain a large number of unmistakably Middle English grammatical forms, such as the final -e and -es as regular inflectional endings. The "Littel Gest" contains other evidence, too, of earlier ballads, for we read in The Seconde Fytte, 11. 176 and 177:

"He wente hyrn forthe full mery syngynge, As men have told in tale."

It is unfortunate that of these earlier ballads, with the possible exception of that fragment known as Robin Hood and the Monk, none are known.

Of the ballads which we have today few can date back of the reign of Elizabeth, and many bear the mark of the eighteenth century. The reason for the loss of the earlier ballads is obvious, and is well pointed out by Professor Bates,9 who says: "It was written literature, the work of clerks, fixed upon the parchment that survived, while the songs of the people, passing from lip to lip down the generations, continually reshaped themselves to the changing times." Space is lacking to discuss this fascinating subject of balladry, but there is probably no ballad anthology in existence that does not contain its

7 See Thierry, The Norman Conquest.
8 Published by the University of Toronto, 1909.
9 A Ballad Book, Katherine Lee Bates.
quota about Robin Hood. Professor Child’s scholarly edition, English and Scotch Popular Ballads, which appeared in 1888, is probably the last word on the subject. A great advance has been made, however, since that time in one direction. The work of such collectors as Mr. Cecil Sharp has added to our knowledge of the ballads themselves a great store of the tunes to which they were sung. And it must be remembered that the Robin Hood ballads and indeed all ballads, were composed not to be recited or read, but to be sung. Whoever would gain a true idea of balladry must devote some of his time to the music element.

As a subject for festival or pageant Robin Hood and his merry men have few equals. Almost any two or three of the ballads may be woven together by an individual or by a class of students to make a festival play for May Day, or for any spring holiday. Such a play will furnish an opportunity for presentation by a large group or by a small one; the costumes may be as elaborate or as simple as one desires; the stage may be a gymnasium floor or a two acre lot. There is just one thing that the subject demands: a plentiful use of folk songs and folk dances. A few of the commoner ballads that have been so used are “Robin Hood and Maid Marion,” “The Rescue of Will Scarlet,” and “Robin Hood and Alan-a-Dale.”

The Sherwood Forest of today is a disappointment. A few years ago I tramped that historic region from Nottingham to Lincoln, stopping at several of the smaller towns for a day or two, especially at Edwinstowe, a secluded and tourist-less town, in the very center of what used to be the great forest. Robin Hood’s name is still connected with the region. One sees Robin Hood’s Shambles, Robin Hood’s Oak, and Robin Hood’s Cave. But of “the good green wood” there are few traces. There is an occasional grove of large oaks, here and there a thicket of white birch, and mile after mile of rolling farm land, sprinkled with interesting old cottages, and laced by winding muddy, brown roads. But the Great Forest, in which Robin Hood and his archers could roam at will, exists no more. No longer could the gentle outlaws gather under a great oak around a roaring fire and “troll the brown bowl” with mighty laughter and broad humor. The blasts of their hunting horns would be out of place. They would find no “good, red deer” to be turned into juicy venison or luscious meat-pies. The villainous Sheriff of Nottingham and his craven crew could soon chase them from the thinned thickets; and there are no longer any dark groves from which they could spring out to terrify fat and wicked abbots. Sherwood Forest is gone forever.

Gone forever? I wonder, after all, if it does not still exist in the only place where it has ever really been, in the minds and imaginations of those few who love the old ballads and songs that were once the delight of the English people. Sherwood Forest exists in those fortunate people for whom Robin Hood and Little John still fight at the planks over the brook; who follow softly the Sheriff of Nottingham in his tinker’s disguise; who trail after Alan-a-Dale as he goes down to court a “finikin lass, who shines like glistering gold”; or who see through the startled eyes of Robin Hood, the harmless-appearing Will Scarlet step ominously from the road, and with a gentle and melancholy whistle on his lips pluck up by its roots a sturdy young oak and turn it into a mighty quarter-staff. And perhaps we may be forgiven (by our students, at any rate!) though they still occasionally make the “comma blunder,” or misspell one of the “one hundred spelling demons,” or write in composition no higher than 6.9 on the scale when the median for the group to which they belong is 7.3, if only we can guide them, even a few of them, into the pleasant land of Sherwood Forest.

Milton M. Smith

“The solution of the ‘teacher problem’ is not merely more money. Salary increases are right and necessary, but inadequate as the sole solution of the question. Reform of the plan of organization, with intelligent boards of education acting in collaborations with teachers free to present their honest convictions and free to develop their own individuality, is essential. Recognition of the teacher as a human being will keep her human, and keep her from seeking other fields of employment for inspiration and a fuller life.”—Isabel Rockwell, in The Survey.
II
THE HOME ECONOMIC FIELD IN VIRGINIA

The first object of education for girls is to prepare them to meet intelligently the actual problems of life. What knowledge of life have our girls when they leave high school? They have learned a few facts of history, a little mathematics, a small knowledge of science. Is it more desirable for a girl to be an expert in foreign language or to know the values of physical exercise and what foods are necessary to make her physically efficient in the life she is living? Should she not study the chemistry of foods, the problems of a home, the bringing up of children?

Girls are not interested in their education because it does not bear closely on their lives. That is one reason why some girls are not ambitious—they are ignorant of life. It is the tangibility of reality that should be uppermost in a girl's education. Our girls as a whole are educated neither for occupation nor marriage. We assume that every girl's goal is marriage, yet many know little about homes, about food, about clothing, about children. "The proper bringing up of children is the supreme vocation of most women. Should not girls who select that vocation be prepared for it? What can we expect of the men of the next generation when their mothers were girls without ideals or ideas?" writes Bertha Pratt King in The Worth of a Girl.

Home economics education has been defined by the federal state board as "that form of vocational education which has for its controlling purpose the preparation of girls and women for useful employment as house daughters and as homemakers engaged in the occupations and the management of the home."

The public schools have done much in enlightening our girls upon the wonders of cookery, and attempts have been made to introduce other household arts into the domestic science curriculum. But the time has come when a subject involving all the problems of the making of the home should be presented to high school girls. "The idea of housecraft becoming a part of organized, conscious education is the most practical thing in the world," writes Ada Trowbridge in her Home School. "It is not a 'fad'; it is not a 'frill'; it is a fundamental in the economic evolution of the race."

Virginia woke up in 1906 to the fact that our girls should have home economics training along with the training received in other branches of work given in our public schools, and general home economics work was introduced. In the year 1917 vocational home economics work was placed in many of the school curriculums and since played an important part. Girls are now working with and studying facts which are constantly before them in their homes. In nine cases out of ten these essentials of life have a new interest to them and they no longer consider home work menial.

THE SMITH-HUGHES ACT

"The Federal Government assumed the responsibility of co-operating with the states to offer home-making training of less than college grade to the women of this country when home economics was incorporated in the vocational education act."1 By provision of the Smith-Hughes Act passed in 1917 the Federal government undertakes to pay over to the states certain sums of money for use in fostering and promoting vocational training and in the training of vocational teachers, This co-operation of the states and the Federal Government is based upon "four fundamental ideas:—first, that vocational education is essential to our national welfare; second, that the Federal funds equalize the burden of meeting the expense among the states; third, since the Federal government is so interested in this work, it feels it should have a degree of participation in the work; and, fourth, only by creating such a relationship between central and local government can proper standards of educational efficiency be set up."

The provisions of the vocational education act define the conditions under which home economics work may be set up in three kinds of schools, namely: first, all-day schools; second, part-time schools; third, evening schools. The aim for home econo-

1 Federal Vocational Education. Bulletin No. VII.
mics education is the preparation of the work of the house daughter, home maker, and household assistant, while the aim of industrial home economic education is preparation for wage earning in these specialized occupations.

In most of the states the vocational home economics day school has been organized as a part of the regular high school and the work has been offered in much the same way as in schools giving general home economics. The main difference is the amount of time being given to the subject. The schools receiving federal aid have given a half-day to vocational work. This half-day of vocational work has been devoted either to home economics instruction including such subjects as garment making, foods and cookery, sanitation and home nursing, house planning and house furnishing, textiles, dress-making, millinery and home management; or to the home economics subjects as named above and related arts and sciences which include such subjects as drawing and design applied to clothing and the home, and general science as applied to the household, household chemistry and household physics. The work must be less than that of college grade. All pupils to take up this work must be fourteen years of age or of equivalent maturity. Vocational home economics work aims to tie the theoretical work of the school room with the home work by emphasizing the value of the home project.

SMITH-HUGHES HIGH SCHOOLS IN VIRGINIA

Actual vocational work under the Smith-Hughes Act is done in Virginia only in the high schools of Richmond and Norfolk. There are, however, a number of schools meeting the requirements of the Smith-Hughes Act in all but one particular, and they are therefore classified as Smith-Hughes schools. The provision not met refers to the segregation of the classes in science. The Smith-Hughes schools which have recommended state aided home economics departments for the school year of 1920-1921 are:

<table>
<thead>
<tr>
<th>School</th>
<th>Location</th>
<th>Teacher of Home Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple Grove</td>
<td>Appomattox</td>
<td>Mildred Porter</td>
</tr>
<tr>
<td>Appomattox</td>
<td>Apple Grove</td>
<td>Katherine Lambert</td>
</tr>
<tr>
<td>Atlee</td>
<td>Atlee</td>
<td>Ruth Brown</td>
</tr>
<tr>
<td>Brownsville</td>
<td>Brownsville</td>
<td>Mary Alice McClure</td>
</tr>
<tr>
<td>Burkeville</td>
<td>Burkeville</td>
<td>Lucy Barlow</td>
</tr>
<tr>
<td>Charlotte Court House</td>
<td>Charlotte Court House</td>
<td>Cecil M. Chapman</td>
</tr>
<tr>
<td>Chase City</td>
<td>Chase City</td>
<td>Jeannette Hardy</td>
</tr>
<tr>
<td>Chester</td>
<td>Chester</td>
<td>Helen Ward</td>
</tr>
<tr>
<td>Claremont</td>
<td>Claremont</td>
<td>Lillian Hatcher</td>
</tr>
<tr>
<td>Climax</td>
<td>Chatham R. F. D.</td>
<td>Park F. Ferguson</td>
</tr>
<tr>
<td>Culpeper</td>
<td>Culpeper</td>
<td>Ida May Dingess</td>
</tr>
<tr>
<td>Dinwiddie</td>
<td>Dinwiddie</td>
<td>Lilly Chamblin</td>
</tr>
<tr>
<td>Driver</td>
<td>Driver</td>
<td>Marlon Marshall</td>
</tr>
<tr>
<td>Elk Creek</td>
<td>Elk Creek</td>
<td>Boss Oglesby</td>
</tr>
<tr>
<td>Ewing</td>
<td>Ewing</td>
<td>Oza Gwynn</td>
</tr>
<tr>
<td>Flora</td>
<td>Herndon</td>
<td>Mae Calhoun</td>
</tr>
<tr>
<td>Lebanon</td>
<td>Lebanon</td>
<td>Merle Kyle</td>
</tr>
<tr>
<td>Lincoln</td>
<td>Lincoln</td>
<td>Rose Lee Simpson</td>
</tr>
<tr>
<td>Manassas</td>
<td>Manassas</td>
<td>Lulu D. Mets</td>
</tr>
<tr>
<td>Middletown</td>
<td>Middletown</td>
<td>Katherine Jones</td>
</tr>
<tr>
<td>New London Academy</td>
<td>Forest Depot</td>
<td>Mrs. Thomas W. Jones</td>
</tr>
<tr>
<td>Salem</td>
<td>Salem</td>
<td>Pauline Layman</td>
</tr>
<tr>
<td>Sparta</td>
<td>Sparta</td>
<td>Emma Hupp</td>
</tr>
<tr>
<td>Toano</td>
<td>Toano</td>
<td>Mary Garden</td>
</tr>
<tr>
<td>Turbeville</td>
<td>Turbeville</td>
<td>Mrs. Clifton Hill</td>
</tr>
<tr>
<td>Wakefield</td>
<td>Wakefield</td>
<td>Louisa Glassell</td>
</tr>
<tr>
<td>Whittmell</td>
<td>Whittmell</td>
<td>Bruce Mohler</td>
</tr>
<tr>
<td>Williamsburg</td>
<td>Williamsburg</td>
<td>Inger Schleif</td>
</tr>
<tr>
<td>Windsor</td>
<td>Windsor</td>
<td>Emily Dougherty</td>
</tr>
<tr>
<td>Varina</td>
<td>Richmond R. F. D.</td>
<td>Annie Tomko</td>
</tr>
<tr>
<td>Woodlawn</td>
<td>Carroll</td>
<td>Ora White</td>
</tr>
</tbody>
</table>
Is it not interesting to know that in Virginia two hundred and two girls were last year taking this work, while in 1920-21 the number has increased to six hundred and seventy-two girls? Evidently, Virginia girls are awakening to their needs in order that they may become more efficient workers in their homes and communities.

**PART-TIME AND EVENING SCHOOLS**

The vocational education act provides for co-operation in promoting education for various groups of person over fourteen years of age without an upper age limit. These part-time home economics extension schools or classes offer instruction in home making to meet the needs of those girls and women who are employed as wage earners, or who are employed with home duties as home daughters or home makers. The part-time classes in home economics which were supported by Federal funds in 1918-1919 reached a total of 27 with a total enrollment of 4,278 pupils, and a teaching staff of 71 teachers in the United States. Only six states reported part-time work and Virginia was one of these.

Home economics evening schools or classes provide instruction for groups of workers over sixteen years of age. The members of this group know rather definitely their own needs and are attracted to evening classes. The groups of women are those who expect soon to have charge of their own homes, or those women who are already homemakers or household assistants and desire to extend their knowledge of home making that they may be more efficient, or those women who see the personal advantage of knowing how to do their own sewing, make their hats, cook their meals, budget their incomes, etc. In 1918-1919 there were 127 such schools.

### TABLE NO. II

<table>
<thead>
<tr>
<th>Year</th>
<th>William and Mary College</th>
<th>Harrisonburg Normal</th>
<th>Petersburg Normal*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students</td>
<td>Instructors</td>
<td>Students</td>
</tr>
<tr>
<td>1902-03</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1903-04</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1904-05</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1905-06</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1906-07</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1907-08</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1908-09</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1909-10</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1910-11</td>
<td>9</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1911-12</td>
<td>13</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1912-13</td>
<td>18</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1913-14</td>
<td>27</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1914-15</td>
<td>63</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1915-16</td>
<td>68</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>1916-17</td>
<td>54</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>1917-18</td>
<td>72</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>1918-19</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1919-20</td>
<td>10</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1920-21</td>
<td>33</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Note 1—*Colored Institution. All the girls attending Virginia Normal and Industrial Institute must take domestic science four student hours a week during their entire time there. They also maintain a purely home economics course that prepares teachers of home economics. This year there are nineteen girls taking the course, or 3% of the school enrollment.

Note 2—*The assistants are student assistants who are taking past graduate work in home economics.
with an enrollment of 22,691 pupils and a staff of 758 teachers in 21 states. The type of instruction which has been found to be most effective in evening schools is short unit courses, varying in length from eight to thirty-six lessons. We find that eight evening centers have been organized in Virginia. At the evening centers nineteen classes were conducted in such subjects as millinery, dressmaking, sewing, dietetics, and cookery.

**TEACHER TRAINING INSTITUTIONS AND COLLEGES**

What provision has Virginia made to prepare teachers for these schools? Three institutions have been designated to train teachers for vocational home economics teachers, the State Normal School at Harrisonburg and William and Mary College at Williamsburg for white teachers, and the Virginia Normal and Industrial Institute at Petersburg for negro teachers. William and Mary College, recently organized on the coeducational basis, gives a four year course. The other two institutions have been giving home economics instruction for several years. The Harrisonburg State Normal maintains a two year and a four year course. There is offered to her students good practice teaching in the Harrisonburg city schools and in the near-by rural schools. Harrisonburg Normal also has a well equipped practice house in which the student gains invaluable experience in home making.

The following table gives us some light on the other normal schools of Virginia:

**TABLE III**

<table>
<thead>
<tr>
<th>School</th>
<th>When Home Economics started</th>
<th>Number of Instructors</th>
<th>Number of Students</th>
<th>Courses Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farmville</td>
<td>1907-1916 1916-1920</td>
<td>1 2</td>
<td>Some courses taught in other departments About 6% of entire student body taking the course</td>
<td></td>
</tr>
<tr>
<td>Radford</td>
<td>1902 1920-1921</td>
<td>11 110</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fredericksburg</td>
<td>1911 1920-1921</td>
<td>2 110</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note—Number of instructors and students enrolled for year of 1911-12 in home economics work not obtainable.

Many of the educational institutions of our state have established home making courses.

**TABLE IV**

<table>
<thead>
<tr>
<th>Colleges</th>
<th>Years</th>
<th>No. of Instructors</th>
<th>No. of Students</th>
<th>Courses Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Averett</td>
<td>1913-1920</td>
<td>1</td>
<td>25 (average)</td>
<td>Cooking, Sewing, House Decorating and Planning, Care of Sick, related subjects, Sewing, Textiles, Cook'g</td>
</tr>
<tr>
<td>Bridgewater</td>
<td>1920-1921</td>
<td>1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Hollins</td>
<td>1911-1920</td>
<td>1</td>
<td>26 (average)</td>
<td>Food and Nutrition, Household Economics, Home and Community Problems, Textiles and Clothing, History of Costume and Dressmaking</td>
</tr>
<tr>
<td>Lynchburg</td>
<td>1917-1920</td>
<td>1</td>
<td>9 (average)</td>
<td>Sewing, Textiles, Millinery, Cook'g, Food Composition, Table Service</td>
</tr>
<tr>
<td>Sullins</td>
<td>1916-1920</td>
<td>1</td>
<td>23 (average)</td>
<td>Cooking, Sewing, Millinery, Dietetics, Home Management, Household Chemistry, Personal Hygiene</td>
</tr>
<tr>
<td>Virginia College</td>
<td>1909-1915 1916-1916 1916-1920</td>
<td>1 2 3</td>
<td>23 (average) 30 (average) 42 (average)</td>
<td>Sewing, Millinery, Cooking, Dietetics, Nutrition, Home Nursing, Household Management, Methods and Principles of Teaching</td>
</tr>
</tbody>
</table>
Many of the high schools and grammar grade schools of Virginia have general courses in home economics, but these are not under the state supervision as is the Smith-Hughes work.

It will be seen, however, from the above tables that home economics is being put into many of our institutions of learning. The enrollments in this course increase each year. The scope of the work is also growing and gives the girls knowledge of the things they meet in life.

**VIRGINIA'S CLUB WORK**

Virginia has another great agency working parallel with courses in domestic science and art given in her schools. This is the system of home economics clubs for girls. These clubs are a part of the regular extension work conducted by the Virginia Agricultural and Mechanical College and Polytechnic Institute in cooperation with the United States Department of Agriculture. The originator of the club work for the whole country was Dr. Seaman A. Knapp. Under his direction Miss Ella Agnew started the work in Virginia in 1910.

The aim of the club work is to supplement the various existing educational agencies and to prove the ability of girls to do things for themselves and others. In addition to the canning, preserving, drying, etc., the girls are kept busy being trained in cooking and serving meals, sewing, poultry raising, nature study, personal hygiene, cultivation of the soil, manual training, also organized play and story telling.

The agents employed in this work have grown from eighty-nine in 1916 to one hundred and twenty-eight in 1918. Let us now look at the membership of both white and negro girls in canning, sewing, and cooking clubs. For the year 1916 there were enrolled 4,310 girls. In the year 1918 we find enrolled in the above mentioned clubs 15,549 girls. The influence of these girls has come to meet a long felt rural need. They help the housewife to make more efficient and profitable homes. The club work deals with the farm women of to-morrow, endeavoring to instil in them ideas of a richer and more satisfying rural life.

The great importance of teaching home economics becomes evident when we study the numbers who are engaged in the occupation of home making and the need for training for the vocation. The report of the census for 1910 shows us that there are more persons engaged in home making than in any other single occupation.

The necessity of reaching these girls becomes evident when we realize that in the homes of America her future citizens receive most of their training for life. The children are the product of the home and the greatest asset of the nation. Their physical well-being depends directly upon the food, clothing, and shelter provided for them; their mental development depends partly upon their physical vigor; and their moral fiber is formed principally by the influences of the family life. "The home maker can not adjust the complicated and multiplied tasks of home making to produce a home up to the American standard unless she is trained for her job."

MARY L. BROWN

**III**

**PASTORAL ROMANCE**

Pastoral romance may be defined as that species of fiction which affords an escape from city life and from reality in general by laying its plot amid beautiful country scenes, and introducing poetical shepherds and shepherdesses as characters. It owed its popularity during the first sixteen centuries of the Christian era to the universal longing for an escape from the cares of the every-day world, and it owed its later decline to its growing artificiality. The pastoral spirit found expression in verse and in drama as well as in romance, but we are here concerned only with its manifestations in prose. Such manifestations appeared in Greece during the second century, in Italy during the fourteenth and fifteenth centuries, in Spain and England toward the end of the sixteenth, and in France during the early part of the seventeenth century.

**LONGUS: DAPHNIS AND CHLOE**

The only Greek pastoral romance that has come down to us is *Daphnis and Chloe*, written by Longus about the second century A. D. Its literary predecessors in the pastoral field are, in Greek, the poems of
Theocritus, Bion, and Moschus, written in the third century B.C., and, in Latin, the eclogues of Vergil, dating from the first century B.C. Theocritus' idyls were at once ideal in spirit, and real in their portrayal of nature, human as well as inanimate; they do not seek to show an age of innocence. Moschus' work displays a world-weary spirit rather than a love of nature for its own sake. Vergil's eclogues are unreal; their landscape is undefined; their mythology is complicated; and they are didactic and allegorical. The prose romance of Longus, like the verse of Theocritus, contains no allegory or didacticism. It is a story of innocence—an innocence carried to such an extreme as to seem artificial—and its scene is laid in a beautiful country described in rhetorical fashion. Daphnis and Chloe, the hero and heroine, were exposed as infants and have been reared by foster parents—Daphnis by the goatherd Lamon and his wife Myrtale, Chloe by the shepherd Dryas. The two children grow up together, and fall deeply in love with each other without realizing the nature of their malady. The progress of their passion is checked, from time to time, by various obstacles, all of which are easily overcome. Thus Dorco, a second lover of Chloe's, disguises himself as a wolf and lies in wait for her, hoping to carry her off, but he is seized by dogs and saved from death only by the arrival of Daphnis. Later, some Tyrian pirates wound Dorco fatally, and capture his oxen and the hero Daphnis, but Chloe, acting on the dying Dorco's instructions, plays on his pipe, whereupon the oxen leap overboard and upset the ship, drowning the armoured pirates and allowing the lightly-clad Daphnis to swim to shore. Again, Chloe is carried away, but her captors are compelled by the god Pan himself to set her free. Then Chloe's foster-father Dryas objects to Daphnis as Chloe's suitor because of his poverty, but the hero, providentially instructed by a dream, finds a large sum of money on the sea-shore. Finally, the only hindrance to their marriage is the chance that their master Dionysophanes, who is coming to inspect his territory, may refuse his consent. The lovers' fears are strengthened when another rival suitor of Chloe's destroys the formal garden tended by Daphnis and his foster-father for the master's edification. Their anxiety is needless, however, for the master, on his arrival, recognizes Daphnis as his son, through tokens left with Daphnis in his infancy. Chloe, to the reader's satisfaction, is found to be the child of Magacles, one of Dionysophanes' guests. The hero and heroine, therefore, are happily wedded, and lead a pastoral life ever after.

_Daphnis and Chloe_ is an interesting story fairly well handled. Though its incidents are monotonous, its portraits of innocence overdrawn, and some of its passages objectionable, the romance contains a good plot and many excellent descriptions. These descriptions may be only exercises of the rhetorician's art, but in many cases they seem to indicate some real interest in nature. The care with which the garden is pictured would, it is true, point to an interest in formal landscapes rather than in wild, yet Longus seems to have looked with pleasure on country life, and to have enjoyed its delights for their own sake. Thus, he draws the winter landscapes with fidelity: "On a sudden, heavy falls of snow blocked up the roads, and shut up the cottagers within doors. Impetuous torrents rushed down from the mountains, the ice thickened, the trees seemed as though their branches were broken down beneath the weight of snow, and the whole face of the earth had disappeared except about the brinks of fountains and the borders of rivers." Of character interest the book has little or nothing; its conversations are stilted; but it will remain one of the most famous of the pastoral romances.

**ITALIAN**

_Daphnis and Chloe_ had but little influence on later fiction until the sixteenth century. The Italian romances of the fourteenth and fifteenth centuries hark back to Vergil rather than to Longus or Theocritus. The reasons for this importance of Latin literature were several. In the first place, Vergil's poetry, which treated of themes, was more easily imitated than that of Theocritus, which depended for its interest on the artistic qualities of its verse. Again, Latin, in the Middle Ages, was better known than Greek. Finally, the advent of Christianity, with its conception of a Shepherd of men, caused pastoral poetry, that afforded excellent opportunity for allegory, to be popular among men who were constantly seeking ulterior meanings. Furthermore, Vergil, whose fourth eclogue was supposed to have
foretold the birth of Christ, was easily the most influential of all the Latin writers. Next to him in importance was Ovid, whose *Metamorphoses* were responsible for much complex mythology in the writings of his admirers. Ovid, as well as Vergil, was interpreted allegorically, and thus became acceptable to the pious moralists of medieval times.

**BOCCACCIO: AMETO**

During the fourteenth century, the pastoral spirit found expression in poems by Boccaccio and Petrarch, and in a work of Boccaccio consisting of mingled poetry and prose. This romance, entitled the *Ameto*, was written in 1341, and reflects in its central conception the influence of Dante's *Vita Nuova*. The central plot traces the evolution of earthly love into heavenly, but the minor narratives inserted into the romance are frankly sensuous. The story relates that Ameto, a hunter, comes one day upon a band of nymphs, who instruct him in the meaning of love. Their leader, Lia, is especially attracted to him, and aids him in hunting. The coming of winter interrupts the progress of their friendship, but the summer sees its renewal. At the festival of Venus in Spring, Ameto and Lia, while resting in a meadow when the feast is over, are joined by three shepherds, who sing songs, and by six nymphs, who relate their experiences in love. These stories, in their coarse realism, offer a striking contrast to the main narrative. At their conclusion, the author, resuming his moral purpose, relates that Ameto is favored by the sound of hymns of divine love, and is then dipped by Lia into a fountain, to be purged of earthly passions.

The purpose of the *Ameto* is threefold: to tell a story and to serve as a personal and as a moral allegory. As a personal allegory, it alludes to various characters of the period, including Boccaccio himself. As a moral allegory, according to Greg, it typifies the purification of the human soul through the four cardinal and three theological virtues represented by the seven nymphs. Greg says: "Ameto may be taken as typical of humanity, tamed of its savage nature by love, and through the service of the virtues led to the knowledge of the divine essence."

Characteristic of the times in its allegory, the *Ameto* was equally characteristic in its references to pagan mythology and Christian doctrine. As a pastoral, it treats of nymphs and shepherds and foresters, of clear fountains and grassy meadows and shady laurels. Its style, Greg states, though beautiful at times, is in general one of "surcharged and voluptuous beauty, congested with lengthy periods and accumulated superlatives and relative clauses, which, in its endeavor to maintain itself and its subject at the highest possible pitch, only succeeds in being intensely and almost uniformly dull."

For a century and a half, the *Ameto* had no successor in the field of pastoral romance. Warren ascribes this fact to the zeal of the age for the new learning, to the enthusiasm over the progress of the race, and to confidence in the future. There was no yearning for an escape from the world. Even the *Ameto* is merely an allegory of the birth of a soul, and not a eulogy of Arcadian purity as contrasted with civic corruption. Later, however, the enthusiasm of men was tinged with sadness. "For," says Warren, "the Renaissance had revealed its treasures and could no longer attract its devotees by the allurements of fresh discoveries. The mental stimulus of a century and a half had not been accompanied by a corresponding moral awakening, and thus in the time of its exhaustion, learning possessed no enduring foundation on which to build its own structure of independent scientific investigation." It is in this period that men withdraw their thoughts from real life to the Arcadia of their dreams, and at this time, therefore, appeared the second and last of the important pastoral romances of Italy—the *Arcadia* of Sannazaro, published in its complete form in 1504. This romance follows the *Ameto* in its union of verse and prose; and, in its longing for a Golden Age, displayed in several passages, reveals the spirit of the time.

**SANNAZARO: ARCADIA**

The story is vague. It describes a gathering of shepherds on the summit of Mount Partenio in Arcadia, where the swains complain in verse of the cruelty of their mistresses, celebrate the festival of their goddess Pales, and sing eulogies of the dead. Ergasto, a Neapolitan, who represents Sannazaro, laments the death of the Sibyl Massilia, who represents the author's mother. Carmosina, whom Sannazaro loved, is described in the persons of Amaranta and Phyllis; and his
patrons, the exiled princes of Naples, are alluded to in various incidents. Finally, Ergasto is conducted by a Naiad on a submarine journey, where he sees the sources of all the streams of the earth. On his return to Naples, he hears of the death of his mistress Phyllis, and with his sorrow the book concludes.

The defects of the *Arcadia* are its lack of unity and of a central theme, and its frequent borrowing of ideas and phrases from other authors. Warren says, "The talent of Sannazaro seems, indeed, to lie in his appropriation of clauses of greater writers, and in his aptness in joining together his loans." Yet, he adds, Sannazaro possessed as well "a remarkable faculty for word coloring, and a keen sense of musical rhythm," and produced excellent verse and clear descriptions. His word pictures of games and festivals became standards for later imitation. He introduced into the pastoral form the idea of unrequited love. His allusions to contemporary personages, as well as his borrowings from earlier writers, contributed to win him popularity, and his work, despite its vague plot and lack of originality, has found favor and exerted influence not only in Italy, but in Spain, England, and France.

**MONTEMAYOR: DIANA**

The pastoral element is not evident in Spanish literature until the early part of the sixteenth century. It was introduced in the narrative poems of Garcilaso de la Vega and Francesco de Sa de Miranda and, in a minor degree, in the romance of Bernardim Ribeiro entitled *Menina e Moca* (Girl and Maiden), but the first genuine pastoral romance did not appear until 1558. In that year was published the *Diana* of Montemayor, the most important of the many works of its kind in Spain, and one of the few pastoral fictions that are readable today. The question has often been debated as to whether Montemayor drew only from Spanish sources for his book, or from Italian ones as well. The importance of his work, however, lies not in his possible sources, but in his combination of the most popular features of both pastoral and heroic romances. Like most of his predecessors in pastoral fiction, Montemayor complicated his plot by inserting short narratives. The central story, told briefly, is as follows.

Two lovers, Sereno, who represents the author, and the shepherdess Diana, are separated for a time by Sereno's departure from the country. During his absence, Diana is forced by her father to marry the shepherd Delio. Sereno, on his return, joins Sylvanus, a former rejected suitor of Diana's, in mourning their unrequited love. These melancholy youths are joined by Sylvania and the shepherdess Felismena, who also are victims of unrequited affection. Felismena saves three maidens from the unwelcome addresses of three satyrs, and these damsels then lead her, together with Sereno, Sylvanus, and Sylvania, to the temple of Diana. On their way thither, they meet Belisa, a shepherdess who is mourning for a lover who was slain, and who joins their party. The priestess of Diana, by a magic sleep potion, brings contentment to three of this unhappy group, causing Serenus to forget his love for Diana, and Sylvanus and Sylvania to lose their former affections and to care only for each other. Belisa is joined to her lover, now miraculously alive, after the pleasing fashion of romances, and Felismena, by rescuing her disdainful Don Felix from enemies, wins his affection. The story ends, thus, with three marriages, and with the hero rendered indifferent to the charms of the heroine.

Of the four inserted stories, three are the histories, respectively, of Sylvania, Felismena, and Belisa; one is unconnected with the main narrative, and is told by Felismena at the temple of Diana. The last, a Moorish tale, concerns Rodrigo, appointed by Ferdinand of Spain to be Alcaide of some newly acquired Moorish fortresses. One evening, Rodrigo's knights encounter a Moor, who fights valiantly but is overcome by Rodrigo in single combat. The Moor tells Rodrigo that he is the last survivor of a family hated by the king of Grenada, and that, when he was met by Rodrigo, he was on his way to visit his lady Xarifa, the daughter of an old friend of his father's, from whom he had been separated. Rodrigo, on hearing his story, allows him three days in which to remain with his Xarifa, and, at the expiration of the time, when the faithful girl returns with her lover to the Christian camp, Rodrigo not only frees the Moor, but secures his pardon from the hostile king of Grenada.

The story of Sylvania is exceedingly complicated. Sylvania loved Alanio, who
loved her, but who, in this affection, was unfaithful to the shepherdess Ysmenia, his former lady. Ysmenia, thereupon, consoled herself with Montano, and the story bid fair to end happily. Alanio, however, becoming jealous, returns to his earlier love for Ysmenia, and Montano, meeting Sylvania, forgets Ysmenia and thinks only of her. The four, then, are all at cross-purposes: Sylvania loves Alanio, who loves Ysmenia; Ysmenia loves Montano, who loves Sylvania. Finally, the fickle Montano, returning to Ysmenia, is wedded to her; Alanio marries Ysmenia's sister; and poor Sylvania is left to grieve until, through the magic potion of the priestess, she becomes happy in the affection of Sylvanus.

Belisa had two lovers, a father and a son. She loves the latter, but one night, when he met her, he was slain by his father, who did not know his rival's identity. When the murderer recognized his victim as his son, he slew himself, and Belisa fled in horror. At the end of the story, however, she learns that this tragic scene has really never occurred, since a kindly magician, foreseeing the event, had substituted phantoms for the father and son. Belisa's lover, wandering in search of her, comes to the temple of Diana, and the two are soon married.

The story of Felismenta served as Shakespeare's source for The Two Gentlemen of Verona. Felismena loved Don Felix. This gentleman for a time returned her affection, but, on being sent by his father to court, fell in love with a second lady. Felismena followed Don Felix disguised as his page, and he, not recognizing her, employed her as his emissary in his new courtship. The object of his affections, however, fell in love with the page, and at last died of unrequited passion. Don Felix in grief disappeared, and Felismena roamed the country searching for him. Finally, as we have seen, she saves his life, wins his love once more, and is happy ever after.

The Arcadia, according to Warren, is both personal and modern in tone; its episodes and allusions are local. It mingles adventure with sentimentality, saints with the ancient mythical gods. Its style displays a fondness for conceits, and its conversations are high-flown. Dunlop notes that its descriptions are sometimes exaggerated to a ludicrous degree. Thus, Belisa's island is said to be surrounded by a lake formed entirely of her tears, and the forest that covers the ground is shaken by her sighs. Usually, however, the descriptions are clear and real, such as that of the temple of Diana and its hall, adorned with statues of heroes. Warren quotes as typical the following account of the approach to Belisa's island:

"With very great contentment the beautiful nymphs were journeying along with their company through the midst of a dense wood, and when the sun was about to set they came out into a laughing valley, through which a wild torrent flowed, adorned on either side by thick willows and alders, among which were many other kinds of small trees that entwined themselves with the larger and interlaced the golden flowers of some with the green branches of others. The sight of them gave great pleasure. The nymphs and shepherds followed a path which led along between the stream and the beautiful grove, and they had not gone far when they reached a broad meadow, where was a most charming pool, from which the brook came and rushed down the valley with great force. In the midst of the pool was a small island, where some trees were growing, which almost veiled a shepherd's hut. Back of this was a flock of sheep grazing on the green grass."

Warren believes that Montemayor's great achievement in the Diana was the subordination of all disgressions to a central theme,—an autobiography of love. In so doing, Warren says, he gave his work "a unity of action and a vigor of inspiration which the half-mystical stories of Boccaccio and Sannazaro had not been able to attain."

The Diana, left unfinished by Montemayor, had two sequels, one by Alonzo Perez, and one by Gaspar Gil Polo. The latter, called the Diana Enamorada (1564) relates that Delio, Diana's husband, fell in love with another damsel, pursued her, and died from the over-exertion. Diana, left free, married Sereno, and thus satisfied the reader's natural desire for the wedding of the hero and heroine. This sequel, according to Dunlop, contained much poetry, and many episodical stories, that are "less complicated, and perhaps more interesting, than those of his predecessor Montemayor. The sequel of Alonzo Perez, though it consisted of eight books, did not finish the story. It recounted that Sereno once more fell in love with Diana, who had become a widow, but it stopped with his rivalry with two other lovers. Cervantes' priest, in Don Quixote, consigned Alonzo Perez' sequel to the
flames, but preserved both Montemayor's romance, since it was "the first of its kind," and Gil Polo's continuation, which the priest deemed should be saved "as charily as if Apollo himself had written it."

DE LO FRASSO

Montemayor was followed by a number of Spanish pastoral novelists, of whom a few, like Pérez and Gil Polo, attempted to write a conclusion to the Diana, and others wrote in imitation of it, but used different plots. Of the imitations, seven, though inferior to their model, attained some degree of popularity. The first and poorest of these, the Ten Books of the Fortune of Love, written in 1573 by Antonio de Lo Frasso, lacks both plot and unity. Warren says that it is bombastic in style and tiresome, and probably its only bid for favor lay in its local allusions. Cervantes' priest, however, in Don Quixote, deems that "so humorous and so whimsical a book as this was never written: it is the best and most extraordinary of the kind that ever appeared in the world; and he who has not read it may be assured that he has never read anything of taste."

MONTALVO

Montalvo's Filida, dating from 1582, has scarcely more of plot but compensates for this structural defect by introducing among its characters, with little disguise, persons of real life, such as Cervantes and Montalvo himself. It abandons all pretence at pagan environment, and contains several un-pastoral elements: a discussion as to the relative merits of two schools of Spanish poetry; and a description of a courtly festival at which shepherds appear as fully armoured knights. It possesses the merits of good poetry and clear, simple prose.

CERVANTES

Cervantes, who produced a chivalric romance and a mediocre pastoral romance as well as a wonderful burlesque of both of these types of fiction, wrote his Galatea in 1585. It is of autobiographical interest, since Cervantes is represented by the character Damon, and the lady he loved by Amarillis. Like most of the pastorals, it contains inserted stories, which in this work are more dramatic than usual, and treat of murders and suicides, displaying less of the pastoral element. The central story concerns the heroine Galatea, who is indifferent to love, but who is troubled by many suitors. The style is inferior to that of Montemayor, and abounds in conceits, while the stories are varied by discussions on the nature of love, by pedantic allusions, and by references to mythology.

LOPE DE ENCISO

Truth for the Jealous (1586), by Bartolome Lopez de Enciso, possesses the distinction of being moral in tone. It consists chiefly of sermons by the shepherd Laurenio on the sin of jealousy, their occasion being various jealous quarrels between pastoral lovers. The monotonous of these moral lessons is at last relieved by the author, who appears upon the scene in person to praise the royal family.

BOVADILLA

The fifth pastoral romance, the Nymphs and Shepherds of the Henares (1587), by Bernardo Gonzalez de Bovadilla, expounds, instead of the evils of jealousy, the beauties of Spanish scenery. The story relates that the shepherd Florino, the hero, and his friend Melampo, are disdained by their respective lady-loves, Rosalia and Palanea. After a while Florino goes to a different part of the country, and Rosalia's heart grows fonder in his absence. Palanea, deserted by Melampo, grieves with her, but finally the lovers are united.

LOPE DE VEGA

The next of these pastoral romances, written in the last decade of the sixteenth century, was the Arcadia of Lope de Vega, modelled in part upon the romance of Sannazaro. It tells of the unhappy love of Belisarda and Anfriso. Belisarda has been betrothed by her parents to Salicio, but she loves in secret the hero Anfriso. When their affection is discovered, Anfriso is sent away from their home in Arcadia to Italy, and there, after a time, is constrained by a magician to abandon his mistress. Belisarda, in wrath, marries Salicio, and repents when it is too late. Anfriso, also repentant, is induced by Polinesta to forget his unhappy passion in the delights of learning. The romance is conspicuous for its many digressions, for its display of erudition, and for its mingling of antiquity and contemporary Spanish life. Its poetry and its general style are excellent.
DE LOBO

After the appearance of the Arcadia, there was a pause in the production of pastoral romances that Warren ascribes to the natural hesitancy of authors wishing to imitate Lope de Vega's complicated disgressions and display of learning. At the opening of the seventeenth century, a few more pastorals were written, but interest in them had declined. The best of these seventeenth century romances is the Primavera of Francisco de Lobo, the various parts of which appeared at different times up to 1615. It was written in praise of Portugal, and displayed some strength, but it had no successors.

The vogue of the Spanish pastoral was over. Near the end of the second part of Don Quixote, issued about 1615, are a few references to this type of fiction that indicate Cervantes' idea of its absurdity. Though Don Quixote suggests to the willing Sancho that they turn shepherds, the worthy knight is kept from attaining his desire by a series of misfortunes. A few chapters earlier, however, when Don Quixote meets a group of luxuriously-clad ladies and gentlemen posing as shepherdesses and shepherds, we find a suggestion of the way in which Cervantes might have treated Don Quixote's pastoral life, One of the young ladies explains to the knight how she and her companions have come to the country to "take their diversion." "Here we have formed among ourselves a new Arcadia; the young men have put on the dress of shepherds, and the maidens that of shepherdesses. We have learned by heart two eclogues, one by our admired Garcilasco, and the other by the excellent Camoens, in his own Portugese tongue; which, however, we have not yet recited, as it was only yesterday that we came hither." The reader wishes that Cervantes had shown us more of this pastoral life, and had poked more of his good-humored fun at the artificiality that destroyed interest in this type of fiction. He was inclined, however, to treat pastoral romances more leniently than romances of chivalry, since, as the priest says, when destroying Don Quixote's library, "These (pastoral romances) do not deserve to be burnt like the rest, for they can not do the mischief that those of chivalry have done: they are works of genius and fancy, and do injury to none."

(To be Continued) Estelle Hunt

AN UP-TO-THE-MINUTE LESSON

PLAN

Prepared for Miss Mary E. Cornell by a sixth-grade pupil, age eleven

THE DANDILION

Oh, curly headed dandilion
With hair of golden hue
And crooked green leaves for your cloak
Angles must have made you.

You are a very pretty flower
And useful quite as well
The uses are the very same
As these I am going to tell:

Some people make wine of your head
Children make garlands fair
Do those who pluck you love you best
Or those who leave you there?

Now when you see the dandilion
I hope you'll think and say
The uses of the pretty plant
At work and fun and play.

QUESTIONS
1. What kind of head has the dandilion?
2. What color is it?
3. What kind of leaves has it?
4. What color are they?
5. Who must have made the dandilion?
6. Who can now give the description of this plant?
7. Is the flower pretty or ugly?
8. Is it useful?
9. What is it's first use?
10. What is its second use? or What do children do with it?
11. Who do you think loves the flower best, those who pluck it or those who leave it?
12. Will you think about the dandilion and it's uses at work and play?
13. What do these words mean:
   hue—color,' tint
doak—coat
wine—something to drink, but not for children
gardlands—wreath, a circle made of flowers
pluck—pick

HINTS

Read poem twice to children, then ask questions. Read again, for now they will understand the meaning of above words.
SOME VIRGINIA EDUCATIONAL NEWS

SUMMER CONFERENCE OF DIVISION SUPERINTENDENTS

Superintendent Harris Hart, in inaugurating the Summer Conference of Division Superintendents, just held at Charlottesville, June 13th to 17th, has undoubtedly established a splendid type of educational conference in the state and has also created an excellent tool for furthering of educational development.

As visiting lecturers, Dr. Chas. H. Judd of the University of Chicago, Dr. Thomas Alexander of Peabody College for Teachers, and Dr. Alexander Inglis of Harvard University gave several lectures stressing mainly the problems of supervision. The superintendent's relation to his community, his relations to the teachers, the use of tests and measurements, the creation of an adequate teaching force, were prominent topics. Colonel Stiles of the United States Public Health Service also delivered several lectures on the proper provision of conditions for health in the country schools. Members of the University staff, members of the State Department of Education, and Dr. W. J. Hoke of William and Mary College also spoke to the superintendents. The university entertained both speakers and members of the conference very pleasantly.

Frequent expressions of appreciation were made that superintendent Hart had scheduled a meeting so full of inspirational and practical value, many superintendents voting it the most fruitful conference which they had ever been privileged to attend. The fine professional spirit which dominated the conference betokens progress in supervisory work in Virginia in the near future.

VIRGINIA, $385; CALIFORNIA, $1,012

On the basis of figures for the year 1918, for which the latest complete returns are available, Virginia ranks fortieh among the forty-eight states in average annual salary for all teachers. The California average annual salary was highest for any state, standing at $1,012, while the average for the United States was $635. Virginia's average salary was $385.

The average salary for teachers in city schools in Virginia in 1918 was $872 against $854 for the United States. Rural teachers in Virginia received $314 as compared with an average of $479 for the United States. Virginia high school teachers averaged $819 as against $1099 for the United States.

SMALL PER CAPITA COST OF PRODUCTION

Figures presented by Commissioner P. P. Claxton in the May 15 issue of School Life show that an average of $285 has been spent on the public school education of children who reached the school age of 6 years in 1905 and the normal age of high school graduation in 1919, for the entire United States.

Taken by states the amount ranged from $637 spent by Montana to $63 spent by Alabama. Only seven states rank below Virginia, which spent an average of $101 on such children.

Seven states spent four times as much on the education of each child entering its schools in 1905 as did Virginia. They are Idaho, $415; Colorado, $421; Wyoming, $438; District of Columbia, $470; Washington, $501; Nevada, $508; California, $540; and Montana, $637.

The more difficult we find economic and social conditions, the more do we need education.—Governor Robert A. Cooper, of South Carolina.
V

RECENT BOOKS OF INTEREST
TO TEACHERS


A mere glance at the title of this encouragingly thin book might suggest that it is one more of the crop of manuals that have followed Wedgwood's excellent *Mechanics of Writing*. But this is no manual in the sense of a handbook which, by means of a full and carefully subdivided index, enables theme-writer or printer to lay finger upon some rather definite guidance in the practical need of almost any moment.

On the contrary, the strength of the book lies in requiring the student himself to formulate the rules. For instance, in studying the comas, there are first given varied and suggestive examples of its use. Then the student is invited to write a set of rules for this mark. The road before him is not staked out, but he has general guidance in the warning that these rules should contain reference to series, non-essential relative clauses, etc., etc.

The spelling list includes some common words that need watching; but perhaps it is true that many of the others, like idiosyncrasy, schismatic, ricochet, might better be trusted to the safe-keeping of Webster, to give place to a greater number of the "little foxes" that every day give trouble.

"At least I'm sure it may be so in Denmark," or in Virginia, whatever may fit Mr. Johnson's needs in Missouri.

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The author makes it clear that we can not punctuate by "feeling" or by the pauses in reading. He has an enjoyabele bit of word-derivation and a short and discriminating list for pronunciation. He pays due respect to sentence structure as an index of one's power to think, and warns against the sentimental extravagance that too often breaks out and breaks off in emotional superlatives.

ELIZABETH P. CLEVELAND


The Teaching of History in Junior and Senior High Schools is a book of real value. It is attractive to the eye, inspiring to the imagination, and satisfying to the common sense. It puts forth a specific procedure for a high school pupil's education in history—and a real, workable, usable growing education it is, too. While the author tells the teacher how to do many things than can be done, he learns the very definite impression that he is trying to show only some of the possibilities and that no originality of teacher or pupils is to be interfered with by following these well planned ideas.

ETHEL SPILMAN


An abounding illustration school edition of one of Scott's less widely read novels. The editor's introduction and notes both emphasize the historical background—Charles the Bold and the struggle of the Swiss Confederates against him. Mechanically, the book has all the excellence one expects of any product of the Clarendon Press.


Eight lectures delivered by Professor Dewey at the Imperial University of Japan in Tokyo during February and March, 1919. Honored as the greatest educational philosopher, Dr. Dewey is also regarded as the outstanding student of philosophy in America. This book has therefore a definite interest for those who are seeking an interpretation of the reconstruction of ideas and ways of thought now going on in philosophy.


The first section of this book is a detailed account of an experiment conducted at the Trenton, N. J., Normal School. There Miss Wells organized the years' work in each of the three primary grades around one major project. Out of these major projects grew various minor ones. Working these related projects out resulted not only in much group activity within each of the three grades, but also established a spirit of co-operation between the three grades, thus taking the practice in living together one step further.

The central point used in grades one and two was an investigation of the sources of local supplies. This gave meaning to the usual topic of home life in first grade and of stores in second. The children played "families" in first grade, they kept a "model department store" in second grade. This department store supplied many family needs for the first grade; it was an integral part of the Victory City run by the third grade. In the concrete account of the three projects in their relation to each other the teacher and supervisor will derive many fertile suggestions.

The second and third sections of the book give guiding principles and theses underlying the organization of such a curriculum. The treatment here is clear, but there is very little original material. She does set forth a normal school curriculum for primary teachers which consists entirely of projects. These projects are built around the general curriculum worked out at Trenton. Any constructive suggestions in regard to normal school curricula are timely and Miss Well's plan gives food for thought and much room for argu-
ment. These two sections of the book will be of more help to supervisors and normal school teachers than to grade teachers.

In section four, Miss Wells makes a real contribution to our project literature. Here she has organized the year's work in each of the three grades under the heads: first, facts taught; second, skills begun; and third, habits, attitudes and ideals. These children who had played family, kept store and built a city had also covered more ground in traditional subjects than is expected of these grades. This part of the book is unique in the help afforded the teacher confronted with a formal course of study, yet possessed of or possessed by modern ideas of education.

Some examples of the children's work are given in the appendix. There is nothing new in having children write their own supplementary readers but this account of how to do it is the clearest I know. In fact, therein lies the secret of the success bound to reward Miss Wells's efforts—that the book is usable.

Katherine M. Anthony


Education and the General Welfare, by Dr. Frank K. Sechrist of the University of Cincinnati, is represented to be a textbook in school law, hygiene, and management. There are twenty-two chapters, an appendix, list of charts and figures, illustrations, references by chapters, and an adequate index. This book was worked out in connection with classes in education and in a sense has been tested.

It opens with the demonstrated thesis that the general welfare is directly dependent upon education. "To make more of our material resources, we must fall back on the resources of the mind. These are by their nature inexhaustible. We must keep extending the intellectual frontier," p. 2. It would take a man 560 seasons to turn over a square mile of soil with a spade; three properly equipped and manned tractors can do this work in thirty-six hours. Thus cunning prevails over mere muscle.

The formal aims of education, the amount of illiteracy and its elimination, the history of local and nation-wide public opinion and educational control, federal grants for education, child labor with its consequences and control, the status and methods of securing school attendance, the school challenged to develop and safeguard as basic in a developed character. The reviewer believes this to be the most significant contribution of the book.

The inexperienced teacher will find The Work of the School Day a useful chapter. Play, food and sleep, and recreation constitute three standard chapters.

Such auxiliary agents of the school as the home, the National Children's Bureau, school gardening, savings banks, civic clubs, organizations, etc., come in for a reasonable proportion of attention. The appendix considers standardizing requirements.

Obviously Dr. Sechrist's book covers a wide range of considerations; it must do so to show the relation between education and general welfare. This is not a work for the expert. It will serve the general reader and average teacher. The style is attractive, the mechanical arrangement good, graphs, illustrations and statistical tables ample, and references for further reading on each chapter inclusive enough to make the book usable. It will likely find a place in reading courses for teachers.

W. T. Sanger


While numerous writers have ventured opinions as to the causes and factors operating in the matter of school attendance and absence, this is the first fully scientific inquiry that has been published. Dr. Reavis, who is Assistant Superintendent of the Maryland State Public Schools, collected his data largely from exhaustive reports which were filled out by the teachers and checked by the county superintendents. The records were thus made available for 6450 pupils in five Maryland counties which differed widely in regard to occupations and physical features. Of these pupils the twelve per cent attending best and the twelve per cent attending most poorly were then studied in detail. The general reader will find the conclusions stated clearly and briefly in Chapter II. The statistical data is collected in Table V. A showing, in a number of tables, the facts regarding these pupils grouped by grades and ages, while in Chapter VI are to be found the more elaborate tables, showing the correlations and the corrections. There is thus made available for each type of reader a report of special interest. Unfortunately for some reason the latter two-thirds of the bulletin is printed in very fine type.

Of the nearly fifty possible factors studied,
behind the proper grades for their ages, are the sex and age of pupils, the size of the school, whether they are ahead or behind the proper grades for their ages, whether they are at the head or foot of their classes, whether they have the better paid and higher-rated teachers, and whether they live in a community interested in education.

Strangely enough the group attending best and that attending most poorly are about the same age, but the first group lives about a mile nearer school and is three grades farther along in school.

Inasmuch, as Virginia, like Maryland, wastes nearly one-third of its school year, due to poor attendance, as against Indiana, wasting 7%, and Ohio and Oregon 10%, it would be well for county superintendents, supervisors and others to study the application of these factors. A very interesting and profitable study could also be made of individual cases, a problem outside of the province of Dr. Reavis's report. It is certainly important that as fast as practicable two definite administrative measures recommended in this study be put into operation; namely, the equalization of educational opportunity through state aid applied to the transportation of the more distant children, and the appointment of educationally trained attendance officers or "supervisors of school attendance" whose chief concern would be preventive rather than curettive treatment of this serious problem.

W. J. GIFFORD


In one volume lessons in both foods and clothing are arranged for elementary schools whose pupils have had little or no training in general science.

Suitable textiles are studied in connection with the lessons on garment-making in the first part of the book; and principles of economy, nutrition, and aesthetics are developed through the study of the planning and preparing of meals in part two.

The book is organized around projects in making garments and preparing meals. Especially are the "home problems" to be commented, for if the home work is carried on parallel to school work the results should function to a much greater extent in the girls' homes.

It is unwise to follow any textbook without knowing the home life of students. It is suggested that after learning the kind of homes from which students come, after learning the social life of the neighborhood and something of the income of the families of the community, then the teacher can make wiser

ly arrange and select the projects and problems to be used.

LOTTIE DAY


Alfred Noyes's play of Robin Hood and the Three Kings embraces much that is beautiful in both history and literature. Its ethical values combined with the dramatic action, poetic charm, romantic color, and scenic effectiveness make its study and production a real delight to the cultural life of any institution.

The acting edition prepared by Milnor Dorey is very carefully worked out in every detail. Portions of the play to be omitted in acting are indicated by brackets. Directions for production include notes on staging, lighting, costuming, acting, and property lists, also stage diagrams, directions for dances and music, and many valuable suggestions for interpretation and acting.

The publication of this edition should do much to stimulate the use of this delightful play, especially in schools and colleges.

RUTH S. HUDSON


A very helpful book for any debater, reader, or serious student of sociology, discussing in concise manner and in parallel columns the pros and the cons of some of our most important questions of the day.

R. S. H.

TRIALS OF A SUPERINTENDENT

One cannot but have a feeling of sympathy for Superintendent Randall J. Condon, of Cincinnati, who recently included the following statement in his weekly bulletin in the school paper, the Cincinnati School Index:

Of course you all saw that something had happened to one of the sentences under "School Dress" which appeared in last week's Bulletin. The printer left out "from" which gave the sentence exactly the opposite meaning from that which I wrote. Here is the sentence as it was written and as it should read: "Do all you can to keep girls from coming to school wearing socks."

I think the term, "printer's devil," has a correct application in this case. I never knew before just why they were called that.
VI

SCHOOL ACTIVITIES

To all interested in the educational advancement of Virginia is was an inspiration to see a class of sixteen young women receive the Bachelor of Science degree and a class of one hundred and twenty-six graduates from Harrisonburg, which will enable them to teach in any public school in Virginia.

The service performed by teacher-training institutions must of course be measured largely by the quality and quantity of trained teachers which it is able to send out over the state. These one hundred and forty-two teachers make up the largest class ever graduated at Harrisonburg, and from each one of them her Alma Mater has high expectations.

The Governor of Virginia, Westmoreland Davis, was the Commencement speaker and effectively presented to the graduating class, whom he referred to as "young soldiers of peace," the ideals of service which must be a part of every teacher's philosophy if the needs of the state are properly to be cared for.

President S. P. Duke in a brief statement spoke of the forward strides made during the past year, and pointed out some of the problems that must be faced in the immediate future. Chief among these were problems growing out of the constantly increasing enrollment at Harrisonburg with the consequent demand for more dormitory and classroom space as well as more extensive equipment.

Tuesday morning at 11 o'clock final exercises of the Class of 1921 were held in the open-air auditorium. Dr. W. J. Gifford, honorary member of the class, spoke fittingly and feelingly to the class about to leave. Miss Gladys Hopkins with witty comment presented to various members of the class gifts to commemorate their distinction as members of the class; and Miss Mary Lees Hardy read the last will and testament which she had prepared in company with Misses Ella Holloran and Gladys Lee. Gifts were presented to Dr. Gifford, to Miss Mackey, to Miss Hudson, and to John Converse, and the exercises ended with the singing of Blue-Stone Hill.

Out of a clear sky came a downpour of rain which drove from the open-air auditorium both spectators and actors when "Sherwood," the Senior Class play, was little more than begun. The following night, Saturday, June 4, the play was therefore repeated, and the large audience felt well-repayed for returning to the scene of its recent "ducking."

"Sherwood" had never before been seen in Harrisonburg, and to Miss Ruth Hudson many thanks are due for choosing the play. The cast was exceptionally well chosen, and the play was presented with rare sympathy and charm.

Commencement night much interest attached to the reading of an honor list of six students who through their two years of attendance had made an average grade as near A as B, or nearer. Iona Wimbrough, of Chincoteague, led her class, other honor students following in this order: Frances Sawyer of Norfolk, Anna Cameron of Newport News, Virginia Mecartney of Vaucluse, Margaret Lewis of Lynwood, and Emily Round of Manassas.

The twelfth volume of The Schoolma'am held up every tradition of excellence established by the preceding eleven issues of this yearbook. It is an extremely handsome book and contains several hundred illustrations in addition to five full-page hand-tinted pictures, and a sixteen-page section of nearby scenes done in sepia.

Miss Mary I. Bell, to whom the 1921 Schoolma'am is dedicated is described as "Our own Miss Bell, the Gentle Reader who has always discovered our puns, laughed at our jokes, looked at our pictures, and read our stories. This sympathetic interest in whatever the girls do has been each year an inspiration to our efforts, a joy in our successes, and a comfort in our failures."
Mrs. Thomas Brock (Virginia Zirkle, 1917), of Harrisonburg, has been elected president of the alumnae association of the Harrisonburg Normal School for a term of two years, succeeding Miss Reba Beard, of Petersburg. Other officers elected at the meeting of the alumnae the morning of June 6 were Miss Anne Gilliam, 1921, of Petersburg, who became corresponding secretary; and Miss Grace Heyl, 1921, of Charlottesville, who became a member of the executive board. Officers who still have another year to serve are Miss Frieda Johnson, of Harrisonburg, vice-president; Miss Edna Dechert, of Harrisonburg, recording secretary; Miss Mary Bouserman, of Harrisonburg, treasurer; and Miss Florence Keezel, of Keezletown, member of the executive board.

Following the reception to friends and relatives of students held in the gymnasium Monday night at 8:30 o'clock the annual alumnae banquet was held at 10 o'clock. Members of the senior class were also present at the banquet, they being the most recent addition to the ranks of the alumnae. There were at table more than two hundred persons, and the large dining room in Harrison Hall was beautifully arranged for the occasion. The high school orchestra, under the direction of Miss Elizabeth Trappe, provided the music.

Following an excellent menu served by the juniors in the home economics department, the toastmaster, Mr. James C. Johnston, called for toasts from Miss Jennie Loving, (1916), Miss Elizabeth Cleveland, Miss Natalie Lancaster, Miss Frances Mackey, Dr. W. J. Gifford, Miss Margaret Hoffman, Dr. J. W. Wayland, Miss Vergilia P. Sadler (1911), and Mr. Conrad Logan. Responses were made by President S. P. Duke, Miss Hazel Davis (1919), Miss Ruth MacCorkle (1921), Miss Lucy Gatling (1916), Miss Anne Gilliam (1921), Miss Ruth Rodes (1919), Mrs. R. C. Dingleidine (1915), and Mr. G. W. Chappelear.

The banquet ended with the singing of Auld Lang Syne, during which a friendship circle was formed.


Dr. Wayland was also one of the speakers at the University of Virginia on the occasion of that institution's centennial celebration. Dr. Wayland spoke on "The Contribution of the University of Virginia to the Public School System of the State."

Commencement would not be commencement without a few recitals. Beginning on May 13, when Elise Loewner and Sara Upp appeared in a joint recital as reader and pianist, respectively, these entertainments gave great pleasure. On May 26 students of the music department appeared in a recital as follows: Mary Drinkwater, Sara Upp, Elise Glenn, Ruth Lewis, Hazel Bellbery, Audrey Hawthorne, Katherine Yancey, Rachel Beery, Helen Fravel, Corraleigh Jones, Saline Abernathy, Nellie Rhodes, Lena Wolfe, Elsie McPherson, and Lucile Bowles.

The evening of May 27 an expression and piano recital was held, with numbers by the following: Sadie Rich, Alease Charles, Elizabeth Wooston, Ruth Davis, Anne Christiansen, Ruth Raines, Frances Barham, Mary Carolyn Harris, Elizabeth Robinson, Elise Glenn, Virginia Burgess, Vergilia Sadler.

Thursday evening, June 2, the following students of the music department appeared: Elizabeth Bolen, Edith Devier, Charlotte Shaver, Iona Wimbrough, Zilla Fravel,
Clara Beery, Margaret Chandler, Mary Rhodes Lineweaver, Elizabeth Robinson, Martha Moore, Louise Harris, Marion Adams, Dorothy Williams, Virginia Green- land, Ethelene Jones, Jenelope Morgan, Mary Phillips, Josephine Painter, Wellington Miller, Virginia Reilly, Helen Yates, Mary Weaver, Gladys Didawick, Virginia Entwhistle, Grace Showalter, Elizabeth Woolston, Sophia Simpson, Mary Carolyn Harris, and Sallie Sanders.

The final recital was the afternoon of June 4, and immediately preceding the Glee Club reception. At this time numbers were presented by Mary Dunn, Elizabeth Ma- thingy, Mary Louise Overton, Mary Lees Hardy, Sophie Simpon, Lucille Kreisley, Eunice Lambert, Ella Holloran, Fannie Lee Woodson, Mary Stephens, Rosa Heidelberg, Elise Loewner, Virginia Greenland, Gladys Hopkins, and Sara Upp. The concluding number was a group of songs by the Glee Club.

In the tennis tournament Monday morn- ing June 6, Thelma Grasty and Louise Pal- mer, representing the Pinquet Win .Catherine Kemp and Mary Louise Overton, representing the Racquet Club. This gives to the Pin- quets the award of the school monogram and cup.

This year's graduation class was the largest in the history of the school, numbering in all 146 students. This, by comparison with other in- stitutions of like size, is quite an unusual showing. The fol- lowing is the official list:

**PROFESSIONAL COURSE**

Mae Elizabeth Aitrop, Fabor, Nelson County.
Grace Anderson (Sept. 1920), Chula, Amelia Co.
Estelle Howard Baldwin, Pulaski, Pulaski Co.
Mildred Elizabeth Barker, Portsmouth.
Laura Louise Beatty, Lovettsville, Loudoun County.
Hazel Agnes Thurlow Bellerby, Richmond.
Coralease Virginia Bottom, Richmond.
Susie Fitzgerald Bourdon, McKenney, Dinwiddie County.
Willie Mae Branan, Nortonsville, Albemarle County.
Martha Frances Brown, Danville.
Mary Agnes Christian, Appomattox, Appomattox County.
Zadie Kathleen Davis, Pamplin, Appomattox County.
Lila Boyd Delsher, Eagle Rock, Botetourt County.
Hazel Irene Donovan, Harrisonburg.
Maria Catherine Dove, Gretna, Pittsylvania Co.
Virginia Taylor Drew, Richmond.
Mary Elizabeth Dunn, Houston, Halifax Co.

Phyllis Wall Eastham, Flint Hill, Rappahannock County.
Annie Elgin, Clifton Station, Fairfax County.
Brenda Durette Elliott, Shenandoah, Fauquier Co.
Anna Katherine Estes, Harrisonburg.
Lucille Helen Eubank, Bedford, Bedford Co.
Lucy Corinne Evans, Waterville, Middlesex County.
Virginia Elizabeth Faulkner, Blacksburg.
Florence Louise Fuqua, Drewry's Bluff, Chesterfield County.
Mary Lee Gardner, Suffolk, Nansemond Co.
Mildred Rebecca Gartler, City Point, Prince George County.
Gladys May Gwynn, Norfolk.
Florence Amelia Hauer, Clifton Forge.
Grace Emma Henty, Roanoke.
Marion Estelle Hodges, Portsmouth.
Gladys Hopkins, Mckaleveysville, Rockingham County.
Lella Florence Hounshell, New Market, Shenandoah County.
Anne Katherine Hundleby, Whitmell, Pittsylvania County.
Alice Peyton Jamison, Boone Mill, Franklin Co.
Bernie Brown Jarratt, Jarratt, Sussex County.
Frankie Jones, New Castle, Craig County.
Harriet Elizabeth Kelly (July 1920), Culpeper, Culpeper County.
Marie Ellen Kirby, Hughes River, Rappahannock County.
Reba Novelle Kramar, Monterey, Highland Co.
Lucie Mae Lane, Danville.
Anna Gladys Lee, Richmond.
Anna Burleigh Lewis, Chilhowie, Smyth Co.
Margaret Lynn Lewis, Lynnwood, Rockingham County.
Blanche Agnes McCauley, New Hope, Augusta County.
Lucille Warren McClung, Eagle Rock, Botetourt County.
Rita Jeannetta McGaha, Lovettsville, Loudoun County.
Katherine Victoria Mahoney, Seven Mile Ford, Smyth County.
Helen Lucille Marshall, Roseland, Nelson Co.
Virginia Josephine McLean, Mount Airy, Alleghany County.
Ethel Vermine Miller, Norfolk.
Vada Catherine Miller, Bridgewater, Rockingham County.
Maisie Livina Morgan, Brunswick, Georgia.
Charlotte Anne Morris, Gaylord, Clarke Co.
Caroline Helen Muse, Petersburg.
Ruth Cleveland Newman, Thaxton, Bedford Co.
Jennie Stuart Nicholas, Port Republic, Rock- ingham County.
Ellen Sarah Noe, Wachapreague, Accomac Co.
Anna Frances Louvenia Oaks, Whitmell, Pittsylvania County.
Anna Lee Payne, Midlothian, Chesterfield Co.
Chloe Gladys Peck, Roanoke.
Helen May Richardson, Richmond.
Edythe Claire Robson, Rixeyville, Culpeper County.
Mary Bowman Rumrund, Macedonia, Ohio.
Frances Marling Sawyer, Expo, Norfolk Co.
Olivia Aera Showalter (March 1921), Harrisonburg.
Gertrude Bain Smith (March 1921) Madison, Madison County.
Mary Elizabeth Smith (March 1921) Madison, Madison County.
Ruby Rebecca Smith (Sept. 1920), North Garden, Albemarle County.
June Wright Steele, Harrisonburg.
Mary Louise Stephens, Martinsville, Henry Co.
Mary Anne Swift, Gays, Louisa County.
Russ Tomko, Disputanta, Prince George Co.
Edith Rowland Ward, Norfolk.
Kathryn Estelle Wilson, Pamunkey, Accomac County.
Elizabeth Highower, Wimbush, Scottsburg, Halifax County.
Iona Mae Wimbrough, Chincoteague, Accomac County.
Ruth Esther Woody, Portsmouth.
HOME ECONOMICS COURSE
Margarette Louise Abbott, Evington, Campbell County.
Helen Laura Baber, Round Hill, Loudoun Co.
Frances Dorothea Buckley, Clifton Station, Fairfax County.
Marjorie Bullard, Bluefield, West Virginia.
Virginia Alice Burgess, Forsk Union, Fluvanna County.
Elizabeth Malvle Burkhart, Richmond.
Anna Seaton Cameron, Newport News.
Frances Ella Chittum, Harrisburg, Penna.
Elizabeth Daniel, Charlotte Court House, Charlotte County.
Mary Davidson, Lexington.
Esther Mary Evans, Richmond.
Ruth Givens Fulton, Staunton.
Margaret Elizabeth Funk, Stephens City, Frederick County.
Louise Elizabeth Gibboney, Richmond.
Anne Bathurst Gilliam, Petersburg.
Rebecca Anna Gwaltney, Wakefield, Sussex Co.
Mary Louisa Hardy, Winchester.
Henrietta Heath, Wardtown, Northampton County.
Grace Harvey Heyl, University, Albemarle Co.
Ella Virginia Holloran, Lynchburg.
Roan Elisabeth Hopkins, Stuart, Patrick Co.
Annette Louise Houston, Fairfax, Rockbridge County.
Bertha Agnes Huffman, Mt. Sidney, Augusta County.
Lena May Kemp, Hampton, Elizabeth City Co.
Eunice Elizabeth Lambert, McGeheysville, Rockingham County.
Hazel Elliott Lyon, Pulaski, Pulaski County.
Margaret Ligon Martin, Middlebrook, Augusta County.
Mary Lees Hardy, Winchester.
Helen Henrietta Heath, Wardtown, Northampton County.
Grace Harvey Heyl, University, Albemarle Co.
Ella Virginia Holloran, Lynchburg.
Roan Elisabeth Hopkins, Stuart, Patrick Co.
Annette Louise Houston, Fairfax, Rockbridge County.
Margaret Ligon Martin, Middlebrook, Augusta County.
Gladys Williams Nichols, Portsmouth.
Lucy Mearle Pearce, Marietta, Georgia.
Lua Fraisealla Phipps, Chincoteague, Accomac County.
Ruth Quigg, Clifton Station, Fairfax County.
Jean Maxwell Quesenberry (Sept. 1920), Frederick Hall, Louisa County.
Sue Raine, Lynchburg.
Mary Elizabeth Redd, Prospect, Prince Edward County.
Sadie Rich, Emporia, Greeneville County.
Blanche Arlington Ridenoir, Petersburg.
Alberta Coiner Rodes, Greenwood, Albemarle County.
Emily Maltland Round, Manassas, Prince William County.
Frances Tabb, Portsmouth.
Willie O. Johnson, Buffalo Junction, Mecklenburg County.
Alma Josephine Tatum, University, Albemarle County.
Helen Hamilton Thompson, Lexington.
Elizabeth Genevieve Warwick, Norfolk.
Elizabeth Poindexter White, Waynesboro, Augusta County.
Bertha Goode Wilson, Bellevue, Bedford Co.

BACHELOR OF SCIENCE DEGREE
Elementary Teaching and Supervision
Mary Woodville Ferguson, Clifton Station, Fairfax County.
Mrs. Wm. G. LeHew, Harrisonburg.
Elise Augusta Loewner, Harrisonburg.
Julia Ethel Pollard, Stanardsville, Greene Co.

High School Teaching and Administration
Sallie Lewis Brown, Charlottesville.
Kathleen Lee Talley, New Castle, Craig County.
Lena Maude Reid, Penn Laird, Rockingham Co.
Vergil Pendleton Radier, Buckingham, Buckingham County.
Mary Margaret Thrasher, Fairfax, Fairfax Co.
Elizabeth Stuart Yancey, Harrisonburg.

Home Economics
Mary Letitia Brown, Lincoln, Loudoun County.
Elizabeth Carroll Murphy, Staunton.
Loudelle Virginia Potti, Round Hill, Loudoun County.
Ruth Redes, Greenwood, Albemarle County.
Rosa May Tinder (July 1920), Norton, Wise County.
Helen Margarette Whitney (Sept. 1920), Roanoke.

AWARD OF DINGLEDINE PRIZE FOR BEST GRADUATING ESSAY, 1921
About 130 essays in competition

DINGLEDINE PRIZE ESSAY
The Use of Standard Arithmetic Tests—Miss Vada Miller of Bridgewater

FIVE NEXT BEST
The Influence of Rural Environment on Great Men and Women—Miss Estelle Baldwin of Pulaski
The Development of Roads in Virginia—Miss Anne B. Gilliam of Petersburg
The Testing Movement in Education with Special Application to Mathematics—Miss Gladys Lee of Richmond
The Correlation of English History and Literature—Miss Virginia Mecartney of Vaucluse, Frederick County
Stories and Story-Telling in the Primary Grades—Miss Frances Sawyer of Expo, Norfolk County

HONORABLE MENTION
Oxford University—Miss Hazel Bellerby of Richmond
On the Cathedral Close—Miss Elizabeth Burkhart of Richmond
The Correlation of Nature Study with Literature, Drawing, Geography, History, and Arithmetic—Miss Gladys Gwynn of Norfolk
Cathedrals of Europe—Miss Annie K. Hundley of Whitmell
Belgium Since 1700—Miss Margaret Lynn Lewis of Lynnwood
St. Simon's Island—Miss Maisie Morgan of Brunswick, Georgia
The Use of Group Intelligence Tests in the Primary Grades—Miss Hellen Muse of Petersburg
Cecil John Rhodes—Miss Mary Bowman Rumburg of Macedonia, Ohio
The History and Development of Portsmouth—Miss Frances Tabb of Portsmouth
The School Lunch—Miss Alma Tatum of University, Virginia
SENIOR ESSAYS FOR 1920-21

Some Facts About Bees and Bee-Culture—Margarette Abbott; The Presbyterian Orphan's Home, Lynchburg, Virginia—Matzie Astrop; Reasons Why Every Girls Should Have a Course in Home Economics—Helen Baber; The Influence of Rural Environment—Estelle Baldwin; Life of General Samuel Houston—Reba Bare; The Sick Man of Europe—Mildred Barker; The Industrial Revolution in Great Britain and the United States—Louise Beauty; Oxford University—Hazel Bellerby; The Continuity of Primary-Kindergarten Education—Coralease Bottom; Some Interesting Facts About My County, Dinwiddie—Susie Boardman; The Red Cross—Lucille Bowles; True Story of the Life of Man in Skiplett Hollow—Wille Branham; The Dan River and Riverside Cotton Mills—Maggie Brown; The Home Economics Field in Virginia—Mary Brown; Development of Textiles and Tools Used in Construction of Garments—Frances Buckley; The Educational, Economic and Political Development of Women—Marjorie Ballard; The Natural Bridge of Virginia—Emma Burger; Fork Union Church and Academy—Virginia Burgess; On the Cathedraal Close—Elizabeth Burkhart; The City of Hampton Roads, a Dream of the Future—Anna Cameron; Hershey, The Chocolate Town—Frances Chittum; Appomattox Court House, Old and New—Agnes Christian; The Teacher and the Community—Nora E. Crickenberg; The Meat Packing Industry—Elizabeth Daniel; The McCormick Reaper—Mary Davidson; Historic Appomattox—Sadie Davis; Prince Bismark—Lila Delsher; Mount Jackson; Its Growth and Development—Ruth Dinger; The Apple Industry in Nelson County—Allie Davis; On the Old National Trail—Hazel Donovan; The Cultivation of Tobacco in Virginia—Marie Dove; Physical Training in the First Year of School—Virginia Drew; Influence of the Study of Latin on the English Student—Mary Dunn; The Apple Industry of Rappahannock County—Phyllis Eastham; Benjamin Franklin and American Diplomacy—Ann Elizabeth; The Influence of the Kindergaten upon the Primary School—Drenda Elliott; The Thirteenth Annual Reunion of the United Confederate Veterans—Anna Estes; The Elk's National Home—Lucille Eubank; English Furniture of the Seventeenth and Eighteenth Centuries—Esther Evans; Women in Industry and the Y. W. C. A.—Corinne Evans; Mediaeval Books and the Invention of Printing—Virginia Faulkner; The Growth of the Mary Baldwin Seminary—Ruth Fulton; The Apple Industry of Frederick County, Virginia—Margaret Funk; Poland and the Poles Since 1760—Louise Fuqua; A Sketch of Nansemond County—Mary Lee Gardner; Hopewell, the Old and the New—Mildred Garter; Points of Historic Interest in Richmond, Virginia—Louise Gibbon; The Development of Roads in Virginia—Anne Gilliam; Some Phases in the Teaching of Agriculture—Rebecca Gwaltney; The Correlation of Nature-Study with Literature, Drawing, Geography, History and Arithmetic—Gladyse Gywnn; The Handley Schools of Winchester—Mary Lees Hardy; Art Work of the Kindergarten—Florence Hauer; The Eastern Shore of Virginia As We See It Today—Helein Heath; Women in Industry in Roanoke—Grace Hent; Sheakespeare's Fools—Graces Heyl; The History and Development of Norfolk County—Marion Hodges; Decorative Planting—Ella Holloran; Alacse—Lorraine; Gladyes Hopkins; Mountain Schools in Patrick County—Rosa Hopkins; Raising of Chickens in Shenandoah—Florence Hounshell; Menu Making—Louise Houston; The Development of Home Economics—Bertha Huffman; Cathedrals of Europe—Annie Hundle; The Land of Greater Glories, Yellowstone Park—Allee Jamison; Causes of the World War—Bernie Jarrett; Importance of Nature Study in the Elementary Grades—Frankie Jones; The Early History of Textiles—Lena Knap; Rural Life in Rappahannock County—Marie Kilby; The Influence of the Woman Voter Upon Future Political History of the United States—Reba Kramar; Malnutrition of School Children—Eunice Lambert; A Hotel That Is a Home—Lulu Land; Standard Tests and Their Application to Secondary Mathematics—Gladyes Lee; Mathew F. Maury, the Pathfinder of the Seas—Anna Lewis; Belgium Since 1700—Margaret Lewis; The Elizabethan Stage and Drama—Hazel Lyon; Latin in Education—Blanche McCauley; The Value of Games to the Primary Grades—Lucille McClung; Francois Marie Croque de Voltaire—Rita McGaha; Maize and Its Products—Katherine Mahoney; The Business of Farming—Helen Marshall; The History of New Providence Church—Margaret Martin; The Correlative of English, History and Situation—Virginia McGarvey; The Blue Crab of the South Atlantic Coast—Vernice Miller; The Use of Standard Arithmetic Tests—Vada Miller; Traditions of Augusta County—Jessie Mish; Depletion and Conservation of Our Forests—Ruth Moon; The Development of the Education of Women in the United States—Mary Morris; Saint Simon's Island—Mable Morgan; Country Life Values—Charlotte Morris; The Use of Intelligence Tests in the Primary Grades—Helen Muse; Why the Kindergarten Should be a Part of the Elementary School—Ruth Newman; Historic Port Republic—Jennie Nicholas; The Gateway of Maritime Commerce—Gladyes Nichols; Some Facts About the Industries of the Eastern Shore of Virginia—Ellen Noe; Martin Luther and Other Protestant Leaders—Frances Oakes; A History of Belova Arsenal—Anna Lee Payne; The Evolution of Cotton Thread—Mearle Pearce; Music in Making the American Citizen—Chloe Peck; Francis Makemie—Lois Phipps; The School Garden—Ruth Quigg; The Background of Interior Decoration in Our Home—Sue Ralne; The Home Demonstration Movement in Relation to Home Betterment—Elizabeth Redd; Jamestown—Sadie Rich; Nature Study in the Modern Schools—Helen Richardson; Historic Places around Petersburg—Blanche Ridlenour; Fox-Hunting as I Know It—Edythe Robson;
Means of Encouraging School Attendance in Rural Districts—Alberta Rodes; Development of Home Economics—Emily Round; Cecil John Rhodes—Mary Rumburg; Stories and Story Telling in the Primary Grades—Frances Sawyer; A Trip to Philadelphia—Aera Showalter; The School as a Social Center—Gertrude Smith; The Value of Play in Education—Mary Smith; Admiral Raphael Semmes—June Steele; Should Immigration Be Restricted?—Mary Stephens; Some of the Needs of our American Girl of Today—Mary Swift; The History and Development of Portsmouth, Virginia—Frances Tubb; Boys' and Girls' Club Work as I Know It—Willie Talley; The School Lunch—Alma Tatum; Menu Making—Helen Tomko; Flower's Influence on Man—Ruth Tomko; The Development of the Jorn Fox Country—Floss Tucker; Science and Its Part in the Struggle for Democracy—Edith Ward; The Eastern Oyster—Genevieve Warwick; Health Work in the School—Elizabeth White; The Epoch of Reform in England from 1800 to 1850—Kathryn Willaon; The Production of Clean Milk—Bertha Wilson; The Culture, Curing and Marketing of “Bright” Tobacco in Virginia—Elizabeth Wimbish; The Life of General John Cropper of Accomac County, Virginia—Iona Wimbrough; The Importance of Physical Training in the Public School—Ruth Woody.

VII

NEWS AND NOTES OF THE ALUMNAE

THE HOME-COMING HOUSE

This is the house our girls are building—
The loyal girls of Blue-Stone Hill—
One of the golden deeds they’ve fashioned
Out of the dreams they cherish still.

This is the house that Youth is building—
Youth, that keeps the heart full strong—
Thus to give unto Youth that follows
All the joy of its morning song.

This is the house that Faith is building—
Faith that works and Faith that wills—
Turning e’er from the twilight shadows
Unto the dawn on eastern hills.

This is the house that Love is building—
Love that crowns what Love bestows;
Into the years this Love is leading,
Unto the land Love’s dreaming knows.

THE CORNERSTONE LAID

The skies were smiling and the hearts of many friends were beating in sympathy when, at 3 o’clock on Monday, June 6, a multitude assembled on May Pole Hill to witness the laying of the cornerstone of the Alumnae-Students Building. The formalities of the occasion were in charge of Rockingham Union Lodge No. 27, A. F. and A. M., and a large number of members of the Fraternity, representing the several degrees, were in the procession and participated in the usual exercises.

Supplementing the Masonic services, the school provided a brief program. “Old Virginia” was sung at the beginning. Next Mrs. H. S. Dance (Esther Coulbourn) of Roanoke made an appropriate and beautiful address on behalf of the alumnae and all former students of the Normal School. President Duke then spoke for a few minutes, calling attention to the significance of the enterprise in hand and paying a fitting tribute to the loyalty of old students, the faculty, the present student body, the citizens of Harrisonburg, and the friends of the school far and near.

Following the laying of the cornerstone by the Masons, Miss Grace Heyl, the chosen representative of the student body, spoke most effectively for her constituents. Hon. George N. Conrad, an old friend of the school, then made an eloquent address, on behalf, especially, of the good people of Harrisonburg and the surrounding communities. The exercises were brought to a close by the singing of “Blue-Stone Hill.”

The music was directed by Miss Edna Shaeffer, who was assisted most cordially and efficiently by a group of singers from the alumnae and the students.

CONTENTS OF BOX DEPOSITED IN THE CORNER-STONE OF THE ALUMNAE STUDENTS' BUILDING, JUNE 6, 1921

Copy of Daily News Record, Saturday, June 4, 1921.
Copy of May number of The Virginia Teacher.
Copy Annual Catalog, 1921-22.
Booklet of Views.
Commencement Program, 1921.
Catalog of summer session, 1921.
Letter to Alumnae from Alumnae Building Campaign Committee.
Copy of program, Commencement recital, Saturday, June 4, 1921.
Ceremonies and Program for laying of cornerstone by Rockingham Union Lodge No. 27, A. F. and A. M.
Coin of 1921.
"Confederate Banners" by Mary Lynn Conrad.
Picture of first graduating class.
Wedding announcement of the first alumna who married.
Wedding announcement card of the last alumna married (received the morning of June 6).
Entire unbound copy of 1921 Schoolma'am.
Poem written for this occasion by Dr. J. W. Wayland—"The Home-Coming House."

GREETINGS BY TELEGRAPH

How many greetings were flashed over the wires to Blue-Stone Hill during commencement week by old students and others in various parts of the country is not known, but many there were and all were significant. For example, at the banquet, when the wee hours of morning had chased midnight away, somebody read a message from Lelouise Edwards. It came like a glimpse of her cheering countenance or a song in her own ringing voice.

Reba Beard, in Petersburg, speaking for herself and all the other Harrisonburg girls in the Cockade City, sent this line:

"We are thinking of you all at this happy time."

It was indeed a time to inspire memory and poetry. Perhaps this is the reason that the Norfolk girls sent their message in verse:

"Greetings, Alma Mater,
We are really there with thee,
With our spirits circling round,
Though our bodies are by the sea."

This wire was delivered at the very moment that the cornerstone of the Home-Coming House was being laid. It was signed by Alpha Holcomb and Marceline Gatling, but we know that it represented truly many others, not only in the cities by the sea, but elsewhere too.

ANENT MARRIAGES AND CORNERSTONES

Among the numerous interesting things that went into the cornerstone of the Alumnae-Students' Building were two wedding announcements—one of the first graduate to marry, the other of the one most recently married.

Alma Rose Harper was married to Mr. Henry Johnson on December 23, 1911; Margaret Amanda (Madge) Bryan was married to Mr. Hugh Gordon Burnet on June 2, 1921. This announcement of Miss Bryan's marriage reached the Normal School just a few hours before the cornerstone ceremonies on June 6. This timely event suggested the happy idea of making a bit of history; so Miss Cleveland and Dr. Wayland "got busy." Alma and Madge, accordingly, have tied together in the new cornerstone the two ends of ten very interesting years and, incidentally, have themselves been tied up in a very interesting way without any time limit.

In this connection it may be appropriate to note that Walter Wayland, who in 1913 was Senior Class Mascot, was born on April 15, 1909, the very day that the cornerstone of Maury Hall was laid.

NAMES IN THE REGISTER

An inspection of the Alumnae Register, kept in the library since May, 1918, shows that no less than 52 "old students" were present this year at commencement. Here is the list of names, as signed for June 6 and 7, by the ladies themselves, together with the respective addresses, as given:

Ella May Lane (1919), Broadway; Margaret Stone (1920), Bedford; Miriam Buckley (1917), 1339 15th Street, N. W., Washington; Lucy S. Gatling (1916), 1027 Shirley Avenue, Norfolk; L. Ruth Grove (1916), Fishersville; Mary Sue Grove (1919), Fishersville; Ruby A. Worley (1916), Glasgow; Carrie E. Bishop (1920), Profit; Catherine Harrison (1920), Harrisonburg; Lillian Elliott (1916), Shenandoah; Dorothy Williams (1920), Newport News; Frances Kemper Payne (1919), Lynnwood;
Frances Rolston (1919), Pulaski; Freida Johnson (1915), Lovettsville; *Lena M. Reed (1919), Penn Laird; M. Caroline Eisenberg (1916), Staunton; Jennie P. Loving (1916), Stage Junction; *Dorothy Lacy (1919), Scottsburg; *Sallie Browne (1919), Charlottesville; Genoa Swecker (1919), Monterey; Virginia Buchanan (1914), Petersburg; Mary Bosserman (1915), Harrisonburg; Virginia Andes (1919), Frederick Hall; Marion Nesbitt (1920), South Boston; *Mary Ferguson (1919), Clifton Station; Nettie Shiflett (1917), Roanoke; Frances I. Mackey (1913), Riverside; May Davis (1920), Shenandoah; Clare Harnsberger (1920), Port Republic; Virginia Brock (1919), Harrisonburg; Rosa Lee Simpson (1919), Purrellville; *Vergilia P. Sadler (1911), Buckingham; Esther Coubourn Dance (1915), Roanoke; Minnie Moore Bowman (1919), Harrisonburg; Helen V. Hopkins (1919), McGaheysville; Nell Critzer (1920), Afton; Mary Seebert (1920), Lexington; *Eliabeth Murphy (1919), Staunton; *Penelope Morgan (1919), Danville; Clara F. Lambert (1920), Roanoke; Ruth Witt (1919), Roanoke; *Elise Loewner (1919), Harrisonburg; *Margaret Seebert (1920), Lexington; *Mrs. Wm. G. LeHew (1920), Harrisonburg; Hazel Davis (1919), Burke; Anna Potterfield (1919), Lovettsville; *Mary L. Brown (1919), Purrellville; Ruth E. Brown (1920), Purrellville; *Louelle Potts (1919), Round Hill; *Mary Phillips (1920), Bedford; *Dorothy Fosque (1920), Wachapreague.

The date following each name indicates a graduation year—the most recent one prior to 1921. Several of the alumnae listed have graduated twice, once in a two-year course, again in a four-year course. The fourteen whose names are starred (*) were students during the past session, and nine of the fourteen received the B. S. degree on June 7. The other five, Misses Fosque, Phillips, Seebert, Morgan, and Lacy, are candidates for the same degree next year. Several other alumnae who are present as students did not register.

Only one member of the class of 1911, whose second reunion year this was, is found registered; but three—Vergilia Sadler, Ruth MacCorkle, and Ethel Sprinkel—were present at the alumnae banquet. The class of 1916, whose first reunion was due, was represented by seven members: Lucy Gatling, Ruth Grove, Ruby Worley, Lillian Elliott, Caroline Eisenburg, Jennie Loving, and Ruth Witt. These registered; other members of the class may have been present. Mary Scott, another member of the class of 1916, sent her classmates a newsy letter from France.

It will be observed that three of those who registered—Frances Kemper, Virginia Zirkle, and Esther Coulbourn—have married since graduation. How many more will be married soon, we are not at liberty to announce, but wedding bells are always in tune.

Here are five marriages of alumnae that have recently come to our notice: June 2, Madge Bryan to Mr. Hugh Gordon Burnet, at Richmond; June 9, Mary V. Yancey to Captain Noland M. Canter, at Harrisonburg; June 22 Eloise Hinton to Captain Victor Parks, at Petersburg; June 28, Reba Beard to Dr. George G. Snarr, at Harrisonburg; June 29, Jennie Loving to Mr. William Hugh Sadler, at Wilmington.

May 31, Pearl Haldeman to Mr. Claude B. Stickley, at Winchester; June 6, Audry Rimmer to Mr. J. Willard Grimes, at Bluefield, W. Va.

Our Tea Room

"Portsmouth 761-W, please—Is Alpha in?"—"At the phone"—"This is Marceline—just called up to see what you thought about reviving our Alumnae Chapter. Had a letter from Dr. Wayland today and we really have something to work for."

"Count me in there," says Alpha, "I just had a letter from Reba Beard telling me a little about the Home-Coming Building. My, don't those words sound good—Home-Coming Building?"

And so, after a year's recess, our first meeting was held January 25th. I believe our chapter formed two years ago was the first formed. It was so good to get together again. We met at Bush Street School, and the election of officers resulted in Marceline and I receiving our old posts, president and secretary, respectively, and Dorothy Spooner becoming our new treasurer.

Then we burst forth with plans to help towards The Fund. The quickest thing to
get up being a card party, one was arranged. This was held Saturday before Lent, and quite a neat little sum was realized.

Where she ever conceived the idea, I don't know, but at our second business meeting held March 4, our president suggested starting a tea-room. Of course we “fell”—for where is the girl who has not somewhere, sometime in her life, dreamed of and talked about starting a tea-room? It's a sort of fever with which every girl is afflicted. By March 15, it was necessary to have a call meeting—a store had been obtained and now for a name; finally “Cinderella” was decided upon, for not a penny had we to start on, and not a penny did we borrow. (Even now some business men look at us as if we were a new set of geniuses or lunatics—it's hard to say just what they think.)

Then came the work—but what fun! Painting cherry-red tables and chairs 'til they were toned down a glorious, cool gray. Then came Linda Carter with her stencils—these were put on in green. Then the wall—yes, it was clean—but being white, made the place look like a barn. We had a tiny molding put round about half-way up and below that calcimined gray; then just below the molding the story of Cinderella was stenciled in panels—now add gray curtains, a few ferns and 127 1/4 College Place was truly transformed.

Mrs. Gay, who was at R. E. Lee School, became our dietitian, and finding she needed someone else, Mrs. Helen Tatem Rogers came in to help her. With Mrs. Gay’s special dinners and apple pies and Helen Tatem’s lemon pies and sandwiches of every description, 'tis no wonder the best of the twin cities come to us for lunch.

There is a chairman for each day and she has five or six girls who help her serve. And truly this is the test for a loyal soul—ever after this, sympathy will be mine for those who serve me—it is no easy job—but we love it, for it is for Alma Mater.

According to The Virginia Teacher, the world is fine at Blue-Stone Hill—that magazine is just one of the fine things you folks are always doing for those who have gone forth into the world, as it were. I came in from school 'bout five-thirty, fearfully tired, saw the postman had brought my Teacher—so I sat right down to read it—now I feel better. It has a boosting spirit about it.

Our plans for the Alumnae Students Building are coming on fine—the Cinderella Tea Room is something we are mighty proud of—and we're just looking forward to making a “pile” of money for that building. We were so glad to have Mr. Duke and Miss Gregg with us on the fifteenth—and when Mr. Duke left we felt as if we wanted to go right back with him—for after all there's no place like Alma Mater.

I'm sending a complete list of the Harrisburg girls in Norfolk and Portsmouth, also a separate list of those who have shown an active interest in the Tea Room.

We are so anxious for all the girls to have a share in this.

Remember me to all at Blue-Stone Hill.

Sincerely,

ALPHA V. HOLCOMB

CINDERELLA “WORKING” FOLKS

Ethel Channing, Nella Roark, Helena Marsh, Kitty Pettus, Florence Shumadine, Louise Shumadine, Frances Stell, Katherine Broughton, Stella Burns, Linda Carter, Louise Edwards, Mary Pollard, Georgie Foreman, Marceline Gafling, Lacy Gafling, Alpine Gafling (Mrs. H. G. Martin), Alpha Holcomb, Helen Acton, Clara Menzel, Margie Menzel, Miriam Jones, Marie Johnson, Mary Lanester, Mary Moreland, Mrs. Mary L. Nichols Hope, Dorothy Spooner, Bessie S. Taylor, Helen Tatem Rogers, Mrs. Ruth Shirley Velden Pettle, Mrs. Elizabeth Peters Williams, Regina McLaughlin, Ruth Sexton, Hilda Barton, Sarah Wilson, Mrs. Leila Clay, Hazel Williams, Mrs. Irene Baughter Stokes, Nancy Baker, Mrs. Violet Newcomer Isthording, Katherine Cannon, M. Alyce Millender, Hontas Norfleet, Margaret Norfleet, Mrs. Gallery (Katherine Frazier), Gladys Carlton, Margaret Jorden, Mrs. J. O. Plonk (Virginia Weaver), Harriet James, Frances Hugdins, Susie Ennis Bowers, Louise Harwell.

Special mention might be made of Harriet James, who gives her lunch hour every day. Also Margie Gafling, whom we call our adopted member.

Hilda Barton has found it impossible to get down to the Tea Room but her sister, Annie, is there every day from twelve to four.

OUR CONTRIBUTORS

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S. P. D. is Samuel P. Duke, the president of the State Normal School at Harrisonburg.
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