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WHEN COMPOSITION IS A REAL JOB

MAKING A STORY BOOK IN THE FIRST GRADE  Margaret A. Borden
THE SIXTH GRADE MONTHLY  Mildred Reynolds
THE JUNIOR HIGH PRINTS ITS YEARBOOK  Ruth H. Lewis

DEMOCRACY IN THE EIGHTEENTH CENTURY NOVEL
Charles Herbert Huffman

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WHEN COMPOSITION IS A REAL JOB

MAKING A STORY BOOK

AN ENGLISH COMPOSITION ACTIVITY IN FIRST GRADE

I. Situation

ONE morning I gave to my class of 1B children in the Training School some folded sheets of paper fastened together. On these were printed a reproduction of a part of a story read the previous day. One child said, “This is a little book. May I take it home?” I asked, “Would any one else like to have a book to take home?” Every child wanted a book and one said, “Let us make some books.”

They talked about making a book and what to put in it. They decided that the book must contain stories and pictures. They then decided to reproduce some stories from La Rue’s F-U-N Book, because they were not allowed to take this book home.

II. Purpose

The teacher gave a little book to each child with the hope that it might stimulate an interest in learning to read. If they decided to make books they must be able to read what was printed in them.

The children wanted to make books to take home so that they could read to some one at home.

III. Planning, Executing, and Judging

After the class read a story entitled “Bunny in the Garden,” they selected a part of it for reproduction. I wrote the sentences they gave me on the board; they were then read aloud by the children. I then printed a copy of the story for each child on manila drawing paper, nine by twelve inches.

The next day I wrote on the board sentences containing instructions to be followed in making the first illustrations such as,

- Draw Mother Rabbit and Bunny Rabbit.
- Draw Bunny Rabbit in the garden.

Each child made both these illustrations because he needed them for his own book.

A second story, called “The Little Tin Train,” was read and reproduced in the same manner so that I could print it for their books. The class made pictures of “The Little Tin Train” and for a second picture each child chose what he wished to show about the story for his own book.

Other stories were read, parts reproduced and illustrations made. Finally each child chose his favorite Mother Goose rhyme and illustrated it. I then printed the rhyme for each child.

While we were talking about how to make our books one child said that real books were printed by machines. This talk led to their asking to go visit the job printing department of the town newspaper. There the print-shop superintendent showed them the different steps in making a book. He then made a blank book for each child. In doing this he folded and cut the paper, cut the cover, fastened cover and pages together, and trimmed the edges. After this the children visited the printing department where they watched the setting of type, the operation of a linotype machine, and ex-

---

1 I used a small printing set, Rubber Type No. 17 and a No. 48 three-line holder. The type is the same size as that of a Standard Primer. A hectograph could have been used.
amined the press upon which had been printed the morning paper.

The children were so interested in what they had seen that they were eager to talk about it. As soon as they returned to school they told the whole story to the other group of children in their room. They then made sentences for a story entitled “Traveling to the Printing Shop.” I wrote these sentences on the board as they gave them. The children then asked me to print this story in the little books the superintendent had made for them.

IV. Knowledge and Skill Acquired Through the Project

A. Information about book making
1. A book must have a name.
2. The pages must be printed before the cover can be put on or the pages fastened together. The pages are sewed together on a machine. Sometimes wire is used.
3. Machines also cut the paper and covers, and print the pages.
4. The machines are run by electricity.
5. The paper used to make books in Harrisonburg comes from other places. Some of it comes from Covington, Richmond, Baltimore, and Hagerstown.

B. Reading skills emphasized
1. Finding new words by noticing the initial consonant, and by considering the context.
2. Reading in longer units.
3. Reading to follow directions—as in making illustrations for the book.

C. Arithmetic skills gained
1. The children numbered the pages in their books after examining several books to see how the numbers were placed: In doing this they learned:
   (a) To recognize the order in which numbers come
   (b) To read the numbers
   (c) To write numbers up to 25

See end of article for the story.

V. The Story the Children Wrote

TRAVELING TO THE PRINTING SHOP
We went to the printing shop.
We asked a man where to go to see how they made books.
We went up three sets of steps.
The man who makes the books is named Mr. Hughes.
He showed us how to fold the paper.
He showed us how to cut the paper.
He cut the covers.
He cut the covers with a big machine.
Electricity makes the machines go.
He sewed the books.
He sewed them with wire.
Billy’s daddy showed us how he could print.
Mr. Hughes made us each a book.
Then we went down stairs.
We saw a big printing press.
It had a newspaper on it.
We saw a man making type.
We saw a man getting something ready to print.
Then we came back to school.
Miss Borden is going to print the story about going to the printing shop in our books.

MARGARET A. BORDEN

THE SIXTH GRADE MONTHLY
AN ACTIVITY IN ENGLISH COMPOSITION

I. Things the Children Did

A. They planned the paper.
1. They brought newspapers and magazines to class, discussed their contents, and the make-up of their staffs.
2. They decided on the departments for their paper, and arranged the tentative contents in order.
3. They selected a name for their paper.
4. They elected a staff, consisting of the following members: an editor-in-chief, an art editor, a story editor, a poetry editor, a news editor, a so-
ciety editor, a health notes editor, a class notes editor, two class librarians, and a reporter from the A class. (The paper was made by the B class.)

5. They decided to have the editor-in-chief go before the A class to tell of the paper and to conduct the election of the reporter.

6. They offered suggestions to individual members of the staff as to their duties.

7. The members of the staff made short talks on what they wanted for the paper and on their idea of co-operation from each member of the class.

B. They gathered the material for the paper.

1. They collected jokes, riddles, and favorite poems. These were passed in to the editors for approval.

2. They studied fables and then wrote original ones, selecting the best for the paper.

3. They wrote stories on topics assigned by the editors. The story editor had the five best stories read aloud in each case, so that the class might choose the best one for the paper.

4. They wrote original poems.
   (a) They studied their favorite poems for rhythm, beauty, and thought.
   (b) They suggested topics for poems, such as Spring, March, and The March Wind.
   (c) They made up lists of descriptive and rhyming words.
   (d) The poetry editor selected the best poems, using the method that the story editor had used.

5. They wrote book reports. These were on books read outside of class assignments, for the purpose of interesting other children in the books.

6. They collected news from various sources; the A class, their own class, the Manual Training and Domestic Science departments.

7. They collected suggestions for improved classroom behavior. The editor arranged an honor roll in penmanship. (The class was making a campaign for better penmanship this year.)

8. They collected pictures to illustrate their poems and stories, and ones to be voted on for a cover. The staff brought kodak pictures of themselves to be used in the “staff wheel.”

C. They assembled the paper.

1. They made a cover. They voted on the color of paper to use, on a picture for decoration, on the words to be printed on the cover.

2. They copied the material for the paper. Each editor was responsible for the work of his department being copied. The class selected one child to see that all the work was neatly and correctly copied before it was turned in to the editor-in-chief.

3. They arranged the work for the paper. The editor-in-chief arranged the work according to departments, wrote all notes and explanations, and submitted the work to the class for approval.

4. They made a title page, and a table of contents.

D. They planned the next issue of the paper.

(a) They wrote a letter to a class at the College that had examined the paper asking for criticism before the next issue.

(b) They discussed the suggestions made by the College class, and
outlined a policy for the second issue.

II. Values the Children Derived from Making the Paper

A. Values in information and skills.
1. They had practice at a high level of interest in the following things:
   (a) Rules for capitalization and punctuation.
   (b) Sentence and paragraph structure.
   (c) Make-up of a page, indentation, margins, good spacing.
   (d) Use of the dictionary to check their own spelling.
2. They learned the following things:
   (a) To tell the difference between a fable and a story, and the similarity between a poem and a song.
   (b) To judge stories in the light of plot, unity, and coherence.
   (c) To judge poems for rhythm and beauty.

B. Values in personal and social habits.
1. Co-operation:—They worked in groups with individual editors; they worked outside the classroom trying to find materials the editors asked for.
2. Independence:—They contributed original ideas to the class. The class as a whole worked with little reference to similar papers made by other children.
3. Leadership:—The editors talked before the class, and took charge of the work within their own departments.
4. Judgment:—They learned to formulate standards for the best work of any type. They learned how to consider the points necessary for a good editor for any department, and to choose the child best suited for the job.

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Mildred Reynolds

THE JUNIOR HIGH SCHOOL PRINTS
ITS YEARBOOK
AN EIGHTH GRADE ACTIVITY IN ENGLISH COMPOSITION

I. Things the Children Did

A. They planned to make their issue of Chatter an improvement over the issues of the preceding years.
1. A committee studied the contents of the preceding issues of Chatter and
of other school magazines and newspapers.

2. The chairman reported that the Chatter could be improved by:
   a. Making it a “memory book” of the 8A grade.
   b. Raising the standard of the material contained.
   c. Inviting other rooms in the Junior High School to contribute.
   d. Having Chatter printed.

3. They decided on the departments of their magazine and the qualifications necessary to the editors of the various departments.
   a. They voted on the following members of the staff: editor-in-chief, assistant editor-in-chief, business manager, assistant business manager, story editor, poetry editor, news editor, editorial editor, art editor, and joke editor.

4. They planned the financing of the Chatter.
   a. The business manager interviewed the printer, and brought to class sample pages with the price of each.
   b. They decided on the size of the page.
   c. They decided that if we could get two pages of ads, eight ads to a page, each bringing in $1.25, we could have sixteen pages.
   d. Under the supervision of the business manager the members of the class got ads from the business men of the town.
   e. The girls planned to make pop corn balls in their cooking class and sell these at baseball games, while the business manager had charge of selling ice-cream and pop.

B. They gathered material for their magazine.

1. They studied short stories.
   a. I told them a typical short story.
   b. They decided that a good short story is marked by the following characteristics: A single predominating incident, a single predominating character, imagination, plot, compression, organization, and unity of impression.
   c. They wrote original short stories on topics suggested by the class and gave these to the story editor, who selected, corrected, and handed back the best ones to be rewritten.

2. They studied editorials.
   a. They read and discussed editorials from other school magazines and newspapers, giving special attention to those in the Static, published by a sister class, the 8B.
   b. They decided that good editorials are written on topics of present interest, express only those opinions that are backed up by good grounds for judgment, and are breezy, pointed, and clever.
   c. They wrote editorials on topics of interest to the Junior High School.

3. They studied the form of news articles.
   a. They decided that news articles are judged by their accuracy, content, and terseness.
   b. They discussed and wrote up the outstanding events of the Junior High School this year.

4. They studied poems.
   a. They studied poems selected by the class for their rime, beauty, rhythm, and color.
   b. They scanned poetry.
   c. They wrote original poems on topics suggested by the class, giving these to the poetry editor, who selected the best ones.

5. They collected jokes from the Junior High School.
6. They voted on "Who's Who in 8A."
7. They read forewords in other school magazines, and suggested that in our forewords we should mention that we were carrying on work started by an eighth grade several years before, and that we were venturing a new thing by having our magazine printed.

C. The staff met to assemble "copy."
1. The staff selected the best material handed in to each editor.
2. They decided on the space that should be given to each department.
3. They made a "dummy" and sent it to the printer.
4. They later read proof.

D. The class cleared money on the Chatter.
1. One hundred and sixty copies were printed.
2. Under the supervision of the business managers, the class sold these copies at fifteen cents per copy.
3. Nine dollars and a half was cleared on the sale of these.
4. At the graduation exercises of the 8A class, one member, selected by the class, presented the money to the principal of the Junior High School as a parting gift from the class.

II. Values the Children Derived

A. Values they derived in information and skills.
1. They learned the characteristics that mark a good short story, poem, editorial, and news article.
2. They gained skill in writing short stories, poems, editorials, and news articles.
3. They had practice in the following things:
   a. Judging material for a magazine.
   b. Typing material.
   c. Making "dummy."
   d. Reading proof.

B. Values they derived in social and personal habits:
1. Poise
   a. They spoke before their own class and before other classes.
2. Independence
   a. They learned to convey their own ideas—they had to convince others.
   b. They worked alone in getting material for their magazine.
3. Co-operation
   a. The staff backed by the class worked together, in securing and assembling material for the Chatter.
   b. Other Junior High School grades co-operated with the 8A's in contributing.
   c. The class co-operated with the business managers in financing the magazine.
4. Leadership
   a. The editors felt their responsibility and the class looked up to them.
   b. The class felt that the whole Junior High was looking for it "to put across something big."
5. Business training
   a. They learned to interview business men in getting ads.
   b. They learned to make money by their sales of ice-cream, popcorn, and pop.
   c. They learned to keep accounts of money made by the sale of copies of Chatter.
6. Citizenship
   a. They learned to use their money in a way that would benefit the whole Junior High School instead of themselves only.

Ruth Hoggard Lewis

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DEMOCRACY IN THE EIGHTEENTH CENTURY NOVEL

WHEN artists like Richardson, Fielding, Sterne, and Goldsmith made common men leading characters in their novels, they were unconsciously advancing the theory of equality, and were teaching the masses, and their social superiors likewise, that all men of whatever rank in society had a right to full representation in the pages of fiction. Once in, they could not be denied the right of free thought and speech on all matters both public and private. If he was true to human nature as he claimed to be in his preface, the writer was bound literally to respect the rights of common men. Professor Stoddard calls attention to the fact that Jefferson, as author of the Declaration of Independence, was the first to assert in an utterance of great importance "the notion of individual worth, the dignity of man as man," and he adds: "Yet no less significantly, if less dogmatically, did Fielding assert the same proposition when, twenty-seven years before the Declaration of Independence was penned, he made the world take eager interest in one commonplace individual, Tom Jones. It is an assertion of the rights of men when Sterne compels us to care for Uncle Toby and for Tristram Shandy; when Richardson makes the woes of Pamela move the hearts of a generation; when Smollett finds nobility of character in a Roderick Random or a Humphrey Clinker; when Goldsmith paints a universal type in the unfortunate Vicar of Wakefield."

The idea of religious, social, and political equality—the notion that all men are created equal—was slowly changing English life and thought throughout the latter half of the eighteenth century. "The novel is the epic of democracy," says Professor Stoddard, and adds: "It is no accident that the great days of the historical novel followed the great days of strife for liberty in America and France." But of course the struggle for liberty here and in Europe was not limited to a few years of actual fighting; men's minds had to be prepared for the times that were to try their souls. The novel, especially that of Richardson, Fielding, Sterne, and Goldsmith, did much towards this end.

Before average men can grasp the idea of democracy—equality of person and opportunity—it is necessary for them to have a fairly clear conception of personal identity—an idea of the individuality of persons. This was the first great task of the novelist. "The notion of personality," says Professor Stoddard, "is implied in the very idea of the novel." Professor Cross asserts that "Fielding succeeded in turning men's thoughts upon themselves." This was the first step in the process of individualization—the first step in making the average man feel the "scope and sovereignty of his ego."

One thing of very great importance—one that marked a step in advance for the masses—was the fact that people of rank—kings, lords, princes, nobles—were displaced in the novel often by people of obscure parentage, and little affluence. "Untitled humanity" now became the accepted subject for romance. Their number and character for so early a date are astonishing. Pamela, the first to appear, was a poor girl. Born in the country of obscure parents, she was happy in the service of Mr. B.'s mother, and apparently would have been content to continue in the service of Lady Booby; and simple, innocent Parson Adams declared that no man was too common or too poor for him to notice and to consider his equal. The accomplished Clarissa Harlowe was from the middle class, possibly but

2Ibid, p. 92.
3Ibid, pp. 45-46.
a station in advance of Pamela. Both Tom Jones and Sophia Western had been bred in the country, and neither possessed any knowledge of the city. Amelia, Tristram Shandy, Humphrey Clinker, and a host of others seem now to have acquired a natural right in the pages of fiction. "The individual, no matter of what degree," says Professor Stoddard, "now had rights of representation in the novel no less than in government. . . . It is the declaration of independence in fiction, and ends forever the exclusive domination of the mediaeval romance."4

To effect this change from titled to untitled humanity, novelists made use of several means. Richardson, in defending the slow epistolary method of telling the story, does so partly on the ground that it has advantages in revealing personality. "The letters and conversations, where the story makes the slowest progress," he says, "are presumed to be characteristic. They give occasion, likewise, to suggest many interesting personalities in which a good deal of the instruction essential to a work of this nature is conveyed."5 One thing that made personality so conspicuous and interesting was that novelists usually pitted the wit and judgment of men and women of low birth —possessors of little culture and few desirable attainments—against those fine qualities and parts of their social and intellectual superiors. And in this combat of wits, the person of average culture and ability nearly always won his point. Authors saw to it, too, that those who assumed greater excel-

lencies for themselves frankly confessed inferiority in this particular.

Richardson's first novel, which ran its course downward through the masses, is full of instances that elevate Pamela above her superior, Mr. B. The young girl, just fifteen years of age, writes a letter to her poor but honest parents in which she reports a conversation between Mr. B. and Longman:

"As for the rest, said he (Mr. B.), the girl is a good sort of body, take her all together; though I must needs say, a little pert, since my mother's death, in her answers, and gives me two words for one; which I can't bear; nor is there reason I should, you know, Longman.

"Did he not, my dear father and mother, deserve all the truth to be told? Yet I overcame myself so far, as to say, 'Well, your honor may play upon a poor girl, that you know can answer you, but daren't not.'"6

"You do well, sir, said I, to even your wit to such a poor maiden as me; but, permit me to say, that if you was not rich and great, and I poor and little, you would not insult me thus.—Let me ask you, sir, if you think this becomes your fine clothes and master's station? Why so serious, my pretty Pamela? said he: 'By so grave? And would kiss me; but my heart was full, and I said, Let me alone; I will tell you, if you was a king, and insulted me as you have done, that you have forgotten to act like a gentleman; and I won't stay to be used thus . . . and I'd have you know, sir, that I can stoop to the ordinariest work of your scullions, for all these nasty soft hands, sooner than bear such ungentlemanly imputations.'"7

"If I was your equal, sir, said I, I should say this is a very provoking way of jeering at the misfortunes you have brought upon me.

"Oh, said he, the liberties you have taken with my character in your letters, sets us upon a par, at least in that respect. Sir, I could not have taken those liberties, if you had not given me the cause: and the cause, sir, you know, is before the effect.

"True, Pamela, said he; you chop logic very prettily. What the deuce do we men go to school for? If our wits were equal to woman's, we might spare much time and pains in our education: for nature teaches your sex, what, in a long course of labor and study, ours can hardly attain to.—But, indeed, every lady is not a Pamela."

"Pray, Mrs. Jewkes, said I, don't 'madam' me so: I am but a silly girl, set up by the gambol of fortune, for a Maygame; . . . And let you and me talk upon a foot together; for I am a servant inferior to you, and so much the more as I am turned out of the place.

"Ay, ay, says she, I understand something of the matter; you have so great power over my master, that you may soon be mistress of us all; and so I would oblige you, if I could. And I must and will call you madam; for I am instructed to show you all respect, I'll assure you."8

Not only is there an air of independence in the conversations of inferiors, but there is also manifested the air of indifference—sometimes a feeling of positive disdain towards superiors:

5Postscript to Clarissa Harlowe.
6Pamela, I, Letter xxviii.
7Ibid, I, Letter xxxii.
"'Do as I bid you,' says my lady, 'and don't shock my ears with your beastly language.' 'Mar-
yry come up,' cries Slipslop; 'people's ears are
shock my ears with your beastly language.' 'Mar-
vants have tongues as well as their mistresses.'

Betty: [9]

Again, servants sometimes make positive
assertions that no real distinction exists be-
tween them and their masters and mis-
tresses. Mr. Tow-wouse and the servant
Betty, having been discovered in an act of
indecency, are subjected to a severe tongue-
lashing by Mrs. Tow-wouse.

Mrs. Tow-wouse to her husband and
Betty:

"To abuse my bed, my own bed, with my own
servant! but I'll man the slut; it'll tear her nasty
eyes out! Was ever such a pitiful dog to take up
with, and a mean trollop? If she had been a gen-
tlewoman like myself, it had been some excuse;
but a beggarly, saucy, dirty servant-maid. Get
away, Betty: [9] she-dog. Which term we
added another name, which we do not care to
stain our paper with. It was a monosyllable beginning
with b—, a word extremely dis-
gustful to females of the lower sort. Betty had
uttered the above-mentioned b—, a word extremely dis-
gustful to females of the lower sort. Betty had
borne all hitherto with patience, and had uttered
only lamentations; but the last appellation stung
her to the quick; "i am a woman as well as your-
self," she roared out, 'and no she-dog; and if I
have been no better than I should be," cried she
sobbing, 'that's no reason you should call me out
of my name; my be-betters are wo-worse than me.' [10]

Although Pamela and her brother Joseph
were born of poor, obscure parents, they


were finally admitted on a plane of equality,
after much violent protest, into the homes
of persons who thought themselves their
superiors. Mr. B., apprehensive of the out-
come of his marriage to Pamela, tells her
frankly what she may expect, and why:

"But what can I do? Consider the pride of my
position. I cannot endure the thought of mar-
riage, even with a person of equal or superior de-
gree to myself; and have declined several pro-
sals of that kind. How then, with the distance
between us in the world's judgment, can I think
of making you my wife?—Yet I must have you;
I cannot bear the thoughts of another supplanting
me in your affections. . . ."

"But yet you see the plea, my girl, which I made
to you before, of the pride of condition, and the
world's censure, which, I own, sticks a little too
close with me still: for woman shies not forth to
the public as a man; and the world sees not your
excellencies and perfections: If it did, I should
entirely stand acquitted by the severest censures.
But it will be taken in the lump; that here is Mr.
B—, with such and such an estate, has married his
mother's waiting-maid: not considering there is
not a lady in the kingdom that can out-do her, or
better support the condition to which she will be
raised, if I should marry her. And, said he, put-
ing his arm around me, and again kissing me, I
pity my dear girl too, for her part in this cen-
sure; for here will she have to combat the pride
and sleights of the neighboring gentry all around
us. Sister Davers, you see, will never be recon-
ciled to you; and you will, with a merit superior
to them all, be treated as it unworthy of their
notice."[11]

Already Lady Davers had given him a
large piece of her mind on this subject:

"Either you will have her for a kept mistress,
or a wife," she wrote. "If the former, there are
enough to be had without ruining a poor wench
that my mother loved. . . As to the other, I
daresay you don't think of it; but if you should,
you would be utterly inexusable. Consider,
brother, that ours is no upstart family; but is as
ancient as the best in the kingdom! and, for sev-
eral hundreds of years, it has never been known,
that the heirs of it have disgraced themselves by
unequal matches."[12]

Later when informed by Pamela that she
and Mr. B. were married, Lady Davers
characterized her with such epithets as
"painted dirt," "baby-face," "waiting-maid,"
"beggar's-brat," and "beggar-born." When
convinced that he had actually married his
mother's waiting-maid, the proud Lady
Davers committed her brother, body and
soul, to mother earth: "I thought you a
gentleman once, and prided myself in my

brother;" she cried; "but I'll say now with the burial service, 'Ashes to ashes, and dirt to dirt.'"

But Lady Davers's warnings and fits of anger did not deter her brother from marrying his mother's servant, and from making her his equal in social life. Moreover, Pamela had a brother whom Fielding named Joseph; and this same Joseph, Lady Booby importuned Adams not to "mister" to her. But when her nephew, Squire Booby, made Pamela his wife and brought her to live with them, he demanded of his aunt that Joseph be admitted into the family circle, an equal in all respects:

“They were now arriving at Lady Booby's, and the squire, desiring them to wait a moment in the court, walked in to his aunt, and called her out from his wife, acquainted her with Joseph's arrival, saying, 'Madam, as I have married a virtuous and worthy woman, I am resolved to own her relations, and show them all a proper respect; I shall think myself therefore infinitely obliged to all mine who do the same. It is true, her brother hath been your servant, but he is now become my brother; and I have one happiness, that neither his character, his behaviour, or appearance, give me any reason to be ashamed of calling him so. In short, he is now below, dressed like a gentleman, in which light I intend he shall hereafter be seen; and you will oblige me beyond expression if you will admit him to be of our party. . . .'

Soon afterwards he says: "My love to my dear Pamela, brother, will extend to all her relations; nor shall I show them less respect than if I had married into the family of a duke."

Fielding, like Richardson, loved to give little curtain lectures and set dissertations, for the perusal of his readers. In one of these he boldly asserts that there is no fundamental difference between men of so-called "high," and those of "low" degree. He discovered, as did Sterne later, that "human nature is the same in all professions."

But there were those who took great delight in describing themselves as "high people" in contradistinction to "low people." Those who thought of themselves more highly than they deserved, he ridiculed as hypocrites; at the same time he informed men of low birth that they had been allowing themselves to be deceived by distinctions that were only apparent—distinctions that were in no sense real and vital. His words are clear and forcible:

"These are pictures which must be, I believe, known: I declare they are taken from life, and not intended to exceed it. By those high people, therefore, whom I have described, I mean a set of wretches who, while they are a disgrace to their ancestors, whose honor and fortunes they inherit (or perhaps a greater to their mother, for such degeneracy is scarce credible), have the insolence to treat those with disregard who are at least equal to the founders of their own splendor. It is, I fancy, impossible to conceive a spectacle more worthy of our indignation than that of a fellow, who is not only a blot in the escutcheon of a great family, but a scandal to the human species, maintaining a supercilious behaviour to men who are an honor to their nature and a disgrace to their fortune."

In his "Dissertation Concerning High People and Low People," he explains more freely what he means:

"Be it known then, that the human species are divided into two sorts of people, to-wit, high people and low people. As by high people I would not be understood to mean persons literally born higher in their dimensions than the rest of the species, nor metaphorically those of exalted characters or the reverse. High people signify no other than people of fashion, and low people those of no fashion. Now, this word fashion hath by long use lost its original meaning, from which at present it gives us a very different idea; for I am deceived if by persons of fashions we do not generally include a conception of birth and accomplishments superior to the herd of mankind; whereas, in reality, nothing more was originally meant by a person of fashion than a person who dressed himself in the fashion of the times; and wherein that really and truly signifies no more at this day. Now, the world being divided into people of fashion and of no fashion, a fierce contention arose between them; nor would those of one party, to avoid suspicion, be seen publicly to speak to those of the other; though they often held a very good correspondence in private. In this contention it is difficult to say which party succeeded; for, whilst the people of fashion seized several places to their own use, such as courts, assemblies, opera, balls, etc.; the people of no fashion, besides one royal place, called his Majesty's Bear-garden, have been in constant possession of all hops, fairs, revels, etc. Two places have been agreed to be divided between them, namely, the church and the playhouse, where they segregate themselves from each other in remarkable manner; for, as the people of fashion exalt themselves at church over the heads of the people of no fashion, so in the playhouse they abuse themselves in the same degree under their feet. This distinction I have never met with any one able to account for; it is sufficient that, so far from looking on each other as brethren in the Christian language, they seem scarce to regard each other.

13Joseph Andrews, Book IV, Ch. ii.

14Joseph Andrews, Bk. III, Ch. I.
as of the same species. This, the terms 'strange persons, people one does not know, the creatures, wretches, beasts, brutes,' and many other appellations evidently demonstrate; which Mrs. Slipshop, having often heard her mistress use, thought she had also a right to use in her turn; and perhaps she was not mistaken; for these two parties, especially those bordering nearly on each other, to wit, the lowest of the high, and the highest of the low, often change their parties according to place and time; for those who are people of fashion in one place are often people of no fashion in another. And with regard to time, it may not be unpleasant to survey the picture of dependence like a kind of ladder; as, for instance: early in the morning arises the position, or some other boy, which great families, no more than great ships, are without, and falls to brushing the clothes and cleaning the shoes of John the footman, who, being dressed himself, applies his hands to the same labors for Mr. Second-hand, the Squire's gentleman; the gentleman in the like manner, a little later in the day, attends the squire; the squire is no sooner equipped than he attends the levee of my lord, which is no sooner over than my lord himself is seen at the levee of the favorite, who, after the hour of homage is at an end, appears himself to pay homage to the levee of his sovereign. Nor is there, perhaps, in this whole ladder of dependence, any one step at a greater distance from the other than the first from the second; so that to a philosopher the question might only seem, whether you would choose to be a great man at six in the morning, or at two in the afternoon. And yet there are scarce two of these who do not think the least familiarity with the persons below them a condescension, and, if they were to go one step farther, a degradation.\textsuperscript{15}

The effect of such heart-to-heart talks upon the mind of the masses must have been considerable. Here in an interesting story readers met real, live men and women like themselves—a new thing to them. They listened to these people give utterance to thought, which, if they themselves had not yet dared to utter, reminded them that they might now do so if they chose. They were made aware that new possibilities and new opportunities were theirs, if they set about it in earnest to realize them.

Writing of \textit{Pamela}, Professor Dobson says: "As the Slough incident shows, it appealed to the humbler reader as well as to the person of quality; it bridged over the then more widely trenched breach between rich and poor; for who would say that a servant-girl who played her cards as cleverly as Pamela Andrews might not obtain a like reward?\textsuperscript{16}"

Whether or not Mr. B. took the servant-girl to wife (as her author claimed) because of the "transcendent excellencies" and "the awful heights of virtue" ascribed to her, we may assume made little difference to the masses of readers. Pamela, with whom they identified themselves, had won a husband from social ranks far above hers. This was to them the simple truth of the whole matter. No wonder the swarthy blacksmith rang the churchbell at Slough in honor of the glorious victory. What it meant to common people—those weeds that grow "in the common garden of creation," as Lady Booby's "superior mind" conceived them to be—can hardly be overestimated.

Fielding eagerly seized the opportunity to ridicule Pamela's feigned virtue—a task not difficult for him to succeed in; but he did not ridicule the fact of her marrying Mr. B. Not only does Fielding allow Squire Booby to bring Pamela home to wife, but he writes a dissertation to boot, wherein he exposes feigned differences that have long divided the human species into "two sorts of people." Undoubtedly Fielding regarded this union as proper and correct, and hence found no sufficient reason for ridiculing it. "I defy the wisest man in the world," he says, speaking through Joseph Andrews, "to turn a true good action into ridicule." And if more evidence should be desired to convince one of his sincerity in this matter, he would need only to be reminded that for his second wife Fielding himself married a young woman who was much below him socially—"his own cook-wench," Smollett called her. The union was defended, too, by ladies of high standing, such, for example, as Lady Mary Wortley Montague and Lady Louisa Stuart.\textsuperscript{17}

Thus in the new kind of writing, destined

\textsuperscript{15}Joseph Andrews, Bk. II, Ch. xiii.

\textsuperscript{16}Austin Dobson, \textit{Samuel Richardson}, p. 33.

\textsuperscript{17}W. L. Cross, \textit{The History of Henry Fielding}, II, pp. 61-62.
soon to become widely known, the common people discovered two great authors who were championing their cause for social equality. But they were not satisfied with the more favorable outlook for equality and justice that these authors held out to them; the Englishman's mind is really never satisfied.

Professor Burton defines the modern novel as “a study of contemporary society with an implied sympathetic interest, and, it may be added, with special reference to love as a motor force, simply because love it is which binds together human beings in their social relations.” The democratic tone of this definition makes it no less applicable to most eighteenth-century novels.

As one reads the novels of Richardson, especially the first which Lady Mary declared was “the joy of chamber-maids of all nations,” and compares the subject of this novel with that of the old romance, he is struck forcibly by the love factor in the Pamela story. It is hardly too much to say that love was the greatest single force in the process of leveling what hitherto had been social barriers. It is true that Richardson, speaking through Mr. B., greatly exaggerated Pamela’s virtue; but then love is blind, so why criticise Mr. B. when he declares, even against his will, “you have too much wit and good sense not to discover (Pamela) that I, in spite of my heart and all my pride of it, cannot but love you. Yes, look up to me, my sweet-faced girl! I ‘must’ say I love you. . . .”

Mr. B. may have been disillusioned later—we leave that to him and to the gods—but we can be absolutely certain, however, that he has been captivated by the wit, the good sense, and the integrity of character, which are characteristics of his mother’s servant. As for Pamela, there is evidence, and plenty of it, that she was dissembling for a prize, and that prize a wealthy husband who was socially and politically distinguished. Persons of quality, wedded to social customs and conventions in the middle of the eighteenth century, could not permit such an infraction without protest from the élite; but of what significance was it? and what did their protest avail? When we carefully analyze the motives back of this union, how far do they fall short of “human nature”? This, after all, was what Richardson and every other writer of the new fiction claimed to present. Why should a waiting-maid be denied marriage to advantage, if love was at bottom the motivating force? But if she married for expediency only, ruling love out of the case, then of course she is the personification of deceit, and is not worthy of our consideration.

Did Richardson exaggerate the motive, or warp human nature in this particular? He did neither; for this story does put love uppermost. Follow but a few of the many positive assertions, and the sentiment expressed must be convincing:

On Monday Pamela wrote in her Journal:

“This letter, when I expected some new plot, has affected me more than anything of ‘that’ sort could have done. For here is plainly his great value for me confessed, and his rigorous behaviour accounted for in such a manner, as tortures me much. All this wicked gypsy story is, as it seems, a forgery upon us both, and has quite ruined me! For, oh my dear parents, forgive me! but I found, to my grief, before, that my heart was too partial in his favour; but now with so much openness, so much affection; nay, so much honour too (which was all I had before doubted, and kept me on the reserve), I am quite overcome. This was a happiness, however, I had no reason to expect. But, to be sure, I must own to you, that I cannot but think of anybody in the world but him.—Presumption! you will say; and so it is: But love is not a voluntary thing: Love, did I say?—But come, I hope not:—At least it is not, I hope, gone so far as to make me very uneasy: For I know not how it came, nor when it came; but crept it has, like a thief, upon me; and before I knew what was the matter, it looked like love.

“Oh, my treacherous, treacherous heart! to serve me thus! and give no notice to me of the mischief thou was about to bring upon me!—But thus foolish to give thyself up to the proud invader, without ever consulting thy poor mistress.
in the least! But thy punishment will be the first and the greatest; and well deserve thou to smart, oh perfidious traitor! for giving up so weakly thy whole self, before a summons came; and to one, too, who had used me so hardly; and when, likewise thou hadst so well maintained thy post against the most violent and avowed, and, therefore, as I thought, more dangerous attacks."

Mr. B., whose "manner," says Pamela, "had something so noble and so sincere," declares over and over again that love has superseded the baser passions, and has become the motivating and regulating force of his behavior towards Pamela. He requests her to "invite" him into her presence:

"I will only say one thing, that if you will give me leave to attend you at the Hall (consider who it is that requests this from you as a 'favour'), I solemnly declare, that you will have cause to be pleased with the obliging remark of your confidence in me, and consideration for me; and if I find Mrs. Jewkes has not behaved to you with the respect due to one I so dearly love, I will put it entirely into your power to discharge her the house, if you think proper. . . Dearest Pamela, answer favourably this earnest request of one who cannot live without you, and on whose honour to you, you may absolutely depend. . . "

Later, she says, "he was pleased to add another charming reflection, which showed me the noble sincerity of his kind profession. I do own to you, my Pamela, said he, that I love you with a purer flame than ever I knew in my whole life; a flame to which I was a stranger. . . And I know more sincere joy and satisfaction in this sweet hour's conversation with you, than all the guilty tumults of my former passion ever did, or (had even my attempts succeeded) ever could have afforded me!"

Such were the sentiments divulged by social unequals some years before the middle of the eighteenth century. "Richardson's novel (Pamela)," says Professor Cross, "ran its course down through all classes to the servant's hall. . . "

"Both the impatient self-assertion of the middle class, and its quiet settling down into conservative grooves of feeling, are thus foreshadowed. The story of Pamela is an illustration of the Christian equality of souls, quite in keeping with the wide-spread modern tendency to exalt a sentimental, theoretical democracy; it breathes, on the other hand, an involuntary subservience to the intrinsic dignity of rank and riches. . . "

Closely allied to the love factor as a motor force in furthering democratic ideas, was the question at issue regarding the choice of a husband. The convictions of despotic parents and willful daughters differed widely on this important matter—a matter of grave difference, Fielding says, that was much too common. Richardson and Fielding make much of this, and seem to have succeeded in instituting reforms.

In Clarissa Harlowe, the author is clear and emphatic: Clarissa refuses to yield to the autocratic will of her father, mother, family, and friends in the matter of choosing a husband for herself. Her so-called stubbornness, independence, and self-will bring down upon her the condemnation of her family. Her brother James writes to her:

"The liberty of refusing (Solme's advances), pretty Miss, is denied you, because we are all sensible that the liberty of choosing, to everyone's dislike must follow. . ."

"This is the light in which the whole debate ought to be taken. Blush, then, De-

20Pamela, I Letter xxxii.


22Cambridge History of English Literature, X, p. 15.
licacy, that cannot bear the poet’s ‘amor omnibus idem!’ Blush, then, Purity! Be ashamed, Virgin Modesty! And if capable of conviction, surrender your whole will to the will of the honoured pair to whom you owe your being; and beg of your friends to forgive and forget the part you have of late acted.”

“Independence” of action Clarissa later explains in full to Miss Howe: “... after I became independent, as I may call it (by which I mean no more than to have the liberty of refusing for my husband a man whom it hurts me but to think of in that light); and such as his not visiting me but by my leave. ...”

Clarissa reports a conversation with her aunt to Miss Howe:

“What a hard case is mine!—... How often, my dearest aunt, must I repeat the same thing?—Let me but be single.—Cannot I live single?—Let me be sent, as I have proposed, to Scotland, to Florence, anywhere: let me be sent a slave to the Indies, anywhere—any of these I will consent to. But I cannot, cannot think of giving my vows to a man I cannot endure!—”

Later she writes:

“Only one thing must be allowed for me; that whatever course I shall be permitted or be forced to steer, I must be considered as a person out of her own direction. Tost to and fro by the high winds of passionate control (and, as I think, unseasonable severity), I behold the desired port, the ‘single state,’ into which I would fain steer; but I am kept off by the foaming billows of a brother’s and sister’s envy, and by the raging winds of a supposed invaded authority; ...”

Miss Howe is convinced that Clarissa has done all that reason and justice can demand, when she offers to remain single all her life; she writes: “The tyrant word authority, as they use it, can be the only objection against this offer.”

Just as Harlowe had determined to join his daughter’s inheritance with Solme’s fortune regardless of Clarissa’s wishes, so Western looked forward to the near future when his own and Allworthy’s estate would be joined by the union of his daughter, Sophia, and Blifel. But Tom Jones had already won Sophia’s heart—which made a difference to her.

This tyrannical attitude of parents towards prospective matches for their daughters is forcibly expressed by Mr. Western, who, upon being informed by Mrs. Western that his daughter Sophia is in love, cries in a passion: “‘How! in love—in love!... without acquainting me! I’ll disinherit her; I’ll turn her out of doors, stark naked, without a farthing. Is all my kindness vor’ur and vondness o’ur come to this, to fall in love without asking me?’ ‘But you will not,’ answered Mrs. Western, ‘turn this daughter whom you love better than your own soul, out of doors, before you know whether you shall approve her choice. Suppose she should have fixed on the very person whom you yourself wish, I hope you would not be angry then?’ ‘No, no,’ cries Western, ‘that would make a difference. If she marries the man I would ha’ her, she may love whom she pleases; I shan’t trouble my head about that.’”

Concerning this episode in the life of Western, Fielding adds his own criticism: “Instances of this behaviour in parents are so common that the reader, I doubt not, will be very little astonished at the whole conduct of Mr. Western. If he should, I own I am not able to account for it; since that he loved his daughter most tenderly, is, I think, beyond dispute. So indeed have many others who have rendered their children most completely miserable by the same conduct; which, though it is almost universal in parents, hath always appeared to me

23Clarissa Harlowe, II, Letter x.
24Ibid, Letter xiii.
28Tom Jones, Bk. VI, Ch. ii.
to be the most unaccountable of all the absurdities which ever entered into the brain of that strange prodigious creature man." \(^{29}\)

When Honour informed Jones that Sophia had been carried away by her father who was "swearing she should marry Mr. Blifel," Jones's reply struck the very heart of the issue. The last sentence must have put parents in mind and convinced them that, henceforth, a determined attitude toward this important matter, such as it had been, would no longer be tolerated. " 'Indeed, Mrs. Honour,' answered Jones, 'you frightened me out of my wits. I imagined some most dreadful sudden accident had happened to Sophia, something, comparable to which, even the seeing her married to Blifel would be a trifling incident; but while there is life there are hopes, my dear Honour. Women in this land of liberty cannot be married by actual brute force.' " \(^{30}\)

Charles Herbert Huffman

MAGAZINES OF USE IN INSTITUTIONAL MANAGEMENT CLASSES

To get in touch with publishers of magazines of use in institutional or large group living problems, letters were sent to various publishing houses and libraries. In several instances if these publishers did not publish magazines of interest in this field, they gave the names and addresses of those who did, thereby enabling the writer to gain the information she desired.

A very helpful list compiled and used by Miss Alice Zabriski of the Institutional Administration department of Teachers College, Columbia University, was sent with a check to indicate those pamphlets and magazines of greatest value to classes in Institutional Management.

In the "Guide to Magazines" section of Annie Isabel Robertson's *Guide to Literature of Home and Family Life* (J. B. Lippincott Co.), a list of magazines on large group living was found. In this guide was also printed a section "Directories of Magazines." This list and these directories were fruitful sources of information.

In order that the writer might catalog these magazines, publishers were asked to submit copies. This they did willingly. In some cases two or three copies were submitted, thus making it easier to judge their worth.

The list is as follows:


This magazine is representative of the whole field of home economics in the United States. It keeps in touch with the scientific research along home economics development. Not only are there published valuable articles for teachers of home economics but for any one who is interested in clothing, in food, and in health in the home, the school, and the institution.


Section I (weekly) gives news of people who own hotels or those who are interested in the success of hotels. There is a department which reports weekly in detail all legislation pending in Congress and in the United States and the provinces of Ontario and Quebec, directly or remotely affecting the hotel business, thereby enabling one to see at a glance the condition of legislation throughout the country. A little more than half the book is filled with advertisements.

Section II (monthly) is entirely given to the operation of successful hotels. Advertisements seldom appear in this section. Improved methods of caring for hotels and the best kind of equipment to be used are two of its main points. This magazine would be of much use to a class in Institutional Management, but its cost leads us to seek for another that is almost as good and much cheaper.

**The Hotel World**, Editor, Harry J. Bohn, 440 South Dearborn street, Chicago. Pp. 48; 8\(\frac{1}{2}\)\(\times\)11\(\frac{3}{4}\). Weekly, $4.00 a year.

Each copy of this magazine seems to take up the study either of a single hotel or of a group of hotels. Many illustrations accompany these studies. Other helpful articles are given now and then. It is really more suitable for hotel owners and for travelers than for a class in institutional management.

**The Hotel Bulletin**, Published by the Ben P. Brantham Co., 951-957 Insurance Exchange, 175 West Jackson Blvd., Chicago. Pp. 95; 8\(\frac{1}{2}\)\(\times\)11\(\frac{3}{4}\). Monthly, $3.00 a year.

This magazine contains a few articles that

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\(^{29}\) Tom Jones, Bk. VII, Ch. iv.

\(^{30}\) Tom Jones, Bk. XV, Ch. vi.
would be helpful to a class in institutional management, but most of its pages are filled with social and personal news that would be of interest only to hotel managers.

The Caterer's and Hotel Proprietor's Gazette. The Caterer Publishing Co., 31 S. 3rd Ave., Mount Vernon, N. Y. Pp. 48; 8x10½. Monthly, $2.00 per year. This magazine seems to be chiefly concerned with social and personal news of hotels and their owners. Quite a few pages contain menus of elaborate meals which large hotels serve on special occasions. This is not a suitable magazine for class work, nor does it seem to be of much value in hotel work.

The Steward, the Official Organ of the Steward's Association, 103 West 14th Street, New York. Pp. 6½x9½. Monthly, $2.00 per year. The Steward is devoted to the catering world. Many pages deal with news of the association. There is a little useful information, but as it is a small magazine it is extremely expensive for $2.00 a year.

The International Steward, Official Publication of the International Stewards' Association. Editor, R. L. Vanderslice, 1202 Hartford Bldg., Chicago. Pp. 15; 8x11½. Monthly, $2.00 per year. There are a few articles that are helpful, but as the magazine is so small it is hardly a valuable publication for the institutional class.

The Hotel Management. Ahrens Publishing Co., Inc. Lord Street, Buffalo, New York. Section I—Pp. 76; 11½x8¾. Monthly. Section II—Pp. 15; 11½x8½. Monthly. Both for $3.00 a year. Section I seems to give description and solutions to problems that confront hotel managers. A special department is devoted to information on room supplies, decorating, linen control, cleaning, hostess duties, and repairs. The Reader's Service Bureau and the department in which is a review of current literature on all phases of hotel management are written and classified in a manner that is very useful to a busy hotel manager.

Section II, entitled Food Service, is devoted to the purchase, preparation, storage, and sale of food, as well as the relationship between employer and employee. Many helpful illustrations of plans, equipment, and furnishings are shown. A very good feature of both sections is that advertising matter is set off from the reading matter.

This is an excellent magazine for a class in institutional management.

The Hotel Monthly. Editor and Publisher, John Willy, 443 South Dearborn Street, Chicago. Pp. 128; 6x9½. Monthly. $1.00 a year. This magazine appears to be useful to those who are interested in hotel operation. Throughout there are many good suggestions about carrying on the work of the hotel. Illustrations and descriptions are given of typical rooms and suitable furnishing of renowned hotels. Considerable space is given to floor plans and hotel equipment.

The American Restaurant. Patterson Publishing Co., 123 W. Madison Street, Chicago. Pp. 116; 8x11½. Monthly. $2.00 per year. This magazine has many good suggestions on the management of eating places. Also information is given concerning the furnishings and equipment of restaurants, cafeterias, and tea rooms.

School and College Cafeteria. Management Magazines, Inc., Publishers, 327 South La Salle Street, Chicago. Pp. 40; 9x12. Monthly. $2.00 a year. This magazine gives many practical suggestions for the management of cafeterias. Also, there are suitable menus that have really been used in schools. Well known authorities contribute articles concerning food and its preparation. Besides all these there is a department in which are described equipment and devices that have been tested. Clear cut illustrations are used.

The Modern Hospital. Edited by Joseph J. Weber. The Modern Hospital Publishing Co., Inc., 22-24 E. Ontario Street, Chicago. Pp. 180; 8½x11½. Monthly. $3.00 a year. This appears to be a splendid journal devoted to the building, equipment and administration of hospitals, sanitoriums, and allied institutions, and to their medical, surgical, and nursing services. There are about eighty-five pages of advertisements conveniently set off from the other material. This magazine is especially good for a dietetics class, or for any who are interested in or connected with hospital work.

The Nation's Health. Editor, C. E. A. Winslow, Professor of Public Health, Yale School of Medicine, New Haven, Conn. Published by The Modern Hospital Publishing Co., Inc., Chicago. Pp. 87. Monthly. $3.00 a year. The contributing editors are also well known authorities, for instance, Haven Emerson, Professor of Public Health Administration, Columbia University; A. W. Freeman, of Johns Hopkins University; C. T. Kofod, of University of California; H. C. Sherman, Professor of Food Chemistry, Columbia University. This magazine contains community, industrial, and institutional health problems. The discussions are useful to everyone—home-maker, teacher, or manager of any institution—as they deal with subjects vital to all. There are only about nine pages of advertisements; most of the book is used for important subject matter.

The Bakers Weekly. American Trace Publishing Co., 45 West 45th St., New York. Pp. 130; 8½x11½. Monthly. $2.00 a year. This is a splendid magazine for any one interested in bakeries, small or large. Within its pages are problems that have been met with and solved by many in this business. As it comes weekly it is very cheap for two dollars.

The Bakers Review. Wm. R. Gregory Co., 25 West Broadway, New York. Pp. 100; 8½x12. Monthly. $1.00. This magazine contains just about the same kind and amount of subject matter as the Bakers Weekly. It costs about twice as much, as it comes only once a month.
Successful laundering is of course placed on a scientific basis. More and more women are becoming interested in the management of this work. There are now several well trained capable women managers. This magazine tells something about them. There are also printed some useful articles for the laundry owners, but much of the contents is made up of news of the Laundry Association.


There are a few helpful articles, but much space is taken up with news of associations. Along with the Laundry Age is sent a booklet of fourteen pages (6 x 9) which is written for the employee. It contains suggestions which, if followed, will make more efficient workers.


The National Laundry Journal is very helpful to the laundry industry in all its branches. It is not as large as some of the other publications, but it is published twice a month. According to its price, this magazine seems to have more information than the other laundry magazines that have been mentioned.


Yes, a factory is an institution and should be as well managed as a hotel. Because owners have come to realize this, the conditions in our factories have become better each year.

The editorial advisory board of this magazine of factory management is widely represented by various successful manufacturers. They present solutions of many problems that arise. Factory owners may profit by subscribing for this magazine.


System is a magazine dealing with all kinds of business. Emphasis is chiefly laid upon buying and selling. It shows how and why business has grown and offers suggestions for a greater expansion. Among the contributors are presidents and managers of well known firms such as the Scranton Lace Company, Pillsbury Flour Mills Company, and The Proctor and Gamble Company.


This magazine is the official organ of the Personnel Research Federation whose purpose is the furtherance of research activities pertaining to personnel in industry, commerce, education, and government. It is valuable to the person whose interests lie in the industrial field. The articles seem to be for the purpose of making clear the relationship between scientific procedure and business practice. Therefore it is especially valuable to those who wish to conduct business on a scientific basis.

One reason why this magazine is so expensive is because it prints no advertisements.

EUPHEMIA LAWRENCE

NEW LIGHT ON THE WAY
THE CHILD SHOULD GO

RAIN up a child in the way he should go; and when he is old, he will not depart from it.” But what is this much-to-be-desired path for our children's feet? Ah, there's the rub! The world has always used trial and error methods of training its young; our generation has advanced so many conflicting theories that we are more bewildered than ever. In the meantime the children suffer! A few of them—yes, even yet!—are restrained and kept unnaturally good. More often the parents or teacher, having themselves experienced the dwarfing effects of repression, embrace the current “happiness-freedom” program. This is apt to free the child from all responsibility so that he tends to grow up idle and unstable.

What is to be done about the matter? Some day—before the millennium, too—our secondary schools will require units in mental hygiene; then knowledge of how to train the child will become an essential instead of an accident! But before we can do this the psychologists must provide for us a well defined program of mental hygiene; any scheme of ethics accepted by our times must be deeply rooted in the science of human nature. Fortunately, current psychological literature teems with help in adjusting to the group, in achieving "the good," in developing character. Furthermore, this knowledge is fast being freed from all technicalities and made available for use by any intelligent layman.


The Psychology of the Unadjusted School
from the psychological clinic at the University of Iowa. Morgan interprets life as an adjustment to reality; one's character is weak or strong according to the quality of adjustment he makes; the school exists primarily to give training in adjustment. While he recognizes the force of heredity, his emphasis is on the fact that our method of adjusting to life is largely habit, and therefore subject to modification. He deplores softening children by shielding them from difficulties, for it is thus that habits of dependence develop. But he would not only have the child face the difficulty squarely; he would have parents and teacher arrange the situation so that sustained effort has reasonable chances of success. For hard work at a worthwhile job is the road to stability; thus the child learns life's great lessons; thus he learns to face difficulty, to earn his pleasures, to be true to himself, and finally to know that the highest pleasure is secured by giving pleasure to others.

The book is planned for the classroom teacher, but although clearly written around a few major theses, it is fairly strong diet for the usual two-year graduate. To those willing to contribute a little effort it offers a real understanding of character and its development. Possibly the author would prefer it that way. With his conception of reality it is easy to believe that he would relish a little well-rewarded labor on the reader's part. For modern psychology extends the "sweat of the brow" theory; it seems as if character must be earned that way as well as bread!

Dr. Morgan is director of the psychological clinic at Iowa; in the same year, 1924, Dr. Burnham, professor of school hygiene at Clark University, gave us a companion book.\(^2\) The Normal Mind is also written around a well-sustained thesis, that integration is normality. Burnham thinks that this integration, or wholeness of personality, is to be earned by doing. He summarizes favorable growth conditions in three words—a task, a plan, and freedom. Thus he brings "purposeful activity" over from the project method—the educators got the idea from psychology, anyway—and makes it the battle cry of mental hygiene in the home as well as in the school.

Dr. Burnham lays great stress on the conditioned reflex and its part in habit, especially in those habits of connecting ideas that we usually term association. Not that he omits repressions and other methods of meeting reality; rather he makes the association process central in his treatment of the various aspects of mental hygiene.

This book considers every aspect of mental hygiene. It contains abstracts of many experiment reports, numerous quotations from authorities in the field, and an exhaustive bibliography. As a source book on the subject it is invaluable, but for the layman it is a little involved. This is due in part to its fullness, but somewhat to the author's treatment of the same point in different ways at different places in the book.

Ernest R. Groves\(^3\) is a professor of sociology, so it is natural for him to see the development of personality as socialization of the three major instincts, hunger, self-preservation, and sex. In connection with the socialization process arises the complex—an habitual reaction based on an instinct and with an undue emotional content. There are three main methods of reacting to a complex: forcing oneself to forget it, or repression; deceiving oneself, or "rationalization"; and facing the difficulty openly, or integration.

The book is fairly well organized into chapters, but within the chapters Mr. Grove is often hard to follow. This is the result of his style, and of the wealth of ideas the book contains; it is spotted with sentences so pregnant with suggestions that each


serves to start a new train of thought. At the close of each chapter is a list of selected readings, a set of topics for reports, and a summary in the form of questions for discussion.

Katherine M. Anthony

A BIBLIOGRAPHY FOR USE IN TEACHING CERTAIN PLAYS BY SHAKESPEARE TO HIGH SCHOOL CLASSES

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55060—“You Spotted Snakes”
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Nancy Dowell Funkhouser
Ruth Hoggard Lewis
Sarah Elizabeth Thompson
Committee from English 208, a class in Shakespeare for High Schools.

An increase of more than threefold in the appropriation for State-aided libraries, most of which are in rural schools, has been made by the Virginia General Assembly, according to announcement of the State department of education. This makes it possible to aid every year 1,000 rural schools in the purchase of library books.
ENGLISH NOTES

GRINDING 'EM OUT

Upper-grade teachers pound and knock off individualistic tendencies of their pupils, shape the children to their idea of what a child should be in the grade in which they happen to be teaching, claims H. Lawton Chase, superintendent of schools at Charlestown, New Hampshire. And finally, he says—

"Every child, instead of just the teachers' pets, can now recite the Psalm of Life through his nose and, unless we have been very remiss, by the time the eighth grade is reached every child can write an asinine essay on The Autobiography of a Fountain Pen. . . . And by the way, how would you like to be stuck at the desk and forced to write upon some such topic?"

HOW WE BEGAN OUR STUDY OF ASIA

[The seventh year class of Miss Claudine L. Kizer, an English teacher in the Frank Roane School, Lynchburg, was asked to tell how and why they made their book, Stories From Asia. Willingly everybody told his part; then a group of five was selected to draw up this paper, the result of an hour's work.]

When the 7 B class of Frank Roane School began its study of Asia, the first question that came up before us was, why is so little known of the largest continent of the world? Immediately we decided that if we knew more of the old Asiatic stories we would become more interested in Asia. The suggestion that we go to the Jones Memorial Library for our information met at once with the hearty approval of the class. To find a story told to the children in Asia and tell it in our oral language period was our task.

When the appointed time came for us to go, we were dismissed and told to meet our teacher at the library door promptly at one-thirty. Arriving there we found that the librarians having so much interest in our work, had arranged many, many books on Asia around on the different tables. There was nobody who could not find many interesting things. Immediately we settled down to read and to take a few notes on the story we had selected to tell. Everybody was deeply interested and all were surprised when two-thirty came. Many took books home, while others remained to read.

We told our stories in our very best style during the next two language periods. The class had two hours of real pleasure listening to them. There were fairy stories, animal stories, myths, fables, and legends of the many lands of Asia. Lest we forget the joy of these periods, we wrote and illustrated our stories for a booklet. Committees were chosen to make the cover, to write the foreword, to compile the bibliography, and to assemble the book. We dedicated the book to our language teacher. We are quite proud of our Stories From Asia and think it was worth the time and trouble it took and we hope others will think so too.

Vera Williams
Ruth Ford
Lois Wood
Jason Ballou
Charles Hiller
Committee

SENTENCE CONTROL

Speaking before the California Teachers Association (Southern Section), Alfred M. Hitchcock, of the Hartford Public High School, waxed fervent on the values of the blackboard to the teacher of English. Said Mr. Hitchcock:

"I like to put on the board an unduly long sentence and show how, by deleting the useless, by substitutions, etc., it can be compacted. I like to take a slow-moving sentence and make a racer out of it; a lean, scrawny sentence and feed it till it is plump; an ill-tempered sentence and make it jolly; a rasping, jolting sentence and tune it into melody; a stiff sentence and limber it by simple osteopathy; a vague sentence and re-
focus it into sharpness. I like to do a score of things such as every trained writer does, and get the youngsters to first watch, then later try their hand at it. They enjoy it. Particularly do they find fun in making graphic sentences out of commonplace ones by adding details. Here, for example, is a set of sentences which I have used for demonstration purposes:

A bug climbed a grass blade.
A ladybug climbed a grass blade.
A brown-spotted ladybug climbed a grass blade.
A brown-spotted ladybug climbed the dizzy height of a grass blade.

"Exercises of this kind is pretty sure to result in better composition—better because written with something of the pleasure an artist experiences when he strives to produce a desired effect."

ROSTER OF VIRGINIA TEACHERS OF ENGLISH

The 1924-25 roster of teachers of English in Virginia, has been reprinted in a small pamphlet, which may be obtained at cost of printing by sending 10 cents in stamps to C. T. Logan, State Teachers College, Harrisonburg, Virginia.

NEARLY A MILLION AMERICANS STUDY LATIN

Courses in Latin are enrolling more high-school students than courses in all the other foreign languages combined.

The average daily time outside the class now given by Latin pupils to the preparation of their lessons is considerably greater than is required for any other subject in the secondary school. Latin students surpass non-Latin students in the mastery of other subjects, and the superiority seems to be due to something gained from the study of Latin rather than to greater initial ability.

Records of 10,000 candidates for college entrance made in the 10-year period 1914-1923, inclusive, show that the Latin students do better by about 13 per cent. than the non-Latin students in all subjects outside of Latin and Greek, and in general the greater the amount of Latin studied the greater the superiority.

Approximately 22,500 teachers of Latin are employed in the secondary schools and the demand for well-trained teachers is steadily increasing. Nearly a million American young people are studying Latin, 940,000 in secondary schools and 40,000 in colleges. Of 609 colleges in the continental United States 606 will accept and 214 require Latin for admission to an A. B. degree. Greek occupies a less important place. About 11,000 high-school and 16,000 college students are enrolled in Greek. Only 20 colleges require a knowledge of Greek for admission to an A. B. course, though 559 will accept it.

These are the main facts brought to light in a three-year investigation of classical subjects, conducted by the American Classical League, as reported by James F. Abel in School Life, a publication of the Department of the Interior, Bureau of Education.

"To train boys and girls to apply themselves in the face of difficulties is the greatest benefit that the school can bestow," is a statement made by Dr. John J. Tigert, United States Commissioner of Education, at a conference on thrift education as reported in a recent number of School Life, a publication of the Interior Department, Bureau of Education. Doctor Tigert, recognizing the need of "time for recreation, amusement, social intercourse, and intellectual as well as spiritual improvement," believes in the proper restriction of working hours and the improvement of machinery and labor-saving devices, but questions the extent to which this can be carried without the deadening effect upon character and ambition which result from protracted inactivity.
EDUCATIONAL COMMENT

WHY EDUCATION COSTS MORE

Occasionally the question is raised, "Why does education cost more than, say, ten or fifteen years ago?" The factors involved here are many, but for Virginia the answer, in part, is as follows:

1. Public school enrollment in the State increased from 402,109 in 1910 to 555,689, or 39 per cent, in 1924. The attendance increased from 259,394 in 1910 to 417,715, or 61 per cent, in 1924.

2. The number of standard four-year accredited high schools has increased from 112 in 1912-13, the year the present system of accrediting high schools began, to 372 in 1923-24. In these schools for the same period the enrollment increased from 10,114 to 44,506, and the graduates from 1,489 to 5,866. The number of full time teachers in all high schools recognized in the State in 1912-13 was 844. The number of such teachers in 1923-24 was 2,369, but it should be stated that the increase is really greater than these figures represent because the State Board of Education in 1912-13 recognized a large number of schools which today would not be recognized as high schools, and, of course, teachers who may be working in any such schools today are not included in the figures here given.

3. The number of teachers of all classes increased from 10,443 in 1910 to 16,487, or 60 per cent., in 1923-24.

4. The number of teachers holding certificates higher than the First Grade Certificate, that is, holding Professional Certificates of one kind or another, has increased from 2,820 in 1910 to 9,466, or 237 per cent, in 1923-24.

5. In 1910 there was no special Federal and State appropriation for vocational agriculture, vocational home economics, and trade and industrial education. In 1923-24 this expenditure totaled $350,134.11.

6. In 1910 the number of children transported to school at public expense was negligible. In 1923-24 more than 20,000 children were transported daily to standard elementary or high schools.

7. The cost for service, equipment, supplies, etc., has increased markedly since 1910.

8. Capital outlay for buildings and equipment is one of the big items of the increased costs of education. The increase in this item was first seen after the war. Capital outlay for public elementary and high schools in 1920 represented two and three-quarter million dollars. Last year it ran to over six and a half million dollars, and has been reaching this figure for the last several years. This is due to the fact that local communities are no longer satisfied with the small, poorly constructed, unhygienic school buildings, especially since children must spend in these more waking hours than they usually spend at home.

9. In the early days, when but relatively few children went to school as compared with the situation today, these children were highly selected, coming from the families which fostered culture and learning. Such children were likely to have a natural love
for study and almost anybody could teach them, but with the masses in school now representing such a varied type in interest and ability, only the thoroughly trained teacher, with proper school facilities at his command, can be expected to accomplish the results required; consequently for this reason if for no other one, better teachers who cost more are constantly in demand.

10. It must be emphasized that a dollar in 1913 which bought 100 cents worth of a commodity, in 1924 bought only 58 cents worth of the same commodity. The depreciation of the dollar in the last decade represents almost 50 per cent.

—Campaign Handbook

BOOKS

VOCATIONAL GUIDANCE IN EDUCATION


Only in recent years have educators uniformly recognized that vocational education is the oldest form of education and that vocational guidance entered clearly into the educational utopias of the pre-Christian Greek philosophers. However, the tendency of the school when it was organized to draw away from this problem and leave it to extra-school agencies—except as regards professional and semi-professional education—until within the past century, is clearly mirrored in the late development of a significant body of literature on the subject. Readers and workers in the field of general education as well as vocational workers will welcome the addition of three volumes to our professional literature during the past school year, volumes which are equally excellent in the practical yet scientific contribution of the authors and in the workmanship of the publishers.

Dr. Payne's treatise on the Administration of Vocational Education escapes alike the tendency to mere philosophizing and the tendency only to record the necessary skills and facts of trade education. Beginning with the education essential to a democracy and the place of vocational training therein, the author convinces his readers at the outset that he has a practical message. The business of vocational education is tied up with other aspects of education, the liberal and the civic; the position is taken that it includes not only skills and knowledge of vocational and related processes but also "an understanding of social and economic relationships."

The Introduction is further devoted to a careful analysis of the various kinds of related practical work in education, Parts II and III are given over to a discussion of federal and state administration, and Part IV to the local administration of vocational education. In the pages of one volume the student of vocational education can thus inform himself of the various features of the present American plan of vocational training under the Federal Board of Vocational Education in each detail as regards types of schools, funds, and training, salaries, and certification of teachers. The book's value is enhanced many fold by an abundance of tables of data, charts of organization and administration, analytic outlines, and carefully selected bibliographies.

In a companion volume, the Organization of Vocational Guidance, the author goes with equal thoroughness into a related problem—that of giving adequate educational and vocational guidance to young people in and out of school in order that vocational education may be intelligently offered and administered. To the admirable features of the first treatise, Dr. Payne has added a large number of "case problems" and supplementary questions for the student. The
happiest feature of the treatise is the fact that it is built squarely upon modern psychology and statistics, and recognizes in detail in several chapters the use of surveys and tests in the solution of the urgent problems of educational and vocational guidance. The book is a mine of information, as it sums up the findings of a large number of careful field studies and also the principles laid down by educators and psychologists. Especially helpful chapters are those on—Six Kinds of Guidance Now Being Used, Strategic Points in School Systems for Vocational Guidance, Sources of Information for the Vocational Guidance Adviser, Tests and Testing, and Surveys of Vocational Guidance Systems.

Of a somewhat more popular nature is Mr. Rosengarten's Choosing Your Life Work. The author states in the preface that the purpose is "to present, in plain and untechnical language, a simple and effective plan whereby the individual may analyze his own capacities, aptitudes, and interests, compare them with the requirements of representative occupations and plan his career accordingly." The book is clearly and simply written and is likely to be of especial value to vocational counsellors, parents, and teachers who are not supplied with special facilities for the offering of guidance in the more scientific way mapped out by Dr. Payne. Six introductory chapters prepare the reader for the problem by introducing him to the needs and methods of vocational self-analysis and guidance, including a suggestive questionnaire. The remaining chapters deal with forty-two occupations and groups of occupations ranging from art to forestry, and from plumbing to law. Each chapter indicates the possibilities of different types of work within the general field and sets forth something of the elements of success and methods of training, and then offers a brief selected bibliography on that vocational field. For example, six pages are given to a discussion of teaching, public and private, elementary and secondary and higher, the bibliography centering upon the matters of salaries and certification. If it be objected that no one can give expert advice on so many activities, it may be said that compensation is had in the fact that such a treatise opens up to the reader the whole gamut of trades and professions and develops the taste for further study in those fields which interest him.

College and university departments of education will welcome these three volumes for their usability in the new courses in vocation-education and guidance which every institution is now giving or planning to give. Workers in the field will find at hand concise, scientific, practical, and helpful discussions of the problems confronting them every day, aid in the solution of which has required a fair-sized library hitherto. Parents, teachers, and friends of youth will welcome this growing fund of knowledge on one of the most important aspects of modern education, the fitting, directing, and relating of youth to life's occupational tasks.

W. J. Gifford

FACTS ABOUT FOOD


The purpose of this book, as its name indicates, is to encourage the wise selection of food and to establish good food habits. The subject matter is accurate and up to date. Aside from such problems as energy requirements of the body supplied by food, building material, vitamins, etc., which one would expect to find in a book of this nature, the book gives score cards for judging oneself, test problems in food selection, and opportunities for analyzing and correcting faulty diets.

The interest of the child is gained from the first by the chapter on feeding farm animals. The illustrations contrasting ade-
quate and inadequate diets are most effective in showing the value of right foods. This book is adapted to students of grammar grades and junior high schools. It should prove most effective for teaching food facts for every day.

P. P. M.

THE CHILD BELONGS


When Public School 64 in New York City took as its motto The Child Belongs, considerable modification of its program was found necessary. Their first step in fitting the school to the child was to get an insight into his abilities and his needs. To do this they not only gave educational and mental tests, they studied the child’s emotional life as well. The next step was to group him with his mental peers, and to provide work where effort on his part would be rewarded with reasonable success. What this did to the traditional school organization and to the traditional course of study makes interesting reading even for a hot summer’s day.

“It must be wonderful to be able to consider the individual child. But of course you can’t do that in a public school!” There isn’t much punch left now to this defense of lock-step methods. For Public School 64 is doing it!

K. M. Anthony

A “DIFFERENT” HISTORY


A well written biography of the American people with many excellent illustrations and drawings. The work contains carefully prepared questions on each chapter and topics for further investigation. The short biographies throughout the work are of real benefit to pupils and teachers alike. The series of books by the American Viewpoint Society, of which this is one, mark a real advance in the teaching of citizenship in our schools.

J. N. McILWRAITH

OTHER BOOKS OF INTEREST


In this study of the factors conditioning teaching success, Dr. Whitney has used such refined statistical tools as the regression equation. For that reason the study is very valuable in its suggestions to normal schools for prognosis of teaching success.

Dr. Whitney found that of all the seven factors studied student teaching most influences later success. He recommends organizing teacher training institutions around the training school; he would have the supervisors in the training school on a par with other faculty members as to training, teaching load, and pay.


This book contains descriptions of the outstanding tests in each field with valuable suggestions for diagnosis. At the close of each chapter is a list of tests, and of selected references. The book is well written—only experts could write so simply and with so sure a touch.


Many teachers who understand the principles underlying project teaching are afraid to attempt it because they lack the necessary skill in gathering materials. For that reason Unit Studies in Geography is a definite contribution to the informal teaching movement. The book may serve as a course of study in geography or it may be used with any course of study.


Like the first two books of the series this reader provides definite training in comprehension or thought getting. In addition it gives practice in locating information by use of table of contents and index, in organizing the material read, and in economical methods of remembering.

The book is intended for upper third or lower fourth grade classes. It will be equally helpful in fifth and sixth grade for use with children who need remedial work in comprehension.


One of the excellent Clarendon Series of English Literature.
Friends and relatives of students in the graduating classes were in Harrisonburg from all sections of the state. More than two hundred of them were here to attend finals.

Josephine Preston Peabody’s play, The Piper, was presented Friday night, June 5, in the open-air auditorium under the direction of Miss Ruth Hudson. It was a beautiful night; the elements joined with a talented cast to make the evening a memorable one. The next day everyone enjoyed the final recital of students in music and expression. The Reverend Churchill Gibson, rector of the R. E. Lee Memorial Church, Lexington, delivered the baccalaureate sermon Sunday morning. This service is rotated among the various denominations, and on account of limited space at the Episcopal Church the service was held at the New Virginia Theatre.

“Teach the children and teach them straight,” admonished Mr. Gibson. “Teach them the truth, teach them biology; let them examine physical things and examine them fearlessly. They must think straight. God does. Do not be afraid that you will carry a lighted torch into an inflammable world which may explode. God’s world is fireproof.

“Scholars who measure the stars and their distances and those who through psychology search for the processes by which the mind works, are in reality searching out the way in which the Lord works. These are the men who have had a sense of comparative values. They are humble in the presence of the truth; they know its vastness.”

Mr. Gibson’s sermon, all the more powerful because of its unassuming simplicity, cautioned the prospective teachers against permitting a division between things of the spirit and things of the mind. The calling of the teacher and that of the preacher are not different, he said.

Monday afternoon the Devereux players at a matinee performance presented Wycherly’s old English comedy, The Country Girl, and in the evening Francesca Da Rimini, an early American tragedy by George Henry Boker. The afternoon performance was in the open-air auditorium, but a heavy downpour about eight o’clock made necessary the transfer of the evening performance to Sheldon Hall.

The same evening at six o’clock in Harrison Hall the annual alumnae banquet was held. President S. P. Duke acted as toastmaster. Miss Frances I. Mackey, Mrs. George G. Snarr (Reba Beard), Miss Dorothy Spooner, Miss Joe Warren, and Miss Sally Brown all spoke as alumnae. Others participating in the program were Jean Gose and Wilmot Doan, presidents of the two graduating classes, and Dr. Wayland, Dr. Converse, Dr. Gifford, and Mrs. Varner.

Monday morning at the annual meeting of the Alumnae Association in Sheldon Hall, Miss Dorothy Spooner, of the class of 1920, was elected president and Ruth Nickell was elected secretary. These officers will serve for two years. Under the terms of the new constitution, adopted at this meeting, membership dues will hereafter be one dollar a year with an initiation fee of fifty cents.

Tuesday morning the Racquets beat the Pinquets in a tennis tournament. In doubles, Gibson Green and Anne Hughes won from the Pinquet team, Mary Pettus and Ruth Ferguson, two sets: score, 6-3, 6-3. In singles, Virginia Turpin, Racquet star, won from Mary Phillips two sets: score, 6-3, 7-5. These two victories made it unnecessary for the other singles to be completed; but Lorraine Gentis, Racquet captain, won a first set from Carolyn Weems by a score of 7-5. Mr. Duke, Mr. Logan, Mr. Shorts, and Mr. McIlwraith, provided with step-ladders, score cards, and parasols, acted as referees.

A very pretty program was arranged for
the Class Day exercises Tuesday afternoon, with both the two and four-year classes participating. The sophomore gifts as presented by Dorothy Rudd afforded much amusement, while the entire audience seemed impressed with the novel plan of the four-year class in filling a cedar chest with gifts which will go to the member of the class who first is led to the altar. The chest and the key are now in the possession of Miss Margaret Hoffman, their Big Sister.

Diplomas were conferred on 147 two-year graduates and the bachelor's degree was granted to 15 seniors at the commencement exercises Tuesday night, June 9. Announcement was made by President Duke of the various forward steps made by the college during the past year. He shed much light on his subject—even during the brief space when the entire hall was thrown in darkness by a burnt-out fuse.

The special speaker of the occasion, Honorable Harry F. Byrd, defended Virginia from the charge of being a backward state and urged the young women who will next fall be teaching to labor that Virginia may produce in the future great and good men such as she has given the world in the past.

The merit roll of the third quarter of 1924-25 was announced by Dr. Henry A. Converse, Registrar.

Magna cum laude: Emma Graham Dold, Buena Vista; Hilda Page Blue, Charlottesville; Virginia Mae Turpin, Norfolk.

Cum laude: Fourth year; Gladys Hopkins, McGaheysville; Clara Frances Lambert, McGaheysville; Mary Elizabeth Rubush, Weyers Cave; Edith Rowland Ward, Norfolk.

Third Year: Annie Vivian Councill, Franklin; Thelma Louise Eberhart, Norfolk; Bertha May McCollum, Danville; Ruth Kemper Paul, Richmond; Ruth Tomko, Disputanta.

Second Year: Mary Elizabeth Ellmore, Herndon; Helen Bernice Yates, Harrisonburg.

First Year: Josephine Louise Harrison, Harrisonburg; Hyldah Louise Loving, Stearnes; Annie Brown Younger, Lynchburg; Ernestine Lorraine Gentis, Norfolk.

Award of two annual prizes was made by Conrad T. Logan, head of the English department. To Miss Clara F. Lambert of McGaheysville was given the Dingledine Prize for the best senior essay. Miss Lambert's study, "Should the Blue Ridge Mountains Be Made a National Park?" appeared in the March issue of The Virginia Teacher. To Virginia Harvey of Roanoke was awarded the Snyder Prize offered by the Breeze staff for the best article submitted to the Breeze during the year. Miss Hilda Page Blue of Charlottesville was accorded honorable mention.

After an intermission of five days, the summer quarter began on June 15. Many members of the winter faculty remained at their posts, although a few departed for "fresh fields and pastures new." Mr. and Mrs. W. B. Varner both went to George Peabody College for Teachers, where they are members of the summer faculty. Miss Mary Louise Seeger went to New York, Miss Sarah Furlow to Chicago. Miss Margaret Hoffman and Miss Ruth Hudson rested at their homes preliminary to several camping trips; Miss Elizabeth Cleveland and Miss Hedwig Schaeffer both, on the other hand, first underwent operations in the Rockingham Memorial Hospital, then rested and recuperated.

New members of the summer-school faculty are Miss Augusta Kreiner in the physical education department; Dr. C. H. Huffman in the English department; Mrs. Florence Minor Lohmann, elementary school principal of Richmond; Miss Lina E. Sanger, principal of Bridgewater High School, and Thurmond Scott, an instructor in education at the University of Virginia—all in the education department; and Ernest M. Starr of Bridgewater College, in the science department.
Miss Mary R. Waples, who has served as college nurse and instructor in home nursing for the past three summers, is again in charge of the infirmary. Miss Waples has accepted the same appointment for the coming winter following the resignation of Miss Gertrude Lovell, who goes to Foxcroft, a country school for girls located in Loudoun County near Leesburg.

Coincident with the departure of Miss Lovell after three years of faithful service, the appointment was announced of Dr. Rachel Weems as college physician. Dr. T. C. Firebaugh, who has served for a number of years in this capacity, will become consulting physician.

Enrolment for the summer session was approximately the same as that of a year ago—about 700. For each of these new students was waiting a copy of the Summer Breeze, which contained the schedule of classes and much other useful information. The Summer Breeze is under the direction of Bertha McCollum as editor and Sarah Tabb as business manager. A competent staff is getting out an issue every two weeks.

For the elucidation of the entire student body, the staff presented an entertaining program at assembly when all the firms advertising in the Summer Breeze were represented. Marching across the stage came models displaying dresses for all occasions, bathing suits for the swimming pool; next came shoes, kodaks, lunches, ice-cream, and all manner of merchandise which advertisers wanted heralded.

Student Government officers elected for the summer quarter are Carolyn Weems of Ashland, president; Sarah Elizabeth Thompson of Warrenton, vice-president; Evelyne Wright of Norfolk, secretary-treasurer; and the following house-chairmen: Lucile Daniel (Jackson), Ruby Crawford (Ashby), Kate Estes (Shenandoah), Mrs. Beach (Wellington), Elsie Humphries (Carter), Frances Neavitt (Cleveland), Katherine Womeldorf (Spottswood), and Louise Loving (Alumnae).

Martha Garbee has also been selected as president of the summer Y. W. C. A.

Miss Julia T. Sprinkel, who had been on leave of absence on account of ill health during the spring, grew suddenly worse and died at her home in Harrisonburg on June 17. Miss Sprinkel had served as treasurer of the college for sixteen years and news of her death will bring sorrow to thousands of Harrisonburg girls who have known her. Classes were suspended at the college during the hour of her funeral Friday morning. At the service which was conducted by Rev. Dr. B. F. Wilson, President Duke spoke of Miss Sprinkel's sterling character, and her faithful service.

ALUMNAE NOTES

We are in receipt of another of Mary Cook Lane's newsy, breezy letters from "Paradise," otherwise "Sao Sebastiao do Paraíso, Estado de Minas, Brazil." She is a missionary and the wife of a missionary. Some predict that her vigorous young son will be a missionary.

Mary L. Rilee writes from Allmonsville, Gloucester County. She is looking forward to college work next year.

Margaret Heflin (Mrs. Roy Jones), of the class of 1913, lives at Driver, in Nansemond County. She sends greetings to all her friends at Blue-Stone Hill.

Carey Knupp (Mrs. Roy M. Cleek), who taught at Warm Springs and decided to live there, announces the arrival on June 25 of Helen Grey Cleek.

E. Le Claire Batten sends a word of good cheer from Windsor, Isle of Wight County.

Sallie Cooper writes from Atlee. She taught last year at Goshen, and is now enjoying the historic environs of Richmond.

Mrs. Norman Ward taught last session near her home in Lunenburg County. We have good reports of her work.

Nora Hossley sends a message from Unionville. She says: "I am having a won-
derful vacation at home, but I miss all of you so much. The good part about it is that I think I can be with you for the next two years."

We like such messages.

Lelia V. Buntin's address is Crystal Hill, Halifax County. We are pleased to have a word from her.

Josephine Bradshaw is now Mrs. John A. Rea; and her home is at Gilroy, Calif.; but we know that she still has a warm spot in her heart for Blue-Stone Hill.

Annie S. Whitt writes from Radford, Va. We are glad to hear from her.

Mary Beamer's postoffice is Chapel, Va., Giles County. Her message reached us a few days ago.

Elizabeth Collins and Margaret Ritchie taught last session in Suffolk. Elizabeth will teach next year at Waynesboro.

Mrs. E. R. Dodson wrote recently from Danville. We have good reports of her work as a teacher.

Mary Phillips and Louise Huff have been spending a part of their vacation in and near the famous and picturesque Goshen Pass. A member of the Teacher staff saw them near the Maury monument on June 14.

Emily Hogge, Madeline Bishop, and Celia Swecker sent a telegram of greeting and good will from Alexandria, at commencement, in the following line:

"We are thinking of you today. Best wishes to everyone."

Miss Anthony has handed us an interesting letter from Mozelle Powell, telling of her work. She says, "We have about 25 H. T. C. girls here in Arlington County."

Julia Dickerson writes from Waynesboro. We remember her with pleasure.

Peggy Moore sent us a characteristic message not long ago from Farmville, where she has been making a fine record.

Marriages are the order of the season. Here are a few that we have heard of:

May 7, Barita Megginson to Mr. Percy M. Wills, at Lynchburg;

June 6, Marie Cornell to Mr. Austin Cadle, at Barnwell, S. C.; home in San Francisco;

June 11, Elizabeth Nicol to Mr. Arthur B. Metcalf, at Rockville, Md.;

June 17, Carrie Malone to Mr. Charles D. Carter, at Petersburg;

June 24, Gretchen Bell to Mr. Howard B. Matthews, at Bedford;

June 24, Ida Saville to Mr. Ralph E. Moore, at Murat; home, after October 15, Montgomery, India;

June 24, Louise Bailie to Dr. Carey T. Wells, at Canton, N. C.;

June 29, Marion Adams to Mr. Ralph K. T. Larson, at Alexandria; home, Hamilton Court C2, Norfolk.

Louise Bailie (Mrs. Wells) and her new husband paid us a flying visit a few days ago. Louise is, if possible, nicer than ever.

Margaret Ropp (Mrs. Currin) is here now as a student. She is arranging to have her certificate renewed to be sure that her two boys will have a good teacher.

Pauline Ashmead is making a notable record in Brunswick County, Va. For several years she was county demonstrator; then she took special training in hospitals and is now county nurse.

Pauline Callender has accepted a position at Lewisburg College for next session as dean of girls.

Following is a list of the alumnae who registered during commencement, with their addresses as given in the record. It is known that other graduates were present, at least for parts of the week, but they omitted registering.

Barbara Schwarz ('24), Danville.

Susie Geoghegan ('24), Danville.

Grace Fisher ('20), Roanoke.

Esther J. Hubbard ('16), Roanoke.

Sallie L. Browne ('21), Charlottesville.

Joe B. Warren ('20), Beulahville.

Frances I. Mackey ('13), Riverside.

Margaret S. Seebert ('20), Lexington.

Lilian V. Gilbert ('14), Manassas.

Mildred Orrison ('23), Manassas.
Mary Garden Martin ('18), Toano.
Mary Lacy Lyle ('12), Hampden-Sidney.
Mary V. Maloy ('15), McDowell.
Elsie B. Haga ('24), Danville.
Mabel M. Kirks ('24), Midlothian.
Carraleigh Jones ('24), Gordonsville.
Elsie L. Warren ('24), Witt.
Mary Lippard ('24), Madison.
“Mabel M. Kirks ('24), Midlothian.
Carraleigh Jones ('24), Gordonsville.
Elsie L. Warren ('24), Witt.
Mary Lippard ('24), Madison.
Kathleen Lunsford ('24), Monterey.
Emma E. Byrd ('17), Broadway.
Marguerite Whitney ('20), Glendora, Calif.
Dorothy Williams ('20), Newport News.
Ruth Witt ('19), Roanoke.
Reba Beard Snarr ('15), Winchester.
Katherine Reaguer ('24), Culpeper.
Georgia Holland ('24), Cheriton.
Laura Jones Mohler ('15), Mount Solon.
Margaret Cole ('23), Wilmingon, N. C.
Anne Hundley ('21), Whittmell.
Ruth Swartz ('24), Mt. Jackson.
Mae Burke Fox ('23), Quicksburg.
Florence Esther Allen ('14), Stephenson.
Anna Rachel Allen ('20), Stephenson.
Helen Hopkins Hoover ('19), Timberville.
Charlotte Yancey Boice ('20), Harrisonburg.
Virginia Zirkle Brock ('19), Harrisonburg.
Emily Haldeman Beck ('17), Harrisonburg.
Hazel Haun ('20), Woodstock.
Pauline Callender ('19), Rockingham.
Aline B. Anderson ('23), Lexington.
Elizabeth Tardy ('15), Lexington.
Clarice L. Coleman ('24), Penola.

The following came as a commencement greeting:

Arlington County, Va.
Alumnae and Faculty of H. T. C.:
Were we where our hearts and thoughts are tonight, we would be within the great circle at H. T. C. It is with regret that we, at present, find ourselves anchored in a vicinity where the future citizens of our nation need such extended training, that instead of being with you we send sealed within this letter our love and very best wishes, to be scattered among those fortunate ones who at this time are enjoying the real Harrisonburg Atmosphere.

While we cannot actually come back to Alma Mater at this time, we can distinctly hear the bells and see the lights of Blue Stone Hill.

We remain

“Fraternally” yours,

ARLINGTON COUNTY ALUMNAE CHAPTER

Mozelle Powell
Lucy James
Carrie Dickerson
Bronner Leach
Elsie Burton
Mary F. Bibb
Louise Shoppe
Emily Hogge
Madeline Bishop
Jane Nickell

Jesaline Gose
Virginia Poe
Carolyn Kackley
Caraly Greenaway
Gertrude Smith
Dolly Smith
Elsie Bloxom
Celia Swecker
Sallie Loving

OUR CONTRIBUTORS

MARGARET A. BORDEN describes a project worked out in the first grade under the supervision of Miss Mary E. Cornell. Miss Borden is a teacher in the Norfolk city schools.

MILDRED REYNOLDS is a graduate of the Roanoke High School, and a June graduate of the two-year course in Harrisonburg. Miss Reynolds did her student teaching under the supervision of Miss Vada Whitesel.

RUTH HOGGARD LEWIS is a graduate of the Woodrow Wilson High School in Portsmouth. She sponsored the first printed issue of Chatter while teaching eighth grade composition under the supervision of Miss Mamie Omohundro.

CHARLES HERBERT HUFFMAN is a professor of English in the State Teachers College at Harrisonburg. Dr. Huffman’s contribution to this issue comes from his doctor’s dissertation, *The Eighteenth Century Novel in Theory and Practice*.

EUPHEMIA LAWRENCE graduated at the State Teachers College at Harrisonburg in June, 1925. Miss Lawrence served as an assistant to Miss Clara G. Turner, dietitian.

KATHERINE M. ANTHONY is director of the training school at Harrisonburg.

NANCY FUNKHOUSER is a graduate of the Dayton High School and is now a junior in the college.

SARAH ELIZABETH THOMPSON will complete the two-year course in August, 1925, and expects to teach the coming winter in her native county, Fauquier.
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