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

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May, 1928

ANNIVERSARY NUMBER

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THE VIRGINIA TEACHER

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The Virginia Teacher

VOLUME IX
MAY, 1928
NUMBER 5

HISTORY OF THE ESTABLISHMENT OF THE STATE
TEACHERS COLLEGE
AT HARRISONBURG

By Act of March 7, 1884, the first female normal school in Virginia was established at Farmville.

The demand for additional normal school facilities for the training of teachers had its initiative at the session of 1901-2. Senator LeCato, of Accomac, was the author of the joint-resolution, appointing a committee to gather information on the subject. The LeCato resolution was: "RESOLVED by the Senate, the House of Delegates concurring, That a Committee of five persons be appointed, two to be chosen by the President of the Senate, and three by the Speaker of the House of Delegates, whose duty it shall be to gather information bearing upon the establishment of an additional normal school, embodying provisions for industrial training, and report to the next session of the General Assembly, it being understood that this resolution involves no expense to the State." This resolution passed the Senate, was communicated to the House of Delegates, and passed by that body March 28, 1902.

Senators appointed: A. D. Watkins of Prince Edward, John N. Opie of Staunton. Delegates appointed: F. T. West of Louisa, George Settle of Rappahannock, and M. K. Lowry of Stafford. On Monday, December 7, 1903, the committee reported, favoring the establishment of a normal school with industrial training. In this report they said: "The civilization of today has no place for the ignorant and incompetent man. There are 6,871 teachers in the public schools of Virginia; 1,671 are males and 5,200 are females. Thus we find that ninetenths of the teachers in the white schools of the State are females. Notwithstanding this ratio of female teachers, there are four institutions—William and Mary, Virginia Military Institute, Virginia Polytechnic Institute, and the University of Virginia—for the equipment of the sons of the State. There is only one, the Farmville Normal School, for the equipment of the daughters of the State. . . . "Industrial training is no longer a fad or an experiment.

"We recommend the establishment of another normal school for females, with industrial training."

(Signed)

A. D. Watkins,
John N. Opie,
Senate

Frank T. West,
M. K. Lowry,
House

As early as January 22, 1903, Mr. Lion of Prince William introduced a bill in the House of Delegates, establishing a State Normal School for Girls at Manassas. This bill does not seem to have had any action taken on it.

On December 8, 1903, Mr. Frank T. West of Louisa, introduced a bill: "To establish a normal female school, with industrial training." This bill, as introduced, was reported unfavorably by the House Committee to which it was referred. A few days later, however, it was amended, and passing through the regular course, was passed on December 17, 1903, by a vote of 57 ayes to 8 noes. Delegates Sipe and Robson, Rockingham Representatives in the House of Delegates, are both recorded in its
favor, and the bill was reported to the Senate for concurrence.

Here my immediate connection with the matter of additional normal schools commenced. I was a member of the Senate, and of its Committee of Public Institutions and Education when the school at Farmville had been established. No investigation of the suitability of the proposed site of this institution was made by Representatives of the General Assembly before voting the small appropriation asked for its establishment. Later, it developed that the building on the land donated was not fitted for the purposes of the school and that the amount of land was too small for proper development into the great institution it has grown to be. The West Bill, as it passed the House of Delegates, provided that the Governor should appoint a Board of Visitors, or Trustees, who should, in turn, locate and establish what was to be known as the "Northside Normal School," etc. I was chairman of the Senate Committee on Public Institutions and Education, to which this, the West Bill, was referred. I told Mr. West that I strongly favored additional facilities for the training of our daughters, as provided in his bill, but I was not willing to repeat what I considered was an error in the method pursued when the Farmville school was established. I also told him that I considered the establishment and location of such a school a legislative, and not an executive function, and I could not support his bill, but would actively support a proposition, or bill, providing for the appointment of one member of the Senate and one member of the House from each of the five grand divisions of the State to visit the various localities suggested, examine into all matters concerning their suitability, and report to the next session of the General Assembly. I prepared such a bill and it was reported as a substitute for the West Bill; passed the Senate and was accepted by the House of Delegates on January 7 by unanimous vote; and received the approval of the Governor January 11, 1904. The Committee appointed under this bill as Senate members: J. Boyd Sears of Mathews, P. F. St. Claire of Giles, W. P. Barksdale of Halifax, George T. Ford of Loudoun, and George B. Keezell of Rockingham; as House of Delegates members: R. E. Lee of Fairfax, L. P. Stearnes of Newport News, J. R. Stafford of Giles, R. S. B. Smith of Clarke, and Frank T. West of Louisa, who was made Chairman of the Committee.

I have often been urged to give an account of my connection with the establishment of the State Normal School for Women, and of its location at Harrisonburg. This institution, now known as the Harrisonburg State Teachers College, was established by Act of the General Assembly, approved March 14, 1908. Before going into the details of my connection with the establishment and location of this great educational, moral, and financial asset in what was then the Town of Harrisonburg, County Seat of Rockingham County, which I had the honor to represent in the Senate of Virginia, I want to give the fullest acknowledgment to the aid extended me by my associates in the Senate and House of Delegates, to the officials of Rockingham County and the Town of Harrisonburg, and to the splendid support of the citizenship of both Town and County.

I had long been a member of the Senate by the partiality of the voters of Rockingham County, then including the Town of Harrisonburg. Because of this long service, and the rule of seniority, I was holding important committee assignments on committees that had to deal directly with this matter. When it came to the appointment of the committee authorized by the substitute for the West Bill to investigate and report on location for the proposed new school, I did something I had never done before during my service in the Senate, that is, to ask for a committee assignment. Hon. Jos. E. Willard was then Lieutenant-Governor and, as such, presiding officer of the Senate, and
would name the membership of this committee from the Senate. He was a close personal and political friend. When I told him I wanted appointment on this committee as the Valley representative, he jestingly said: "I see you have an axe to grind. You have some place in mind." I replied: "No more than any other Senator you may name, and I am sure, if I have, I cannot succeed unless I show the committee I have the place that should be chosen and the axe that ought to be ground."

Demands came from more than thirty places for the location of this proposed school. Twenty-eight places were visited by the committee. It was very apparent to the committee that the demands were such that no one location could be selected that would satisfy these demands or meet the requirements of the State for the additional number of trained teachers needed in the schools. The committee unanimously decided to recommend the establishment of three such schools, as rapidly as the finances of the State would permit, one of these schools to be located in the Valley or northern Virginia, one in the Southwest, and one in Tidewater. Radford was unanimously agreed upon as the location for the Southwest; Harrisonburg received six votes, Front Royal and Manassas dividing the remaining four for the Valley or northern section. Fredericksburg and Newport News each received five votes for the Tidewater location.

This report was submitted to the 1906 General Assembly. Many other localities were still actively in earnest to secure the location of this school, or quietly hoping to be selected as a compromise. I prepared a bill locating the school at Harrisonburg and introduced it early in the session of 1906. It was referred to its appropriate committee—the Committee of Public Institutions and Education of the Senate, of which I was still chairman, and it took its place on the calendar of the committee ahead of all similar bills. Other bills followed, naming other localities. The committee ruled that as all these bills had a similar object, the only difference being the location, only one would be considered, and if the committee did not approve of the location named in this bill, another location could be substituted for it by a majority of the committee.

It was very apparent to me that the financial condition of the State would not permit the establishment of even one school at that session, and that the real fight would come, most likely, at the next session. However, hearings were had by the committee and the merits and advantages of the various locations were presented. No action was taken by the committee or by the General Assembly at that session. When the session of 1908 met, I had become chairman of the Senate Committee of Finance, and was still the ranking member of the Committee of Public Institutions and Education. My bill for Harrisonburg was very promptly introduced, referred to the Committee of Public Institutions and Education, and again took its place ahead of all similar bills on the calendar of the committee. It was reported by this committee to the Senate, naming Harrisonburg as the location, and referred by the Senate to the Committee of Finance for the consideration of its financial aspect. A little later this bill was favorably reported by the Committee of Finance, carrying an appropriation of $75,000.00—$50,000.00 for the first year and $25,000.00 for the second year. Then it was that the battle was really on, and it was a battle royal.

My bill, locating the school at Harrisonburg, was on the calendar of the Senate with favorable reports, both from the Committee of Public Institutions and Education and from the Committee of Finance. I had made a thorough canvass of the Senate membership of forty, and had assurances from twenty-four Senators that they would support Harrisonburg in preference to all other places, not local, as to their immediate section. When the effort was made to strike Harrisonburg from the bill and substitute
some other place, only those in immediate proximity to the location named, in the amendment proposed, would vote affirmatively and the motion would fail. After going through the whole list, Harrisonburg remained in the Bill, and the Bill was ordered to its engrossment and third reading. It had now passed the amendatory stage and was ready for a vote on its passage. Before it was again reached, advocates of the other localities got together and decided to pass the bill by, when it was reached, instead of putting it on its passage. This they succeeded in doing for one day—over my most earnest protest.

When it was again reached on the calendar and another effort was made to pass by, I made possibly the strongest and most impassioned appeal I ever made before any body on any subject—for fair play and for a vote. I urged that I had fought fairly, openly and above board, that no other place had shown enough strength to displace Harrisonburg, that had I lost I would have supported the winning place, because the State needed such an institution as was being proposed, and that I thought I was entitled to have the judgment of the Senate. Then it was that my neighbor and friend, Senator Echols, of Staunton—whose memory I will always cherish—and others joined with me and appealed to the Senate not to be guilty of the discourtesy of refusing a vote on a measure of such importance, and that had had such full consideration. The vote was ordered and twenty-four Senators recorded themselves in favor of the bill, establishing the school and locating it at Harrisonburg. The Senate Bill then went to the House of Delegates and was referred to the Committee of Schools and Colleges of that body. I made repeated efforts to have the Bill heard by that committee and asked that it might be reported to the House with some kind of recommendation, and placed on the calendar of the House for some kind of action. I was unable to get any action of any kind by the House Committee, so as to get the Bill on the calendar of the House for some kind of action by that body. It was then that I went to Governor Swanson to try to enlist his aid to get the bill before the House. He asked me a question. “Why don’t you do as is frequently done in Congress, write this bill, as an amendment to, and a rider on the appropriation bill?” I thanked the Governor for his suggestion.

At the next meeting of the Committee of Finance, I laid the situation before its members, told them of my inability to get any action from the House Committee, and of what the Governor had suggested. I very frankly admitted that I did not like this method, but that I had exhausted every other means of getting a hearing in the House. The committee—fourteen of the forty Senators then composing it—told me to go ahead and put it in as an amendment on the appropriation bill and then it certainly would be heard in the House. When this amendment was reported to the Senate, there was the greatest stir I ever saw in legislative circles. Friends of Fredericksburg came in great haste to know whether I would agree to name Fredericksburg along with Harrisonburg, even if no appropriation of money should go to Fredericksburg. My answer was: “I will treat Fredericksburg better than Fredericksburg's friends on the House Committee of Schools and Colleges were willing to treat Harrisonburg. I will agree that Fredericksburg be included and that she receive $25,000.00 of the $75,000.00 the bill carried for Harrisonburg.” So, by agreement, Fredericksburg was written in the bill, and instead of providing for the establishment of one normal school for women at that session, two were named.

My colleagues in the House of Delegates were Dr. H. M. Rodgers, who had served several terms, and Hon. P. B. F. Good, then serving his first term. Dr. Rodgers was in very poor health, was necessarily absent from the House most of the time, and could not take any active part in securing passage of the bill by the House. In fact, he was so
unwell he could not be present to cast his vote. It required fifty-one affirmative votes to pass this bill and every friend, who for any reason could not be present, virtually counted against the bill. Mr. Good did all that could be expected of any new member, rendering valuable aid, but the bill was seriously handicapped by the enforced absence of Dr. Rodgers, whose wide acquaintance, great personal popularity, and familiarity with legislative procedure gained by service through several sessions, rendered his presence at this critical stage invaluable. The appropriation bill, having passed both branches, and the conference report, reconciling all differences having been adopted, went to the Governor, receiving his signature, and became law on March 14, 1908.

The provision, establishing the two state normal schools for women, one at Harrisonburg and one at Fredericksburg, remained as it passed the Senate—Harrisonburg receiving $50,000.00 of the $75,000.00 appropriation, available during the first fiscal year. Fredericksburg $25,000.00 available during the second fiscal year. Two years later a bill, establishing the school at Radford, was passed, thus carrying into effect the recommendations of the Committee on Locating a Normal School.

Governor Swanson named as the Board of Trustees for the Harrisonburg School the following:

For two years from March 14, 1908: Geo. B. Keezell, Rockingham; N. B. Early, Jr., Greene; Orville Stone, Charlottesville; Don P. Halsey, Lynchburg.

For four years from March 14, 1908: Geo. N. Conrad, Harrisonburg; E. W. Carpenter, Harrisonburg; Frank Moore, Lexington; J. A. Pettit, Nelson; F. W. King, Clifton Forge.

It became the duty of this Board to select and procure the site, to elect the President of the school and such aides as should be necessary, to erect such buildings as could be provided with funds available and all other duties incident to the organization and opening of the school. At its first meeting, I was made Chairman of the Board, and re-elected each two years, continuing as such until all four Normal Schools for Women were placed under a single Board; viz, Farmville, Harrisonburg, Fredericksburg, and Radford. Governor Stuart, in naming the Board of Twelve, provided in this bill for the four schools—decided, no doubt wisely,—to drop all Board members of the four schools and name an entirely new Board. This ended my official connection with the Harrisonburg school, but not my interest in its success and development.

When the Board met for organization, a committee was named, of which I was a member, on selecting a site. Two locations were seriously considered, the one finally chosen, and one which is known as the Waterman land. The proposed Waterman site of fifty acres was offered at a most reasonable price, but the committee thought the site on the Newman land—all things taken into consideration—the better, though it embraced fewer acres and cost more. I was named as a committee of one to take up with its owner, the late A. M. Newman, the purchase of the land desired. This embraced that part of his farm southeast of Harrisonburg, lying north of the C. & W. Railway and east of the Valley Pike, and containing something over forty-two acres, including the Newman residence, barns and out-buildings. The price finally named by Mr. Newman, while much in excess of the amount contemplated for the purchase of a site, was regarded as reasonable and its acreage none too large. After consulting with the late E. W. Carpenter, then also a member of the Board, he and I agreed that, should the Legislature refuse to take this site at the agreed price, we would ourselves take it and the State might have just so much of it as it wished and was willing to pay for. Later, when the matter was presented to the Finance Committee of the Senate, it was told that whilst we may have exceeded our authority, we believed we were doing so in the interest of the State; if they thought otherwise, the State was in no way
bound by our action; that we would take the property ourselves, or so much of it as was not needed. The appropriation to pay for the site was very promptly recommended, and our action commended.

There were a number of applicants for President of the school. A committee of which Ormond Stone and Senator Floyd W. King were members was named to make a thorough investigation as to the suitability of the applicants. The report of the committee strongly recommended the selection of Julian A. Burruss, then of Richmond, and he was selected, though a stranger to possibly every member of the Board. All personal, political, and geographical considerations were ignored in an effort to secure the man best suited to launch this new enterprise on a successful voyage. No mistake was made in the selection, as the growth of the school under the Burruss administration and its high standing, abundantly testify.

Before building operations were decided upon, plans were asked for a plant capable of taking care of one thousand girls. Plans prepared by Architect C. A. Robinson of Richmond, Virginia, were adopted. These plans locate each building necessary for this completed plan. Bids for the first units of this plan were asked to name both stone and brick construction. There were thirteen competitive bids, some less for stone than brick, some the reverse—less for brick than stone, the general average for stone construction being less. W. M. Bucher and Son being the low bidder, was awarded the contract, and stone was decided upon as the material. The plans as agreed upon have been very closely adhered to and now
after twenty years, the plant is rapidly nearing completion, and the number of students is approaching the one-thousand mark.

No necessity has arisen for making expensive changes in location or plans. I feel the Board, of which I had the honor to be chairman, is to be congratulated for the business foresight it displayed in securing ample acreage and fully developed plans.

Before passing from this phase of this narrative, I want to impress, as strongly as language can convey, the fact that at every step I had the most loyal and cordial support of what was then the Town of Harrisonburg, its officials and citizens of the County of Rockingham, its officers and citizens, and of the press of the town. The County gave $10,000.00; the Town $5,000.00 in cash—not in boom lots and forsaken buildings, chips and whetstones, as many places offered, and this was a strong point in getting a favorable report from the committee on location. As an illustration of the spirit which has made such a success of this enterprise, I will relate this incident:

When the Newman land was purchased, the lot of five acres, known as the Lurty lot, was regarded as essential, but could not be secured, because it was in litigation. This lot lies between the Newman land and the hospital grounds. At that time, had it not been in litigation, it could doubtless have been bought for $1,500.00. Later, when it was offered for sale, and enhanced in value because of the location of the school, the Board decided to buy if it could. There were several realtors, we were informed, that would be willing to pay $5,000.00 for this lot. However, when it became known that the State desired this property, these gentlemen declined to bid. The Commissioners of Sale said they did not feel they could recommend confirmation of a sale under $3,000.00. Mr. Carpenter and I, representing the Board, bid this property up to the $3,000.00 limit, and secured it for the State.

In all the steps preliminary to the passing of the bill establishing this school, I am under obligation to my many personal friends, irrespective of political affiliations, without whose aid success would have been impossible. I speak of the membership of Senate and House of Delegates particularly, in both of which bodies I did not realize until in the thick of this battle how many well wishers and real friends I had. There was another whose help was invaluable. I speak of my good wife, who was with me in Richmond, and as thoroughly interested as I in every phase of this matter. She had been a teacher from her girlhood days till the time of our marriage, and was much better qualified than I to know the value along educational lines of that for which we were striving. Her knowledge of the value of such training as that for which we were working, her great interest in education and her practical knowledge, no doubt influenced and convinced not a few members to lend their aid and give their votes.

Now that twenty years have passed and we look back to the beginning and realize the growth and phenomenal success of this institution, its value to the State at large and its peculiar value to the locality in which it is located, we cannot fail to realize how well worthwhile were all the efforts used to secure it.

The very flattering Report of the Commission on revision of our educational system, cannot fail to be gratifying to the Board of Trustees, which secured the location, planned its buildings, selected its President and his assistants, and with their aid started it on its career of usefulness and success. Because of its exceptionally fine location, its room for expansion and the superiority of its buildings and its surroundings, this Commission recommended this institution as the one in the State best suited for the higher education of women, should the policy of the State approve a separate institution for women for this purpose.

It will doubtless be of interest to see just what has been appropriated out of the public
revenues up till the meeting of the 1928 General Assembly to this institution—a total of $1,399,058.00, of which sum $976,658.00 was for support and the remaining $422,500.00 for buildings, etc.

I think I can safely say that nowhere else in the State has as much real value been secured for anything like the same expenditure.

The value of this institution to the City and County along commercial lines is hard to estimate, but it is conceded to be Harrisonburg's most valuable asset. Its contribution to the moral, educational, religious, and social uplift cannot be measured in dollars. The thousands of young women from all parts of the State who have received inspiration and training here have gone out into the world to give others the advantages of this training, and the broader outlook. Those of them who have seen fit to accept woman's highest responsibility—that of wife and homemaker—are better equipped to make the home ideal than their less fortunate sisters.

The wisdom of establishing these three schools seems fully vindicated; their growth has been as rapid as the finances of the State would permit. All of these institutions are filled and unable to accommodate many who seek admission—and the benefit of the training they give.

GEORGE B. KEEZELL

Of 6,404 themes on "My Best Teacher," written by pupils in schools of Cleveland, Ohio, by assignment of the elementary supervisor, to determine what present-day school children like best in their teachers, 5,118 mentioned traits of character, 3,621 had to do with teaching ability, 1,896 with discipline, and 262 with personal appearance. The statement that "She did not scold" was made by 555 pupils; and the teacher's participation in different school activities was mentioned by 603 pupils. High school students emphasized a sense of humor.

LETTERS OF FELICITATION MARKING THE TWENTIETH ANNIVERSARY OF THE FOUNDING OF THE STATE TEACHERS COLLEGE AT HARRISONBURG

ONE feature of the Founders' Day program held in Walter Reed Hall at 10:30 a.m. on March 14, 1928, was the reading of letters of felicitation. These letters are reprinted complete.

GOVERNOR'S OFFICE

March 11, 1928.

Samuel P. Duke, President,
The State Teachers College,
Harrisonburg, Virginia.

My dear Mr. Duke:

On the approaching celebration of Founder's Day, which is to be held in commemoration of the twentieth anniversary of the establishing of your institution at Harrisonburg, permit me to offer both to yourself and your college my very kindest personal and official regards.

The work being accomplished by your institution is notable and of great benefit to the whole State. The State Teachers Colleges throughout Virginia are recognized as tremendous factors in the advancement of education. Among this group of institutions the college at Harrisonburg ranks proudly. It is with real pleasure I send to the State Teachers College at Harrisonburg greetings from Virginia and wish for the institution the highest measure of continued success.

Most cordially yours,

H. F. BYRD,
Governor.

COMMONWEALTH OF VIRGINIA
STATE BOARD OF EDUCATION
RICHMOND
March 9, 1928.

Mr. S. P. Duke,
President State Teachers College,
Harrisonburg, Virginia.

My dear Mr. Duke:

I learn with great interest that on Wed-
nesday, March 14th, you will celebrate Founders’ Day at your college.

Will you permit me to say in connection with this anniversary that the founding of your institution is made particularly significant by the great service it is now rendering to public education in Virginia and to the State in general? Of course, the individual teacher is the crux of the whole public school program. If she be thoroughly trained and inspired by high ideals, her contribution to the school system and to the welfare of the State is most liberal.

Any teacher training institution which prepares teachers in thorough fashion and impresses upon them high ideals for service to the Commonwealth occupies of course a strategic position in the State’s educational and social advancement. The type of work done at Harrisonburg has beyond all question made precisely this contribution to the teachers who have been trained there and through them has made an even higher contribution to the State.

With best wishes, I am

Yours very truly,

Harris Hart,
Superintendent Public Instruction.

CITY OF HARRISONBURG
VIRGINIA
March 14, 1928.

State Teachers College,
Mr. S. P. Duke, President,
Harrisonburg, Virginia.

Dear Sir:

On behalf of the City of Harrisonburg, which I have the honor of serving as Mayor, I wish to extend to the State Teachers College felicitations on this the twentieth anniversary of the date which brought this institution into being.

It is very unusual that any educational institution, without endowment and dependent upon the necessarily limited support which a state is able to supply, should make such a remarkable development in a score of years. That it has done so is a tribute not only to the management of the school since its foundation, but also to the wisdom which originally located it in this beautiful Valley and caused it to have so great an appeal to prospective students.

It is impossible to recount the many and varied benefits which the State Teachers College has brought to Harrisonburg. The economic and business value of its presence, which is reflected in our mercantile establishments, is of course apparent. But there is a value greater than this material one, which grows from its effect upon the social and cultural atmosphere of the City and of this entire section. It is inevitable that the presence of a great educational institution should benefit any community in many ways other than material; and this has been particularly true in this case.

The relations of the City of Harrisonburg and its people with the College have always been close and cordial. The school system of the City has grown and benefited by its contact with the College and by the aid it has received from it, and I wish officially to express appreciation of this helpfulness. The assistance and interest which the College has always extended to any movement or enterprise of public good has been a source of delight to the people of the City and one for which they are very grateful.

It is my sincere and earnest wish, in which I know I am joined by all officials of the City government, that these cordial and helpful relations will continue through the years, and that both the College and the City will continue to grow and prosper out of this helpful relationship.

Yours very sincerely,

Sheffey L. Devier,
Mayor.

To the President and Faculty of the State Teachers College, Harrisonburg, Va.

Greetings:

The State Teachers College has been, from its foundation twenty years ago, a friend of the public schools of Rockingham
County and much of the progress that has been made is due to the influence of this institution. Of the two hundred and seventy white teachers in the schools of the county, ninety per cent have spent some time in study here, and many of them are graduates. It is clear, therefore, that the spirit of this college controls in the schools of the county.

This spirit calls for a high standard of scholarship. We must know before we can teach. Those who pass through this college have found that one of the things required of the students is accurate scholarship.

The second thing that marks the Harrisonburg graduate is skill in teaching. We once thought knowledge of subject matter a sufficient recommendation for the teacher, but we now believe that knowing how to impart this knowledge is highly important. The time spent here by graduates in actual classroom teaching under the supervision of expert teachers, insures to our schools that those graduates will, under average conditions, be successful teachers from the beginning.

I find a third characteristic in those who are educated here. It is their high standard of professional attitude, which makes it a pleasure to work with them. They are interested in teaching, and anxious to be of the highest service wherever they accept positions. They are prompt and accurate with reports, eager to improve conditions in their schools, willing to take suggestions, and ready to co-operate with other teachers.

A fourth characteristic found in the graduate of this institution is that high sense of responsibility as a leader in a community and as an example before children. wholesome ideals of conduct are as necessary in a teacher as ability to teach subject matter, and this phase of education has not been neglected here.

It has been a pleasure to me to observe the gradual improvement in the teaching force in my county and I am glad I can come here to give credit where the credit belongs.

The establishment of the Teachers College in Harrisonburg has made it possible for hundreds of young women of the county to continue their education and fit themselves for useful service. Many of these have driven back and forth from their homes and thus have secured their training at a minimum of cost. It is hard to estimate what the school has meant to these young people.

The teachers of this college have always been willing and ready to render any service possible to the schools of the county, by giving assistance in teachers' meetings, speaking at public gatherings, and by using their influence for progress in education. I have never yet asked for advice or help in anyway that it has been denied.

If the schools of the county are better organized than they were ten years ago, if better instruction is given, much of this improvement is due to the influence of this institution.

The institution has grown because it has been useful and it is my hope that it may continue to expand.

Respectfully yours,

John C. Myers.

CHAMBER OF COMMERCE
HARRISONBURG, VIRGINIA
March 14, 1928.

To The President and Board of Trustees,
State Teachers College,
Harrisonburg, Virginia.

Gentlemen:

It is a pleasure for the Chamber of Commerce of Harrisonburg to have the opportunity of extending felicitations to the State Teachers College of this city upon the occasion of its Twentieth Anniversary. Your growth has been phenomenal and the future of the school is exceedingly bright.

The Chamber of Commerce, representing, as it does, the business interests of Harrisonburg, may well speak of the commercial value of your school in our city. Business has been stimulated and kept on a higher plane because of the purchasing ability of
the students of your college. Business relations with the faculty and students have been pleasant and this patronage is appreciated by our merchants.

While speaking of the commercial value of the school to the community, the businessmen are well aware of the educational and cultural influence of your institution. Roger Babson, that eminent statistician and observer of business, has so aptly said in substance, "The real assets of any community are not measured by its factories, its mines, its transportation facilities, and its business houses, so much as by its human resources." All these things are produced by the human resources of any community and are based upon individual initiative and aggressiveness.

The Chamber of Commerce believes that your institution is primarily engaged in the development of character and the building of human resources. In recognition of these high and worthy principles which inspire an institution of learning, the Chamber of Commerce enthusiastically congratulates you upon the completion of twenty years of service and expresses the hope that your college will continue to grow and prosper during the years to come.

Respectfully yours,

CHAMBER OF COMMERCE,
REUBEN L. HUMBERT,
Secretary.

To The President of The State Teachers College, Harrisonburg, Va.:

The Kiwanis Club of Harrisonburg finds it a very happy privilege to extend greetings and felicitations to the State Teachers College on this the twentieth anniversary occasion.

To you, Mr. President, Members of the Board of Trustees and Faculty, in whose keeping the nurture and life of this splendid institution has rested so securely, we beg to voice our sincere appreciation.

Through the two decades past you wrought more nobly than you knew. Through your vision, your loyalty, your faith, and your patient industry and sacrifice you have not only built here upon Blue Stone Hill one magnificent structure following another until you have given to us a plant second to none in the state; but, far more important, you have been building life: life prepared for service not only through curricula marked by a high standard of scholarship, but by enriching personality through a lofty idealism.

Out from these sacred portals have gone those fine young women by the scores and by the hundreds, whose training of mind and heart has carried to the youth of the state and nation a consecrated and glorified service that has been a rich contribution to our generation.

It should be said in particular that the Harrisonburg State Teachers College, beginning with a high standard of scholarship twenty years ago, has gradually expanded and elevated that standard until today her offerings serve as a pattern and model for a number of other schools throughout the country.

It is fitting on this occasion that the city of Harrisonburg and the great county of Rockingham should make public acknowledgment of the large debt of gratitude due this institution for the high order of public service rendered by you. Your well deserved success has meant more to the city and county than may be computed. Financial considerations may be reckoned, but not so with the personal values of life. Not only this generation, but the one following, and still another and another will rise up and call you blessed.

May I not suggest that it is significant that you are so happily located? Our beautiful Valley has been the camping ground of heroes without number; from her soil have sprung the noble and great, the illustrious of history, the gentle, fair and true who fostered the great within the cloister of an ideal home life. When we behold the marvelously beautiful expression of the Creator's handiwork about us, we must conclude that He
was in a most happy mood when he unrolled this wondrous valley, with its ten thousand charming hills at whose feet nestle vales of peace and contentment, while a myriad of crystal streams leap from hillside in a chorus of merry laughter and go singing on their way to the sea; and then jealous of this wealth of charm and beauty which He had created. He stationed on either side as mute sentinels, our noble mountains. From aeon to aeon they shall ever guard in their silent majesty the priceless treasures that lie within the Valley of the Shenandoah.

It is most meet that our college should be set in surroundings so inspiring and that her services should be in keeping with her setting. We congratulate you upon the completion of twenty years of most fruitful endeavor; your success has been abundant; your quality of achievement has been of a high order. We express the hope that this celebration on this Founders Day may but mark the beginning of a larger day of service for you; and that many generations yet unborn may sit at your feet and learn the ways of usefulness and happiness!

Mr. President, the Kiwanis Club of Harrisonburg begs you to accept this feeble expression of appreciation in the name of the institution which you represent and which we love.

J. A. Garber, President
Harrisonburg Kiwanis Club.

The Rotary Club of City of Harrisonburg brings greetings to the President, Faculty, Student Body, and Distinguished Visitors. We consider it a compliment to be permitted to take part in the celebration of the twentieth anniversary of the passage of the Act of the Legislature founding this Institution.

It is a pleasure to have present the Hon. Geo. B. Keezell, to whose untiring effort and leadership among men, more than to any other person, this splendid educational influence was brought to our city, the Valley, and the western part of the State.

We are sorry that Dr. Julian Burruss, now of Blacksburg, Va., could not be present on this auspicious occasion. It was his executive ability, fine judgment, and knowledge of men and affairs, that were so successfully exerted in the beginning, and during his presidency of the Normal School, to make that school a marked success. He not only succeeded in interweaving his fine personality in the growth of the school, but equally so in the affections and lives of our citizens, so that it may be said that he built here an enduring monument to himself that can never be forgotten while this institution lasts.

It must be with feelings of strong emotion and personal pride that President Samuel Duke views the celebration of this anniversary, because he took charge of this institution when it was yet a Normal School for Women, and, by persistent effort, wide vision, and ability that enabled him to make his dreams come true, has placed the institution where it occupies one of the foremost places among the Teachers College for Women in the South.

The citizens of our community are not unmindful, but, on the other hand, deeply sensible of and grateful for the fine influence that the College has had, is now having, and will continue to have on the material advancement of Harrisonburg. The money spent with our merchants is a most desirable asset. But it is chiefly in the influence for intellectual and cultural development that we profit most. We can recall with pleasure the influence which the president and members of the faculty have exerted in our civic growth, taking a warm interest in the development of our schools, in the chamber of commerce, in tax reform, in the public library, in the hospital, in various club activities, and in the church.

The Rotary Club, being based solely on ideals, and the duty of trying to make them come true in the individual life, and, thus, extend its power for good, to communities, states, and countries of the world, feels
that it should congratulate this institution on this happy occasion, for the place it is filling, the influence it is exerting, upon the intellectual, moral and spiritual development and advancement of our section and State. Its influence is felt far and near. This is an occasion of peculiar pride to those controlling its policies and directing its energies, because, by high standards of efficiency, the spiritual, cultural growth of our people is in the van of their material advancement and progress.

Harrisonburg Rotary wishes the President of this institution, and all connected with it, to have the continued assurance that the best wishes and active efforts of it, and of the people of our city with whom they are intimately identified, are now, have been, and always will be extended, and exerted, to help you to grow, in power and influence. We wish you to know that our hopes and our prayers are yours at all times and to the utmost limit.

Very truly,
Geo. N. Conrad.

President S. P. Duke,
Harrisonburg, Va.
Dear President Duke:
Having gone out too soon after a mild attack of the "flu," I suffered a relapse and the doctor has me in bed again for several days. This is a great disappointment to me, as I have been looking forward to Wednesday morning with the keenest pleasure.

While many Harrisonburg men and others helped, the greatest credit for the establishment of the institution undoubtedly belongs to Senator Keezell. Had it not been for his wise leadership, his personal influence, and his hard work, the result could not have been attained.

Credit for the successful organization of the institution, and the beginning of its work, belongs to my colleagues in that first extraordinary faculty. Whatever was accomplished in those early years resulted from their splendid ability, their unbounded enthusiasm, and their fine personal interest.

As I look back over the twenty years, my heart is full of gratitude to the Great Architect and Builder, under whose divine guidance our institution has been able to serve so well. My ardent prayer is that the faith which has characterized our "Blue-
stone Hill” from the beginning may never lag or fail, but that laboring in this faith she may go forward steadily to ever greater and better development for service to God and the Commonwealth.

Very cordially yours,

JULIAN A. BURRUS.

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**A LIST OF PUBLICATIONS**

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JAMES C. JOHNSTON

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SARAH ELIZABETH THOMPSON


HAZEL BROWN WELSH


SOME APPRECIATIONS OF “BIOGRAPHY: THE LITERATURE OF PERSONALITY”

The posthumous book[1] of our lamented James C. Johnston not only has found many to read it and to value it in high places in the literary world, but has opened a vein almost new. It has moved others to think after him, has set them to working this vein. Other writers and scholars have been stirred to thought by his question as to what are the qualities of an excellent biography. It seems fitting, therefore, that The Virginia Teacher should quote at some length several of the press-comments upon this work of its founder.

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Leon Whipple, in his department, "Letters and Life," of the Graphic Survey, devotes two columns of the November issue to the following discussion of Mr. Johnston's book and then goes on to review four recent biographies just published, using and acknowledging in these reviews Mr. Johnston's criteria for evaluating such works—for instance, that the first essential quality for a "life" is the personality of a unique individual. It will be noted that he thinks Mr. Johnston himself had the habit of reading, perhaps, for something better than that for which the masses read.

Biography means in the Greek roots, life-writing. Now life-writing whether one's own or another's is a delicate and responsible task; moreover, the reading of lives is a mode of education in psychology and history as well as a fascinating entertainment for our human curiosity. Therefore, declares James Johnston, it is high time that we sought some standards for life-writing, and set up criteria to distinguish between good and bad biography. Chairs of biography have been established at Dartmouth and Wittenberg Colleges, and Dr. Richard C. Cabot at Harvard has been teaching from lives. The populace is avid for printed gossip, and richly rewards authors who dis-pedestal our images, reveal secrets and intrigues, and parade one-time heroes as scandalous specimens of human frailty. The Hall of Fame is like to become a catch-penny arcade, catering to the transient lewd. To recall the ancient lineage of biographical writing, to note its aims and duties, to define its kinds and give their marks, and finally to proclaim that life-writing demands art and ethics as well as the hackster's instinct for tickling the common palate—these are the purposes of this volume, Biography, wherein Mr. Johnston offers a chart of this almost terra incognita in the realm of letters.

The interest in lives, says this historian, is as old as the race. Even the myths were a form of biography; and the end of such writing was to set up ideals and preserve morals. The father of biography, Plutarch, wrote his Lives to inspire and guide the young. But biography, like all other things human, has become more and more concerned with the inside of a man. Christianity succeeded myths and Old Testament heroes; the soul became as important as the deed. Thus the Confessions of St. Augustine, the Vita Nuova of Dante and the long line of self-analysts through Roussean, Cardinal Newman with his Apologia, to that tortuously woven masterpiece, The Education of Henry Adams. The "I Confess" story is no modern invention. Similarly the life-writer became interested in telling how he fitted into his age, and we have the Memoirs and their cousins, the Diaries. Cellini and Casanova revealed their naughtiness, Evelyn and Pepys recorded the minutiae of their daily rounds. Next, great writers, feeling that both the chronological record, the curriculum vitae, and the introspective personal diary, were incomplete in themselves, invented the literary portrait that tried to combine events and motives, personality and background, into a rounded study of the man. So we have Froude's Caesar, Pater's Imaginary Portraits, and the great crush of modern lives of which perhaps Lytton Strachey's Queen Victoria is the prime exemplar. Last of all is the modern psychological study in which the author or the man himself seeks to interpret a life as a shadowy complex of heredity, environment, childhood experience, sexual struggles, obscure urges and inhibitions. Here men are pursued into the subconscious by that pitiless detective, Psycho-Analysis. The recent lives of Poe and Hawthorne and the self-studies of Sherwood Anderson are of this kind.

This is a hint of some of the meat in Mr. Johnston's book. It is bigger than its own interest in schoolmaster's categories and definitions: for what could be more pitiful and inspiring than the blind efforts of the human race to tell each other and new generations about themselves? I feel that the author does not quite realize the possible drama in his theme, and is rather more interested in the topography of his field than in its inhabitants. But he does stand firm for what seems to me the main point; to-wit, that biography is the art of revealing an individual and his unique personality in relation to his times. It is not history, or scandal, or a day's work, or the inside story of great events by participants. It is a bitter struggle to give the man himself as an autonomous fleshly creation of the elan vital. We are finally interested because in this other human we may somehow understand ourselves.

That is why the chapter on the ethics of what to tell and what to censor in life-writing will seem somewhat conventional to modern readers. The author declares for nothing but the truth, but not truth as mere gossip unless it plays a clear part in delineating personality. He would omit "the unhappy penumbra" of Poe's life, and be chary in the use of diaries and letters. But where draw the line, we ask, when our new materia biographica includes a man's childhood memories, his dreams, his phobias, even his spasms and slips? Why worry about reticence on his love affairs when we are eagerly pawing into the very essence and fire of his love itself? For the student of the human, nothing is alien. We cannot trust too much to some literary entrepreneur. But the exploitation of a man's lapses by commercial scandal-peddlers is quite another thing, and we approve the author's righteous castigation.

Mr. Johnston misses one thing: first, that most of us do not read lives for historical knowledge or moral discipline. We read them for fun, for good gossip or scandal. Inspiration and education are incidental. They come not consciously but because jealousy keeps us comparing ourselves to our hero, and we are just mean enough to enjoy seeing him fall in the mud, for that is where most of us already are. This is the wisdom of the scandal-monger, and explains why the present style in life-writing is a paradox. It chooses for subject one whom people
have accepted as extraordinary in soul or deeds; then it devotes vast pains and ingenuity to proving how far from remarkable he was, how human, minor, peccable, and negligible. It is not lust for truth that makes people enjoy image-breaking, but an evil envy and lust for self-justification. The next step for biography seems to be to admit (and forgive) the minor sins of men, to transcend an adolescent need for perfection in our heroes, and to brand on the race mind what a miracle it is for any man, saint or sinner, to add a line's breadth to the human ascent. The scintilla of greatness in any man is worth admiration regardless of the matrix of evil in which embedded. Man is by general consent imperfect and, in face of the cosmos, humility the first virtue. But as members of the race some pride is needed to keep us going. These are the best we have and to belittle them is to demean ourselves. This may be poor stuff but 'tis our own.

Mr. Johnston’s book called forth also an article of three thousand words on “Biography as an Art” from James Truslow Adams in The Saturday Review of Literature, November 12, 1927. We quote the first paragraph.

It is possible that the simple naturalness of the biographic art, originating in personal narration or casual gossip, has prevented it from being considered as esthetically artificial and idiosyncratic as the epic, lyric, drama, novel, or essay. At any rate, with all the pother about other forms, almost nothing has been written about biography as an art. James C. Johnston in his volume just issued has made the first elaborate effort to establish it as a separate one worthy of critical analysis and study. In his whole review of the literature in three languages dealing with biography as a form he is, however, able to list only fifteen essays, several of which are merely short articles of a few pages each and others of which deal with autobiography rather than biography proper. In no other field of literary endeavor are we so in need of careful and sanely critical analysis of all the problems involved.

Another periodical of which Mr. Johnston was long an appreciative reader, The English Journal, in a book review of January, 1928, pronounces this “a readable but scholarly volume exploring the increasingly popular field of biography as color, warmth, movement, and emotional flow,” adding that it is “a summary of the field, with annotations on criteria and standards.”

Upon its appearance, Biography was included in the Booklist, published monthly by the American Library Association as a selective guide to new books.

Dr. S. Parkes Cadman, of Brooklyn, made a very complimentary reference to this volume last month in his syndicated questions-and-answers column, which appears in daily papers in America and abroad.

Lyman B. Sturgis, book editor of the Century Company, says: “We are congratulating ourselves that we have so important a book on our list. It is so fresh in treatment and so well written that the book ought to go far.”

Very significant is the estimate of Gamaliel Bradford: “It is a most painstaking and suggestive essay in a very difficult and unexplored subject, and I hope it will receive the understanding welcome which it deserves. It is indeed a great loss to all biographical workers that Professor Johnston could not follow it up with the results of his extensive studies in other departments of the same field. The book interests me so much that I think I shall be tempted to make an excursion into the same field myself, of course... recognizing and amply acknowledging the debt I shall owe to him for information and suggestion of all sorts.”

We shall include one more quotation from a personal letter—from that of Dr. Julian A. Burruss. “This is a valuable work, a pioneer work in a field that is important and that appeals to the amateur as well as to the professional literary man. To me it speaks more than it could possibly do to one who did not know the author. All through it I see him: his most unusual mind, so versatile yet so capable in the several fields in which he took peculiar interest; his conservatism and charity where others were concerned; his innate modesty as to his own ability and accomplishments; his love of truth, and yet his gentleness in referring to his fellow-men; his inherent qualities and habits of thought of the old type of ‘gentleman and scholar’—all stand out in this book.”

Two other specimen clippings must suffice to give the tone of the various book
reviews throughout the country. In the Syracuse (N. Y.) Standard appeared the following:

The literature of personality is always interesting if the subject of it is the least bit interesting. The approach to any subject is personal. Emerson said that there is something in the person that never gets into what the person does. The person is more interesting than his works. Gamaliel Bradford’s "Darwin" is far and away more interesting than any study of Darwinism with Darwin left out. Jesus is more interesting than Christianity, or than the depersonalized Gospel. There is in reality no depersonalized Gospel. The best history of science is the story of the scientists. Jean Henri Fabre is more interesting than anything he ever wrote about what he found in the insect world of his back yard. Not all of our curiosity about people is evil. We care more for them than for the houses they build. Napoleon and Bismarck and Caesar have outlived the states they founded.

There is a permanence in personality which is spared only with ideas. Thus it happens that a publisher can say that a million readers wait anxiously for the reinterpretation of old lives. And thus it happens that the "New Biography" is upon us, with what The Outlook calls its "snobbery," its delving into old gossip and key-hole stories of the lives of the dead.

Professor Johnston comes into this presence with his book on the materials and the principles of biography. He examines the remains, the literary remains, of men and women. He classifies and arranges these remains, and explains how the writer of biography should handle them. He shows how a journal, a poem, or a scrap of biographical material, must be dealt with as a part of the living experience of the one who wrote it.

If the outlines of Professor Johnston’s book were followed by the writers of the new biography, of any biography, there would be less exploiting of this or that incident or fragment, and a more symmetrical story, in which the large outlines of the subject would stand out in the perspective. The writing of biography is becoming an important factor in our knowledge of history. It can be made more accurate by following the counsels of Professor Johnston.

And from the Knickerbocker Press at Albany this review is taken:

Professor Johnston pioneers in literary criticism with his analysis of what constitutes good biography. This is an age of biography; perhaps no other form of literature has flourished so mightily in the twentieth century. So many, so varied, so skilful the efforts of twenty or thirty leading writers that the public almost has ceased to apply critical standards to their work. Perhaps there has been no outstanding critic who was able to point out what such standards should be and hold them steadfastly before the eyes of his fellows.

At all events, Professor Johnston has filled the breach. In a volume which undoubtedly is authoritative and which succeeds in being keenly interesting as well, he builds up the artistic canons which should govern biography. Resenting the cheap criticism which brands each successive biography as the “definitive life,” he gives an admirable series of tests for what really constitutes a definitive life.

He is by no means unaware of the vast extent of his field. In his chapter on "The Remains of a Dead Man’s Individuality," he classifies the various types of biography with a clarity which brings order out of chaos. The analysis is fully documented by references to most of the generally known biographies. In an appendix he shows his thoroughness and his point of view in a glossary of terms defining the aspects of biography.

The book should be interesting to the general public which already has given such striking evidence of its preoccupation with the subject. It should be invaluable to writers and critics, each seeking to advance somewhat an art which promises to be the most perfect of our times.

The following article from the Harrisonburg Daily News-Record of October 18, 1927, shows how the book was received at home, among the author’s close friends.

Himself a man of abundant personality, it was natural that James C. Johnston should have responded to the special appeal of biography and, over many years, should have read widely in this department of literature. For he found that “in no other literary form is personality so completely the determining factor.” This wide familiarity in the field of biography it was that equipped him so well to undertake the preparation of a volume which would point out the art and the method of the writer of biography.

“In the publisher’s records for 1925,” he says, “biography alone among the principal departments of publications showed an increase in the number of works over the preceding year. While the demand for biographical works of all kinds has never before been so general, and the bookmaker’s art in presenting them so skilfully exercised, the indiscriminate choice of subject and the almost absolute abandonment in the handling of biographical material reflect seriously upon the intelligence of modern readers.”

The author regards biography (in its popular form of expression) as an art not old, but still exceedingly complex. “This complexity,” he says, “with the present confused standards, or the more general lack of standards, raises many obstacles to its highest appreciation and greater possible enjoyment, except among the few who have made it an object of close study.”

The peculiar merit of this volume, then, lies in the fact that the author has read extensively with an eye to the various approaches and methods in the writing of biography and has furthermore undertaken to classify and systematize the field.

Gamaliel Bradford, distinguished author of Lee The American (1912), Confederate Portraits (1914), American Portraits (1922), Damaged Souls (1923), Wives (1925), and perhaps a dozen more volumes, has written an introduction in
which he refers to the author as "a pioneer in the elucidation of an immensely complicated and largely unexplored subject." In Mr. Johnston's pages he finds "an ample accumulation of material and an earnest and enthusiastic discussion of the manifold aspects" in which biography can present itself.

In the chapter entitled "Nihil Nisi Verum" one meets the question of how far the biographer should go in his disclosures of his subject's foibles and weaknesses. Here the author sets up standards that will enable one to read more discriminately many biographies now current, such as Hibben's Life of Henry Ward Beecher, Rupert Hughes's or W. E. Woodward's Life of George Washington, Russell's Benjamin Franklin—biographies that present a picture much more human than "ideal."

The broad scope of the term biography is apparent as the author discusses its many types, chief among which are: the autobiography, memoirs, diaries, the confession, the letter, the biographical essay, the literary portrait, the literature of travel, biographical poetry.

The appearance of this posthumous volume will be especially gratifying to the many friends of James Johnston who were shocked at his death last June. In this book is ample evidence of a success that lay just ahead of him in the field of literature. Following the completion of this work, it was his purpose next to write a life of Matthew F. Maury, a most appropriate objective, for it would have combined Mr. Johnston's interest in science and his application of the very principles of writing which he has analyzed in the present volume. But for his untimely death, one may be sure that "Biography" would shortly have been followed by other studies of equal merit with this one.

We can not better close than with the foregoing appreciation from Mr. Conrad T. Logan, colleague of Mr. Johnston, and joint-editor with him of The Virginia Teacher.

ELIZABETH P. CLEVELAND.

Of the graduates of New York State normal schools and teachers' colleges in the past six years, it is known that 94.25 per cent taught the year after graduation, and that 96.42 per cent of those who taught were employed in the schools of the State of New York. The relatively small number not recorded as teaching includes those who are continuing their studies, those who were unable to find positions, those who failed to report their movements, and those who married or died.

ECONOMIC RESOURCES AND SCHOOL COSTS: 1926

Some Measures of Our Educational Interest

In 1926, the estimated value of tangible wealth in Virginia was $5,702,450,000; the yearly current income was $1,264,561,200; the amount in savings accounts was $229,383,000. This state expended $49,549,100 for the construction of buildings; and a total of $74,878,320 for the following articles: soft drinks and ice cream, theatres, candy, chewing gum, tobacco, sporting goods and toys, jewelry, perfumes and cosmetics.

As compared with these indications of its economic resources and buying power, Virginia expended $21,755,438 in 1926 for public elementary and secondary schools.

For every thirty-eight cents expended in 1926 for public schools, the people of Virginia had $100 of tangible wealth; for every $1.72 expended for schools the people of Virginia had $100 of current income; for every $9.48 expended for schools, there was $100 in the savings accounts; for every $43.91 spent for schools, the people of Virginia spent $100 for building construction; and for every $29.05 expended for schools, $100 was expended for the above mentioned luxuries.

Below National Average

In only two of these items does Virginia show a better interest in education than does the nation as a whole. These are in the proportions that the public school expenditures are of the total savings accounts and of the building expenditures in the state for 1926. It is interesting in this connection to give the similar data for the United States as a whole.

For every fifty-five cents expended in 1926 for public schools the people of the United States had $100 of tangible wealth; for every $2.25 expended for schools the people of the United States had $100 of
current income; for every $8.18 expended for schools there was $100 in the savings accounts; for every $29.42 expended for schools the people of the United States expended $100 for building construction; and for every $32.39 expended for schools $100 was expended for the above mentioned luxuries.

These data . . . . represent authoritative educational research effort from the highest sources available in such matters, and as such are worthy of close consideration.

Two Significant Facts

Two of the other comparative facts that come to light in this table are exceedingly significant.

In 1926, only five states expended for public schools a smaller percentage of their yearly current income than did Virginia (1.72 per cent). These were as follows: Georgia, 1.27 per cent; Kentucky, 1.41 per cent; Rhode Island, 1.58 per cent; District of Columbia, 1.59 per cent; and Maine, 1.70 per cent.

Nevada was the only state with a smaller per cent that the yearly schools costs were of the total value of her tangible wealth. The figure in that state was 0.31 of one per cent. The corresponding figure for Virginia was 0.38 of one per cent, and Georgia tied with her for second place from the bottom.

While the other items make a better showing for Virginia, the two given are perhaps the best gauges of the support which Virginia is furnishing to her public elementary and high schools in proportion to her ability to do so. From these figures, one seems forced to the conclusion that Virginia is able to do much more handsomely by her educational system all along the line—elementary, secondary and higher—than she is doing at the present time.

What concern of the state is more important? The thoughtful citizenship of the state can well afford to ponder the figures. They are full of significance.

In this connection, the following quotation from the recent Educational Survey of Virginia is a pertinent one:

“The people [of Virginia] are proud of the status of Virginia among sister states and they are jealous of her prestige. They appreciate today as they have not appreciated heretofore, the fact that one state cannot keep abreast of other states unless its educational system is extended and perfected as the social conditions in the state become more complex and as neighboring states improve their educational programs. Virginia understands that a community within the state cannot prosper if it is detached and remains isolated from and independent of other communities. In the same way, a state cannot prosper unless it takes account of and is governed by the development and activities in other Commonwealths.”

University of Virginia News-Letter.

CLASSES IN SIGHT-SAVING

Teachers of children with seriously defective vision in sight-saving classes must have unusually good eyesight themselves, pointed out Mrs. Winifred Hathaway, Associate Director of the National Society for the Prevention of Blindness, of New York City, addressing the International Council for the Education of Exceptional Children in Toronto. Other personal and educational qualifications for prospective teachers were outlined by the speaker, who is recognized as the best authority in America on the subject of sight-saving classes.

“No longer do we believe that in specialized lines of education only those suffering from defects similar to those of their charges can appreciate these sufficiently to make understanding teachers. The blind taught the blind; the deaf, the deaf. It needs only to reduce this to the absurdity of mentally deficient people for teachers of the sub-normal to prove the fallacy. If a teacher has not in her make-up that aptitude for vicariousness which enables her to appreci-
ate the difficulties of her pupils, she would better choose some other profession.

NEW GLASS ADMITS ALL SUN RAYS

HOSPITALS and many private homes where there are children have been intensely interested in the new glass produced in recent years to admit the ultra-violet rays that the ordinary window glass almost shuts out. Manufacturers proved by experiments in physical laboratories that the new glass admitted these very necessary sun-rays. An interesting point has been raised by Dr. W. T. Bovie of the Northwestern University Medical School at Chicago, Illinois. Dr. Bovie claims that he has had even better results with chicks than the laboratory experiments would lead anyone to suppose. Professional men are divided, however, in what they really think about this ultra-violet admitting glass. Some of them swear by it and use it in their playrooms for their own children. The most authentic and conservative reserve their judgment. Meanwhile Dr. Bovie, experimenting with chicks, finds it more effective than the physical tests would suggest.

ONE HUNDRED THOUSAND DOLLARS FOR THE REMOVAL OF ILLITERACY

Alabama will spend fifty thousand dollars out of the State Treasury annually for the removal of illiteracy, the Legislature which recently adjourned having made such appropriation. This amounts to $37,500 over its previous annual expenditure for this purpose. Since the county and city school boards are authorized to make similar appropriations to meet state expenditures, it will probably mean one hundred thousand dollars expended annually to wipe illiteracy out of the State.

MAY DAY

By Grace Turner, Staff Associate of the American Child Health Association

In through the windows May is breaking
Out of their sleep the children waking;
They will be quick to follow the light
Over the hills and out of sight.

Some say that fairies, with hair like silk,
Come begging of mortals a bowl of milk;
Some say that you must not let them in
Lest tears and trouble should somehow begin.

But I, if I saw a fairy today
Swinging on grasses along the way,
Should feel that he surely must be good
And I'd stop to speak to him if I could.

I'd heap up a big bowl full to the brim
And Oh most courteously offer him;
Then, "Will you excuse me?" I would plead,
"For swift to the meadow I must speed.

"We're winding a daisy chain, you see,
"And down in the meadow they wait for me.
"We're singing a song the May to greet
"And I want to sing, for the song is sweet."

"We're singing of children who love to go
"Where breezes laugh and play and blow;
"Where clover blooms in the pasture land
"And milk-cows in the tree-shade stand.

"We sing of plows that cleve the earth
"And of the seeds that bring to birth
"All things that make us grow and live,
"All things that strength to bodies give.

"We sing of sleep at set of sun
"For beasts, birds, children, everyone;
"We sing of happiness that lies
"In human hearts and heaven's skies."

As I go skipping down the lane
I'll look for fairies all in vain;
But I shall dance and sing today
To greet the children's First of May.
SCHOOLROOM HUMOR

A class at George Washington University recently waited fifteen minutes for an instructor and then dispersed. The next day the instructor claimed to have been in the class because he had left his hat on the desk. On the following day upon entering the classroom he was greeted with rows of chairs occupied only by hats, but not one student. Our informant does not state whether or not the instructor left his hat and went home.

HIS NEED

A University of Chicago professor, invited to address a club meeting, chose as his subject, “Need of Education.” The following day a newspaper headline reported: “Professor’s Speech Shows Need of Education.”

LXXXX

A school inspector came before a class of girls. He wrote upon the blackboard “LXXXX.” Peering over the rim of his specs at a good-looking maiden he asked, “I’d like you to tell me what that means.”

“Love and kisses,” the girl blushingly replied.

HE KNEW

Father: “So you know as much as your teacher, do you? Where do you get that idea?”

Willie: “Well, she told me so herself. She said she couldn’t teach me anything.”

HEAVY

Student: “I should have more credit on that first question. I wrote six pages.”

Professor: “We don’t weigh the papers.”

BIPED

Teacher: “A biped is anything that goes on two feet. Bobbie, can you name one?”

Bobbie: “Yes, ma’am, a pair of shoes.”

MAYOR THOMPSON MADE THIS UP

A pompous English educator was putting a Los Angeles primary class through a rather severe European test and his rather supercilious manner made anything but a hit with the youngsters. Young America immediately began to scheme and before long, golden opportunity came.

“And w’at is the capital of ’olland?” the Englishman wanted to know.

“H,” was the prompt reply of a smart boy in the back row.

CONSIDERATE WILLIE

Teacher: “I’m not pleased with your homework, Willie. I believe I’ll send a note home to your father about it.”

Willie: “Please, teacher, I don’t think he would like it; you see, he corrected it for me.”

THAT ABSENT-MINDED PROFESSOR

Wife: “Do you realize that twenty-five years ago today we became engaged?”

Absent-minded Professor: “Twenty-five years! You should have reminded me before. It’s certainly time we got married.”

ADVICE TO ORATORS

Professor (addressing class in oratory): “Remember the wheel, boys.”

The boys, not comprehending, waited for further enlightenment.

Professor: “The longer the spoke, the longer the tire.”

A GOOD SIGN

Teacher: “Late again?”

Student: “As I was coming to school a sign on the corner said, ‘School, go Slow,’ and I took my time!”

DO THEY?

Mother: “Tommy, why are you always at the tail end of your class?”

Tommy: “That’s all right—they teach the same things at both ends.”
EDUCATIONAL COMMENT

THE TEACHER IN A CHANGING ERA

Lecturing on the general subject "American Inquisitors: a Commentary on Dayton and Chicago," Mr. Walter Lippmann, chief editorial writer of the New York World and author of "The Stakes of Diplomacy" and "Liberty and the News," recently delivered a series of addresses provided by the Page-Barbour Foundation at the University of Virginia.

"The advancement of human liberty," said Mr. Lippmann, "has as a matter of practical politics consisted in building up centers of resistance against the absolutism of the reigning sovereigns. Whatever the sovereign, the program of liberty is to deprive him of arbitrary and absolute power."

Mr. Lippmann pointed out that the conflict between fundamentalism and modernism is essentially irreconcilable and asserted that the teacher who wishes to understand his position in the modern state must abandon the notion that he is a neutral. In so far as he makes any impression whatsoever on his pupils, he must tend either to confirm or to weaken the ancient modes of thinking; he must either lead the child toward the modern spirit or away from it. He continued:

"The more clearly the teacher realizes the nature of this transition and its profound implications, the more successfully he will find his way through its perplexities. Only by understanding that he is in the midst of a revolutionary change, and that he is the responsible agent of that change, can he hope to find out what his duty is.

"The teacher as a teacher stands somewhere between the unlearned and the immature on the one hand and the learned and the mature on the other. He has, therefore, to take into account not merely the correct science of his time, but the minds and characters of his pupils."

COMMONWEALTH FUND ENLARGES ITS SCOPE

With the discontinuance of the Joint Committee on Methods of Preventing Delinquency, the Commonwealth Fund, through its Division of Publication, has taken over the publications of the Joint Committee.

The Commonwealth Fund also announces the early publication of a pamphlet entitled "The Child Guidance Clinic and the Community."

This pamphlet is available to those who are interested professionally in the development of community child guidance clinics. Teachers may address the office of the Division of Publications, 578 Madison Avenue, New York City.

RECENT AIDS TO CLASSROOM TEACHERS

Beatrice J. Servis of Los Angeles summarizes the reports of ten principal American cities on the outstanding recent benefits conferred upon classroom teachers by boards of education, as follows:

Seattle—sabbatical leave, demonstration schools, libraries.

Omaha—sick leave, tax levy fixed by state, board of education firm in fair salaries for teachers.

San Francisco—sick leave (five days full
pay, ten days half pay), leave of absence, increase of salary.

Kansas City—bonuses for professional training, sick leave (twenty days with no reduction of salary).

Norfolk—sabbatical leave.

Spokane—single salary based on teacher's training and experience.

Los Angeles—superintendent's advisory committee.

Denver—single salary, freedom in curriculum-making with teacher participation, sick leave (five days full pay).

Dallas—teacherages, insurance, sick benefits, sending delegates to the convention.

Chicago—no benefits!

ARE WE AS POOR AS WE SAY WE ARE?

For every $29.05 expected for school purposes in Virginia, residents of the state spend $100 for soft drinks, ice-cream, theatres, candy and chewing-gum, tobacco, sporting-goods and toys, jewelry, perfumes, and cosmetics.

For the nation as a whole the American people spend $32.29 for schools as against each $100 for these same luxuries.

Our neighboring state of North Carolina spends $53.98 as against our $29.05, while West Virginia spends $41.22.

Apparently Virginia people are willing to spend a larger proportion of their income on luxuries than are the people of West Virginia and North Carolina.

TWO NEW DIVISION SUPERINTENDENTS

W. S. Brent, former principal of Deep Creek High School, has been named division superintendent of Lancaster and Northumberland counties, and Tyler Miller has been named superintendent of Rappahannock and Warren counties.

Mr. Brent is a graduate of William and Mary College and comes to the superintendency after nine years in his present position.

Mr. Miller, who is a graduate of the Virginia Military Institute, succeeds the late H. E. Hite.

AWARD TO DR. DILLARD

The Harmon award made annually to the individual who has done most to improve race relations in the United States was given on March 18 in Washington to Dr. James Hardy Dillard, of Charlottesville.

Dr. Dillard is president of the Jeannes Foundation and rector of William and Mary College.

WANTED—A CLEARING-HOUSE OF EDUCATIONAL RESEARCH

Urging the establishment of a Department of Education, with a Secretary in the President's cabinet, Superintendent William M. Davidson, of Pittsburg, chairman of the Legislative Commission of the National Education Association, said at the Boston meeting of that body:

"Millions of dollars a year could be saved by taxpayers of local school districts by the creation of a United States Department of Education, to act as a clearing-house of educational research and information, under a secretary in the President's Cabinet.

"We are not asking," he said further, "for federal control or direction of education. The Constitution guarantees that the states shall control their own schools. But school directors, administrators and teachers, and the people generally, who pay the bills, look to the Federal Government to do things that the states cannot do for themselves. One of these is to co-ordinate federal educational activities now scattered; another is to set up a clearing-house of information; another is to recognize the dignity of education by a place in the Cabinet."
CITY STATES PREDICTED

Formation of city states as the solution of the problems arising in a nation that is becoming predominantly urban was predicted by Professor Charles E. Merriam, Chairman of the Department of Political Science of the University of Chicago, in his recent Convocation address on "Metropolitan Regions." Professor Merriam pointed out that there are seventeen metropolitan regions having a total population of 26,500,000, while seventeen states have a population of less than 1,000,000 and nine states a population of less than 500,000.

"Regions of the type of New York, Chicago, Boston, Philadelphia; and London, Paris, and Berlin are unities in the economic sense and they also represent types of social and cultural unities," Professor Merriam said. "But from the governmental point of view each of these regions is highly decentralized. In Greater Chicago, for example, there are not less than 1,500 independent governing agencies. It is obvious that some more compact form of organization is necessary to enable such groups to carry on their governmental functions effectively.

"The state has found difficulty in administering itself, to say nothing of the task of supervising the administration of its municipalities. It is too much to expect New York to supervise New York City, or Illinois to supervise Chicago, when these cities are half of the supervisory body itself. As a result, it is probable that in the near future there will be a strong plea for the organization of certain metropolitan regions as independent states."

HOME ECONOMICS IN LAND-GRANT COTTAGES

The number of students of home economics in land-grant colleges of the United States has increased steadily since 1905 when the total enrollment was 717. In 1910 the number was 1617; in 1915 it was 4431; in 1920, 5988; and in 1925, 7393.

ELEVEN COMMANDMENTS

From the Schoolmaster and Woman Teacher's Chronicle, a London magazine, comes the following tabulation of advice—a new decalog—and more:

I. Thou shalt have other interests besides thy schoolroom.
II. Thou shalt not try to make of thy children little images, for they are a live little bunch, visiting the wriggling of their captivity upon you, their teacher, unto the last weary moment of the day; and showing interest and co-operation unto those who can give them reasonable freedom in working.
III. Thou shalt not scream the names of thy children in irritation, for they will not hold thee in respect if thou screamest their names in vain.
IV. Remember the last day of the week, to keep it happy.
V. Humor the feelings of thy children that their good will may speak well for thee in the little domain over which thou rulest.
VI. Thou shalt not kill one breath of stirring endeavor in the heart of a little child.
VII. Thou shalt not allow any unkindness of speech or action to enter the door of thy room.
VIII. Thou shalt not steal for the drudgery of many "papers" the precious hours that should be given to recreation, that thy strength and happiness may appear unto all that come within thy presence.
IX. Thou shalt not bear witness to too many "schemes of work," for much scattered effort is a weariness to the soul and a stumbling block to weary fingers.
X. Thou shalt not covet thy neighbor's room, nor her children, nor her manner, nor her system, nor anything that is thy neighbor's, but work out thine own salvation with fear and trembling—only don't let anyone know about the fear and trembling.
XI. Thou shalt laugh—when it rains, and wee, woolly ones muddy the floor, when it blows and doors bang, when little angels conceal their wings, and wriggle, when Tommy spills ink and Mary flops a tray of trailing letters; when visitors appear at the precise moment when all small heads have forgotten everything you thought they knew.

And again I say unto you, laugh, for upon these commandments hang all the law and the profits in thy schoolroom.

Our machinery is modern; but our institutions are medieval. They are changing—into what, we do not know. For the present we think of the process as the “deplorable loosening of modern life.” Manners and morals, we say, are being “relaxed.” We do not reflect when we say this that those manners and morals belong to an era which we snub with the epithet “dark ages.”

C. E. Ayres, in *Science the False Messiah*

Speaking of fraternities, Dr. R. E. Blackwell, president of Randolph-Macon College at Ashland, made the following statement to the press recently. “Enemies of frats say they’re undemocratic. They are. They say they’re expensive. They are. They say they foster snobbishness and cliques among students. They do. But even with all that, they do a lot of good.

“Many fraternities bring up scholarship standards. Many of them require a far higher grade as a prerequisite of initiation than their universities require as a requisite for a student remaining in school.

“If we don’t have fraternities, we must remember, we’ll have cliques and snobbishness just the same.”

To assist in the building of the new high school at Bedford City, a loan of $25,000 from the literary fund has been authorized by the State Board of Education.

THE READING TABLE

*Important Magazine Articles*

The ten outstanding magazine articles selected by the Franklin Square Council of Librarians from the April issues of magazines published in America, are as follows:


The Eighteenth Amendment is Void—Henry Alan Johnston in *Century.*

Business in a Presidential Year—David Friday in *Review of Reviews.*


Dupont: A Story of Industrial Genius—M. S. Rukeyser in *Review of Reviews.*

Nomadic America’s Changing Spending Habits—Frank E. Brimmer in *Magazine of Business.*

Spanish-American Literature—Frederick Lughtens in *Yale Review.*

My Philosophy of Industry—Henry Ford in *Forum.*

Adolescent America—William B. Munroe in *Survey Graphic.*

The Deeper Significance of Prohibition—Henry Fairchild in *Virginia Quarterly Review.*

THE NEW VARIORUM EDITION OF SHAKESPEARE HAS ITS TWENTIETH VOLUME

With the appearance of “Coriolanus,” edited by Horace Howard Furness, Jr., in the New Variorum Edition of Shakespeare, the twentieth volume of this scholarly work is complete. Edited for over forty years by Dr. Horace Howard Furness, who upon his death bequeathed the task to his son, this critical heritage has become at once a staff and a mecca for lovers and students of the Stratford dramatist, as well as for pains-taking producers of his plays.

“Who holds a volume holds the fruit of all past criticisms and comment on that play,” said the late Talcott Williams in speaking of the Variorum Edition. This is made possible in “Coriolanus,” as in each of the preceding nineteen volumes, by the thorough correlating of pointed, interesting
comment from the greater critics on important passage, dubious phrase or obsolete term. The reader embarks upon the "adventure of unsealing the cave of all the winds of scholarly criticism," as Frederick Tupper put it so aptly in the Nation.

The careful and authoritative scholarship on the part of the editors has made the Variorum Edition an essential part of the libraries of hundreds of schools and colleges. As history, biography and criticism all in one it has become indispensable for reference wherever students are aware of Shakespeare.

The New Variorum Edition is published by the J. B. Lippincott Company.

A one-volume work on the philosophy of John Dewey is now announced by Henry Holt and Company for early publication. Under the editorship of Dr. Joseph Ratner and with the personal supervision of Dr. Dewey, the thoughts of America's most original living philosopher are being assembled into one comprehensive volume.

THOM RECEIVES MEDAL FOR BEST BOOK FOR PARENTS

Dr. Douglas A. Thom, Director of the Division of Mental Hygiene of the Massachusetts Department of Mental Diseases, has been awarded the medal for the best book for parents published during 1927. The medal, which is presented by "Children, The Magazine for Parents," is awarded for Dr. Thom's book, "Everyday Problems of the Everyday Child."

Last year the first award of this medal was made to Angelo Patri for his book, "The Problems of Childhood."

The medal is the work of Miss Jessie Gillespie, and the inscription reads "Puer melior—civis optimus," or "The better the child, the better the citizen."

BOOKS OF INTEREST TO TEACHERS


It is good to know that the author regards design as the first and foremost consideration in linoleum printing. He wisely states that art and craftsmanship must not be sacrificed for the joy of the printing process and printing results.

Splendid designs by various artists illustrate, in various subjects, the results of linoleum engraving. The strongest ones in design, value, and workmanship seem to be portrait and figure illustration engravings. The daintier and more complex ones are landscape and architectural in nature.

In a clear way the practical uses of linoleum printing are explained and every step in linoleum cutting and printing is described, from the selection of suitable linoleum, tools, tracings, and printing, to the final results. Careful instruction is given to the process of printing several colors in one design.

One admires the general appearance of this little book which is of attractive paper and cover designs. Would it be of more value had a short history of block printing been given?

A. A.


Miss Thompson brought joy to the hearts of many little children by compiling a beautiful collection of poems under the title of "Silver Pennies." In *The Golden Trumpets* she presents delightful reading material in prose about fairies, goblins, and dragons. Children of the second and third grades will enjoy the pranks and revels of Colweb, Coralwing, and Peachbloom, and will gleefully follow Molly and Billy into Fairyland on a wonderful adventure.

In this little book we find valuable supplementary material for reading that will hold the child's interest, call into play his imagination, enlarge his reading vocabulary, and create a love for stories. All of this will do much to further the aims of teaching reading in the primary grades. In addition, there are valuable training exercises to test comprehension, as *Something to Find, A Puzzle, Is This What the Story Tells? A Pantomime*.

E. G.


Knock at the Door, Peep In, Lift the Latch, and Walk In are the four themes for this delightful set of readers. A child can hardly help reading from them, for the material is so interesting that his curiosity is at once aroused; the illustrations are so bright, colorful, and suggestive that they carry him on almost in spite of himself. The
manuals are carefully worked out with suggestions for checking the child's reading. This series embodies the results of all the research made in the field of reading. No teacher would make a mistake in including it in her library.

M. L. S.


The teacher will find this volume simple in language, modern in method, insistend upon daily mastery and review, mindful of derivative values, and provocative of independent thought. In both material and method of presentation, this book conforms to the spirit and specific recommendations of the Report of the Classical Investigation. Beginning with the second lesson, the pupil is trained to read simple and connected Latin narrative based on material from Roman history or classical mythology. The vocabulary, inflection, and syntax are functional. They are purposely incorporated in the narrative and are studied as an aid to reading the Latin. The illustrations, with few exceptions, will enable pupils to visualize Rome at the apex of her glory. Each is an integral part of the book and has a purpose. One lesson in every ten is devoted to derivation. In addition, almost every lesson contains a Word Study based on the vocabulary of that lesson. Descriptive paragraphs in English of either classical or modern works of art link the life of the ancients to our own.

JOHN A. SAWHILL.


This little book embodies a review of the essentials of Latin grammar presented with good old-fashioned thoroughness. At the same time it is so richly supplied with apt and simple illustrations of every principle as to conform with present-day methods of teaching. This book should be in constant use beginning with the second year. It has been prepared after a careful study of examination questions in Latin Grammar and Latin Composition set since 1901. It will be found to satisfy the requirements of our best secondary schools.

JOHN A. SAWHILL.


After experimenting for fifteen years to find the ideal mixture and lowest price technique for a perfect play ground and tennis court, Dr. Browne announces the successful completion of his search in this booklet.

During the course of his experiments Dr. Browne has tried out all kinds of materials and methods in building more than two hundred tennis courts and has proved the validity of his "Velvet Surface" during the past six years in the building of forty-two tennis courts, mostly in Tennessee and California, with his method of mixing bituminous compounds and saw-dust. All materials can be bought at any local market.

The number of days in which physical training can not be conducted in the open air, in the large majority of states, very limited. During the school year of 1926-1927 there were in Nashville, according to Dr. Browne's tests, only twelve days when overhead weather conditions would not have permitted outdoor exercises. He states it is mud and ground conditions that prevent outdoor recreation, tennis, etc. all the year round.

The new publication gives specific details and directions for surfacing play areas and should be of vital interest to school officials, play ground and park commissioners, city and realty engineers, and landscape architects.


This small number textbook is filled with many games for drill which will interest any child beginning the addition and subtraction combinations. Besides these games there are many practical exercises and problems which give much opportunity for the use of the number facts gained. The book is meant to be put in the hands of children in the second grade. The context is simple and clear enough to be easily read and used in this grade and will thus afford good practice in silent reading. The illustrations are unusually attractive and will help to create a lively interest in this study of the number combinations.

V. B.


The appeal of music is universal. In order to awaken a classroom of drowsy children or quiet a restless group, the teacher has only to say, "Children, what song would you like to sing?" When a book like this is given to children during their first year of school, they cannot help singing nor getting a feeling for music. The music is full of rhythm, the words are good literature, and there is a wide range of material—from folk songs to those about the circus—so that individual interests are satisfied. The book is attractively gotten up with many black and white sketches illustrating the songs.

M. L. S.

NEWS OF THE COLLEGE AND ITS ALUMNÆ

CAMPUS NOTES

Alpha Chi Chapter of Kappa Delta Pi has recently elected the following new members: Mary Moore Aldhizer, Broadway; Frances Bass, News Ferry; Martha Derrick, Pulaski; Leonide Harriss, Norfolk; Virginia Harvey, Roanoke; Lillian Jackson,
Winchester; Jane Nickell, Herndon; Mary Rhodes Lineweaver, Harrisonburg; Anne Proctor, Drakes Branch; Mamye Turner, Stone Mountain; and Mildred Rhodes, Newport News.

The formal installation services of the Student Government officers was observed Tuesday, March 27. Mr. Duke made the principal address in which he pointed out many of the new improvements which are to strengthen the College. Mary Fray, the retiring president, made a short talk about the responsibilities of Student Government, and the reply of her successor, Florence Reese, was in keeping with that same spirit.

Founders' Day was commemorated at the College March 14 by most appropriate exercises. The Honorable George B. Keezell, who was so largely responsible for the location of the College in Harrisonburg, was the chief speaker of the occasion. He related fully all the circumstances concerning the very beginnings of the idea about a "normal school." Miss Cleveland, one of the members of the original faculty of the institution, gave a few of her memories. It was quite fitting that Dr. Wayland, another member of that first faculty, should conduct the devotional exercises. Greetings from representatives of state, city, and county were read.

The end of the winter quarter marked the close of the basketball season. Harrisonburg made a total score of 269 points as compared with a total score by opponents of 131. The games played, with the scores:

- Leakesville (N.C.) Y. W. C. A. 18, H. T. C. 39
- Frostburg (Md.) Normal 16, H. T. C. 52
- Fredericksburg T. C. 13, H. T. C. 26
- Farmville T. C. 13, H. T. C. 33
- Radford T. C. 12, H. T. C. 24
- Fredericksburg T. C. 13, H. T. C. 34
- Farmville T. C. 9, H. T. C. 23
- Frostburg Normal 13, H. T. C. 27
- Radford T. C. 23, H. T. C. 11

Kathryn Pace and Mary Watt attended the convention of the Columbia Scholastic Press Association held in New York City March 9 and 10. Kathryn Pace, the new editor of the Breeze, takes up her duties now. Mary Watt begins work next fall.

Spring vacation lasted from March 16 to 20. The new quarter opened with an enrollment which has increased beyond the 800 mark. Twenty-five new students were added to the student body.

Virginia Harvey has been admitted to the Aeolian Music Club. She passed an examination on voice which was noteworthy since very few of the members were admitted through this department.

The votes for the "Mirror" have been taken, but the results will not be known until the Schoolmaid arrives in June. The May Queen and her court have been elected, but the results of this election are likewise a secret. All individual pictures have been taken for the annual, and group pictures are rapidly being made.

The Page Literary Society and Lee Literary Society have elected their new officers. The officers of the Page Literary Society are:

- Phyllis Palmer, president; Margaret Birsch, vice-president; Virginia Oakes, secretary; Julia Reynolds, treasurer; Dot Lindgren, sergeant-at-arms; Jane Nickell, critic; Mildred Rhodes, chairman of program committee.

The officers of the Lee Literary Society are:

- Mayme Turner, president; Helen Holladay, vice-president; Juanita Beery, secretary; Mary Brown Allgood, treasurer; Frances Rand, Sergeant-at-arms; Mildred Berryman, critic; Mary Moore Aldhizer, chairman program committee.

The Frances Sale Club officers for next year are elected:

- Eugenia Eley, president; Mary Watt, vice-president; Lestelle Barbour, treasurer; Mary Brown Allgood, secretary; Mariana Duke, chairman program committee.

The Blue Stone Orchestra is now directed by Mr. Harman of the Harman School of Music.

The new officers elected are:

- Gene Eley, president; Virginia Saunders, vice-president; Othelda Mitchell, business manager and treasurer; Mary Buchanan, secretary.

The Glee Club sang for the entertainment of the College Friday, March 30. The selec-
tions were taken from the “Nutchracker Suite,” by Tchaikowsky. The girls showed marked ability in putting on this program.

ALUMNAE NOTES

Mary Maloy is teaching at McDowell, Highland County, near her old home. Susie, her sister, is teaching in Cincinnati. Stella, another Maloy sister, is now Mrs. Paul Hiner.

Sina Kite writes from Bentonville, Warren County, Va. She has been teaching in that vicinity for several years.

Arline Driver is making a fine record at Mt. Clinton, Rockingham County.

Ruth Cary and Electa Stomback, who are among the Harrisonburg graduates who are teaching in Winchester, recently had prominent parts in an educational drama staged in that city.

Mattie Worster is doing fine work with the fourth grade in one of the city schools of Portsmouth. She is considering plans to attend the summer quarter in Harrisonburg. Her address is 806 Court Street, Hopkins Apartment No. 2, Portsmouth, Va.

Sarah Wade writes from Mountain Grove, Va. She is adding interest and variety to the life of her school by introducing some songs of historical value.

Linda Sparks Berrey sends greetings from Creeds, Princess Anne County, Va., where she is teaching at present.

Esther Coulburn, Mrs. Dance, of Roanoke City, was a recent visitor on the campus. We trust that her visits may be more frequent and longer.

Margaret Logan, Mrs. Wm. R. Smither, of University, Va., were visiting in Harrisonburg at the same time and accompanied Mrs. Dance.

Jean Robinson, whose old home is in Strasburg, is principal of the school at Phoenix, Nelson County. Some of her admirers sent her picture to the Richmond Times-Dispatch, wherein it appeared March 29.

Edith Suter, Mrs. Charles A. Funkhouser, of Dayton, Va., has lately enrolled for life membership in the Alumnae Association—a commendable procedure in which a number of our graduates are participating. It saves time, trouble, and money for them and aids materially in putting the Association on a permanent basis.

Mrs. Funkhouser is also planning to be on hand at commencement, for she has not forgotten that this is a special reunion year for her class, the Class of 1913.

Anna Ward, another member of the same class, was so determined to be here at commencement that she came on March 20, and enrolled again as a student. She is taking time by the forelock—with an extra good grip.

Mary Emma Scott, familiarly and popularly known among her campus intimates as “Scotty,” has made a name for herself in Europe as well as America. After some years in France and Italy she located in New York City, where she is manager of the Wonderland Tours. She herself is a real “Alice in Wonderland,” and she is opening the door to many others who are anxious for a peep inside. Her office address is Suite 1502, Knickerbocker Building, New York City.

February 28 Mary Lees Hardy married Mr. Robert Noerr of Washington City.

March 21 Mary Phillips married Mr. Lawrence C. Pitman in Richmond. They are at home in Williamsburg.

OUR CONTRIBUTORS

GEORGE B. KEEZELL represents Rockingham county in the Virginia House of Delegates, and for many years served in the same capacity in the Virginia Senate. As chairman of its first Board of Trustees, Senator Keezell exerted a large influence in the organization of the institution which he had taken so active a part in establishing.

ELIZABETH P. CLEVELAND is professor of French in the State Teachers College at Harrisonburg.
AMERICAN BANKERS ASSOCIATION TO PROVIDE 167 SCHOLARSHIPS

One hundred sixty-seven collegiate loan scholarships will be provided by the American Bankers Association Educational Foundation, 98 of which are now being proffered to 71 selected colleges and universities in 34 states, it is announced by John H. Puelicher, President Marshall and Ilsley Bank, Milwaukee, Wisconsin, as chairman of the foundation's board of trustees. The foundation fund of $500,000 was started in 1925 by the association to commemorate its fiftieth anniversary and aims to stimulate and aid worthy men or women students to pursue courses in banking and economics in collegiate institutions throughout the country. The scholarship awards will be available for the scholastic year beginning next fall and will provide recipients with loans of $250, to be repaid on easy terms following their entry into earning business life.

Proffers of one or more scholarships, setting forth the detailed rules under which the loans will be made through the collegiate authorities and the plan under which the recipients are to pursue studies under their supervision, have been made to the following Virginia institutions:

University of Virginia, Washington and Lee University, University of Richmond, William and Mary College.

All scholarship applications must be made formally through these college committees and not direct to the foundation. Three home-town references are required of each applicant, at least one of whom must be a banker. Only students of junior or higher grade in banking and economic courses are eligible and those who have also attended American Institute of Banking courses will be given preference. Scholarship payments will be given only to those whose means of education are dependent in whole or part upon their own efforts and will continue only during satisfactory scholastic standing or conduct.

The scholarship loans are at five per cent beginning the first day of the second January after the date the scholar leaves school and no interest will be charged if repayment is made prior to that time. Loans may be paid off in installments of $10 or more beginning as soon as desired but repayments must begin the first day of the second January after a student leaves school at the rate of at least $10 monthly to be applied toward reduction of principal and interest. After three monthly installments have been promptly met payments may be placed on a quarterly basis until the loan is wiped out which must occur within three years. Although action will be taken in case of delinquencies, consideration will be given to special circumstances such as ill health or unavoidable unemployment.

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