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Virginia Teacher, December 1928

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

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END—No man knows where
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SOME FEATURES OF THE
DALTON PLAN

STATED negatively, the Dalton Plan is a comprehensive effort to escape what is formal and mechanical in education. Stated positively, it is a fluid procedure, extremely sensitive to the needs of the individual as such and of the same individual as a member of a social group, and it is always ready to respond quickly to the stimuli coming out of these two sources. Elementally, it is a reorganizing formula in education which necessitates far-reaching readjustments.

To the rank and file of our profession, noted for their conservatism, the adoption of the Dalton Plan is a revolutionary act, and it is increasingly violent as the time necessary for making the change effective is shortened. It involves new ideals and objectives, frequently by a transference of emphasis. Likewise it involves new attitudes. It necessitates a different treatment of subject-matter and results in a sweeping modification of existing administrative devices. It throws a spot-light beam upon the individual pupil without alienating him from his social group. It tends definitely and clearly to remove responsibility in the educational process from the periphery of pupil experience and to fix it more nearly at the center. It makes necessary a new testing technique and it creates a new teacher-pupil relationship.

There are some outstanding features of a Dalton school which are easily recognized. There are others—and among these are some of the most important—which are not easy to recognize, but are elusive, difficult to discover, to analyze, and to evaluate.

I.

The absence of a uniform daily class schedule is characteristic of a typical Dalton school. This stands out in marked contrast to the organization of the traditional school, which requires a pupil to spend a fixed time period each day in certain specified classrooms and study halls. Both schools tend to be somewhat alike in that each usually requires a pupil to carry a minimum amount of work. The Dalton school, however, is not likely to be so rigid as the traditional school in fixing upper achievement levels for the most capable pupils and, at the same time, it is not likely to be so rigid as the traditional school in imposing upon the low-capacity pupil an impossible amount of work. In any case the Dalton school does not depend upon a uniform daily class schedule.

Inconsistent as it may seem to be, the Dalton school does depend upon a daily schedule of work. But it is not uniform. In fact it may vary for each pupil in attendance. And the responsibility for schedule-making, generally regarded as a function of the administrative officers, falls in the Dalton school upon the individual pupil. Each plans his own daily schedule of work on the basis of his present needs and he continues to do so as long as his results are satisfactory. When he fails to plan wisely in this respect, the fact is quickly apparent and his faculty adviser comes to his assistance.

In practice the individual pupil tends in schedule-making to increase the length of his period of application in a given subject. Frequently he will spend an entire day, sometimes two or three days, in the English classroom until the unit of work which he
has engaged to do is completed. He may then plan his work in the natural sciences or in the social sciences on the same basis. This arrangement is possible in practically all departments of a school with the exception, it may be, of certain beginning language classes using the direct method, and in shorthand and typewriting where the economical advantages of group instruction may seem to be outstanding.

From this it is to be correctly inferred that the visitor in a Dalton school would be quick to observe the absence of regularity in the passing of pupils through the corridors as they go from one classroom to another. The fact that each pupil follows his own schedule makes this a natural condition. In view of this it may seem reasonable to suspect that in a Dalton school there is a constant stream of pupils traveling from one part of the building to another, causing incessant disturbance. "No uniform class schedule means uncontrolled pupil movement," it may be argued. As a matter of fact the opposite is true. What has been secured in this respect in the traditional school by the imposed bell system is possible in a more complete degree in the Dalton school through the operation of the individual pupils' schedules of work and by the interference of the teachers whose business it is to make an investigation of any pupil whose practice it is to leave or to enter the classrooms frequently, or to be seen often in the corridors. Actually, the Dalton Plan efficiently operated is likely to result in appreciably diminishing the number of pupil transfers as compared with the number occurring in the traditional school.

II.

The written unit assignment is an outstanding feature of the Dalton school. It usually contains a block of work, having unity and coherence, which will, with the pupil's assignments in other fields, require about three weeks for completion. Being written, it affords opportunity for the teacher to be definite in setting up the task, making necessary on the teacher's part a high degree of familiarity with the involved subject-matter and greatly diminishing the opportunity of the pupil "to forget" the lesson.

The written unit assignment, generally known as a contract, may vary in form and organization but the typical one includes the following: the name of the school, the teacher's name, the number of the contract, the time equivalent, the topic or name of the task set up for the pupil, a brief introduction, the purpose or aim, an outline of the work to be done by the pupil, a list of references, and miscellaneous elements which may naturally "belong" to a given contract. For example, under the miscellaneous elements falls an item such as "Catch-words," which would include words found in the subject-matter not in common usage or having perhaps a special connotative value in the text or reference setting.

In the Dalton school the contracts are mimeographed and each pupil, upon meeting the qualifications for advancement to the next assignment, is given a copy. The length may be one page of material or it may be two, three, four, or even more.

To receive credit for one unit of work which represents successful scholarship in a class equivalent to one hundred eighty recitation hours the pupil must complete a certain number of contracts. This number is recognized at face value and accordingly noted on the permanent records of the school. It is therefore possible for a pupil under the Dalton Plan to make progress at his own rate.

The written unit assignment is supplemented by the teacher who gives oral instruction whenever it seems desirable to do so. Usually this is done in two ways: first, the teacher when giving out a contract will sketch it briefly with the pupil receiving it; second, the teacher will more commonly call a group meeting of the pupils having
received a contract at about the same time and will present it to them orally. In this way there is the double surety of causing pupils to understand what is before them.

The contract is a unit. In American history, for example, the contract may deal with the topic, "The Revolutionary War." It will involve colonial policies, causes, comparison of the strength of the colonies and of Great Britain, the course of the struggle and the results, all so related in the activity as to give to it "the feel" of completeness. Observation of the unit assignment in practice justifies the conclusion that its advantages reach far beyond those of the oral, daily, short-range assignment.

III.

In the Dalton school the typical classroom is a laboratory. In it the pupil does the major part of his work. The general rule is for the pupil to do his history contract in the history room, his English contract in the English room, his algebra contract in the algebra room, his biology contract in the biology room. Here he works under the immediate supervision of his teacher. He forges ahead without assistance unless he meets with a problem which seems to be too difficult for him to solve. At this point he goes to his teacher for help and having received it he returns to his task to proceed to its close. The responsibility for progress is individual and falls upon the pupil. The teacher is present, among other things, to help him when help is necessary.

However, the pupil is not isolated from his group. From time to time the teacher calls group conferences which continue in session long enough to satisfy the purpose for which the meetings are called. It is here that the pupils learn to give and to take, to modify their views to express their opinions in the presence of others and for the common weal,—in fact, how to live and to work as members of society. Such opportunities for group meetings are frequent in the typical Dalton school and of them advantage is taken as a means for continuing in the educational program those valuable experiences which are so conspicuous as a part of the traditional recitation hour.

The appearance of the Dalton classroom, commonly called laboratory or "work-shop," may have little in common with that of the traditional classroom. The pupils are frequently not required to be seated in any assigned order. About the teacher's desk may be gathered a small group in conference with the teacher. Others may be observed here and there about the room, each engaged in his task. One may be searching for a reference book on the shelf of the room library; another may be setting up apparatus for an experiment. In a workshop accommodating twenty pupils there will perhaps be no two of them engaged in doing exactly the same thing. To the visitor the first impression is likely to be one of confusion. But when, upon interviewing each boy and girl present, he discovers that each is doing a definite piece of worth-while work and that each knows what he is doing and why, the impression of confusion gives way to something else.

IV.

The Dalton school employs a definite testing technique which may vary from school to school. Nevertheless there are certain factors likely to be common to all.

One of these is the self-applied test. On the teacher's desk will frequently be found mimeographed copies of a true-false, or other new-type test covering a given contract. When the pupil feels that he has completed the work on this contract, he may secure a copy of the test, take it, and grade his results, using a key provided for that purpose by the teacher. The grade is not recorded because the purpose of the test is to provide the pupil with an opportunity for discovering for himself his own proficiency. If he finds that he is not prepared, he returns to his work and continues with his preparation. Again, the pupil is
encouraged to build for himself similar tests.

The individual conference has incidentally a direct bearing on the testing program. When a pupil has completed preparation on a contract, he makes an appointment with his teacher and at that time reviews the work he has done. This conference is a test to the degree to which the teacher makes it one. However, it ought to be pointed out that the educational philosophy underlying the Dalton Plan makes no special effort to justify the individual conference as a testing device but rather as a rare opportunity for the learner to learn and for the teacher to teach. In the process of doing these two things, and incidental to them, it is inescapable that the teacher should derive from the individual conference information necessary for evaluating the character of the pupil’s achievement.

At this point it is relevant to point out that in the Dalton school there is no such thing as a “failing” pupil. Pupils make progress at different rates according to their different capacities. The term “slow-progress pupil” which has been accorded a position of respect and dignity in the vocabulary of professional, traditional catch-words is from the Dalton viewpoint filled with the meaning of injustice when applied to a particular pupil. Its implication that one pupil’s achievement should be measured by another’s and that the first should be designated as “inferior” because it fails to match that of the second is in a large degree without significance. It remains to be revealed whether there is a more equitable principle for determining the value of a pupil’s achievement than that of evaluating it in terms of its relation to the pupil’s capacity to achieve. Granted that a technique for this is lacking, the fact remains that a technique for arriving at comparative values on the basis of the achievements of different pupils is open to serious question. If it be granted that more progress has been made in recent years in developing a technique of comparison, its significance seems to be that our efforts have been largely misdirected from the problem inherently fundamental in what we are attempting to do in the whole task of education.

The traditional written test has a place in the Dalton school, but it does not occupy the over-shadowing position generally accorded it in the traditional school. It is most commonly utilized when a group of pupils report themselves ready for a specified exercise.

Observation of the pupil at work is another measure of the pupil. The pupil whose rate of progress is consistent throughout the year, who has the earmarks of a busy person, who evinces interest through intelligent inquiry and application, who shows skill in using the tools with which he works, and who gives evidence of powers of self-mastery is regarded as a successful worker. These things have an important bearing upon his rating.

In closing this brief review of testing in a Dalton school, it should be pointed out that testing as such is relegated to a minor place in the school’s program of learning and teaching. It is valued most for its services in the analysis of pupil habits and in discovering the kind and degree of teacher assistance necessary to meet the existing situation.

In an exposition such as this it is impossible to make reference to all of those distinctly Dalton features which give promise of exercising a definite influence on the development of educational practices and procedures in the future. Those herein listed do not appear in their order of importance; if so, it is accidental. And, at the same time, no apology is submitted in extenuation of the omission of such features as the pupil group-teacher conference, pupil participation in contract-making, the place of the teacher in a Dalton school, and such other features as, combined with the
foregoing, constitute what is known as the Dalton Plan of education.

R. B. MARSTON

STUDENT LOADS IN TEACHERS COLLEGES

During the session of 1927-28 the Course of Study Committee of the State Teachers College, Harrisonburg, Virginia, wished to ascertain the requirements for graduation and the student load in similar institutions. A questionnaire of twelve items was accordingly compiled by Dr. W. J. Gifford and sent to all teachers colleges that offered four-year curricula. Replies were received from most (77) but not all of them.

Both questions and tabulated answers are given below:

Question 1. What is the number of units required for graduation: quarter hours? or semester hours? or session hours?

In order that a comparison might be facilitated the answers were all tabulated in terms of quarter hours as shown in Table One.

Thus it will be seen that a total of seventy-five colleges answered and that the median requirement was 188 1/2 quarter hours for graduation from the four year curricula, while the minimum requirement was 180 and the maximum was 216. The decided preference for 180 and 192 hours is probably explained by the fact that 12 quarters of 15 hours each makes the 180 quarter hours and 12 quarters of 16 hours each equals 192 quarter hours and facilitates the distribution of the load equitably by quarters. The same mathematics is applicable to a distribution by semesters and terms.

It will be noted that 40% of the institutions that reported require 192 quarter hours and 29 1/3% adhere to the minimum requirement of 180 quarter hours.

Thirty-three colleges estimate their requirements on the quarter hour basis, thirty-eight on the semester hour basis, and four on the session hour basis.

Question 2. If you have the qualitative system, how many quality points are required? Where is your system described in print?

To this question eleven colleges stated that the system was not in use while fifteen failed to answer, making a total of twenty-six institutions that do not record themselves as using the qualitative system. Fifty-two colleges used it in some form. Therefore, the system is in use in about two-thirds of these colleges. Five colleges that use the system gave no explanation of it. Thirty-three colleges require as many quality credits for graduation as class credits. As far as could be ascertained from the data given, this was equivalent to requiring the student to average the second passing grade. For instance, if there were four passing grades of A, B, C, and D, an average of C was required when D was the lowest passing grade.

The remaining fourteen colleges have varied systems. Two require an average of C and the load of the student is reduced if this average is not maintained. One requires half as many quality as grade points when D equals 4, B equals 2, C equals 1, and D equals 0. One requires one-third as many “credit points as hours.” Four require one-fourth as many quality points as credits. One requires three-fifths of the grades to average 80%. One requires two-thirds as many quality points as grade points. One college requires 208 quarter hours and 350 quality credits. One requires “2 per course.” One requires three-fourths as many quality credits as there are quarter hours. One requires that 75-% of the quarter hours be C or better.

In estimating quality credits, the prevail-

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<th>Table One</th>
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<td>Number of colleges answering:</td>
</tr>
<tr>
<td>Quarter hours required:</td>
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</table>
ing usage seems to be to estimate A as 3, B as 2, C as 1, and D as 0. A few colleges rate A as 4, B as 3, C as 2, and D as 1, while a few use the same system except that E is —1.

It would seem that the tendency is to require an average of C for graduation.

**Question 3. What is the typical student load: in quarter hours? or semester hours? or session hours?**

As in the first question, the answers are tabulated in quarter hours to facilitate comparison. A total of seventy-seven answers were returned, distributed as shown in Table Two.

From this table it will be seen that 60-% of the colleges that reported allow their students to carry an average of 16 quarter hour credits, while 26-% allow an average load of 15 quarter hours. Only three colleges that require 180 quarter hours for graduation have an average load of more than 15 quarter hours. The tendency is for 192 hours to be required for graduation with a typical load of 16 hours a quarter.

**Question 4. What is the maximum load? Minimum load?**

In answer to the question as to the maximum load, seventy-seven papers were received of which four have no established maximum. The remaining seventy-three colleges have distribution as shown in Table Three.

The prevailing maximum load is from 18 to 20 hours, inclusive. This range includes 58 out of a total of 73, or almost 80%. The answers also indicate, as shown by the catalogs of the institutions, that the privilege of carrying the maximum load is contingent in most cases on a good scholarship record.

Of the seventy-seven colleges that returned the questionnaires, eighteen do not require any minimum number of hours to be taken. Of the fifty-nine which do require such a minimum, some of them make an exception in the case of special, local, or part-time students. Otherwise, their minimum requirements are tabulated as shown in Table Four.

Although the range of variation is wide, thirty-five colleges comprising 60-% of the total have a minimum requirement of twelve hours load.

**Question 5. On what basis are students allowed a higher than normal load?**

Seventy-three answers were given to this question and are grouped under four general heads: (M) maturity, (E) teaching experience, (I) high intelligence score, and (G) higher than average grades. Using the key letters, the results are shown in Table Five.

More than half of the colleges allow the privilege of taking more than the average load solely on the ground of superior grades and in only eleven colleges are grades not a factor. Superior grades is the only factor considered in 38 colleges and is one of the factors considered in 24 additional colleges, Maturity is a factor in 24 colleges, intell-
gence scores in 25, and teaching experience in 21.

The comments made on this question by those answering it are of interest and a few quotations are given. “All grades in preceding quarter B or above,” “Average of B or better.” “Must have 90% average to take extra work.” “Must be above rank of entering freshmen.” “That the preceding term three out of four courses have been between 95 and 100.” “Above B average.” “B average or better on five subjects the preceding quarter.” “Everything previously taken 80 or above.” “Average grades.” “By Faculty vote.” “Better than a B average.” “Very rarely.” “Enroll for 10 semester hours only but receive extra credit for high grades, 10% for S and 20% for E.” “Allow 18 credits if all A is made preceding quarter or 18 last quarter if necessary to graduate.” “Ten honor points any semester allow 12½ hour load the succeeding term.” “Scholarship 2/3 A’s and B’s, committee action.” “An average of B the preceding term.” “Based on credit points.” “Average of 90% on full load the preceding term.”

Three colleges considered the health of the student an important factor.

Question 6. Are summer students allowed higher loads than winter students? On what basis?

On seventy-seven replies, sixty-four make no distinction between the summer and winter students. Thirteen allow summer students to carry a heavier load. Four colleges allow this privilege on the basis of greater maturity of summer students. Four allow it because of the division of the summer quarter into two terms that make impossible the division of credits so as to allow a normal load to be carried and so allow nine quarter hours for each term. Two colleges stated that it is a “tradition,” as one of them said, inherited from the time when the summer school was concerned with review courses. One allows two extra hours but gave no reason. One allows an extra load “Because it is not carried so long.” One allows it because the students want it.

Question 7. If students are allowed a higher than normal load, must a certain grade be maintained if full credit is to be allowed? What grade?

Of a total of seventy-seven replies, eighteen replied in the affirmative. Many of the fifty-nine who answered No to the question said that of course the right to carry an extra load the succeeding quarter or semester was contingent upon their making a certain required grade the preceding quarter or semester. The eighteen colleges that answered Yes are tabulated as to their requirements in Table Six.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>C to B</th>
<th>B to A</th>
<th>A to B</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. answering</td>
<td>3</td>
<td>10</td>
<td>1</td>
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The decided preference is to require that a student, even though he be allowed to take an extra load, be required to make a grade of B before his work is allowed full credit.

Question 8. Who decides the question of extra credit for any student: Registrar? Dean? Committee of faculty? Heads of Departments? Faculty adviser? Faculty as a whole? President?

Seventy-three answers were returned to this question and are tabulated in Table Seven.

A number of notes to this question indicate that the registrar or dean or both are members of the faculty committee. Some answers indicate that where the question is decided by an individual officer in ordinary cases, unusual cases are referred to the whole faculty or to a faculty committee. Decidedly the prevailing procedure is for the question to be decided by the registrar, dean, or faculty committee. Many of the
colleges depend largely on the previous record of the student and action consists in checking these records by the registrar or dean and only the unusual cases such as a few extra points in the last quarter needed for graduation are brought to the committee.

Question 9. Are students carrying extra credits or extra loads allowed to graduate in less than four years? How much may the time be reduced in quarters?

Of the seventy-seven questionnaires returned, twelve failed to reply to this question. Two colleges allow an extra load but state that the load so allowed is too small to allow the time to be shortened even one semester. Four institutions do not allow the time to be shortened. The remaining fifty-nine colleges allow the time requirement to be shortened as shown in Table Eight.

The largest group, 26, as judged from the comments many of the papers carried, hold the logical position that this question should be regulated in the first instance by control of the load granted. On the other hand, the table would indicate that 21 colleges try to hold the period of shortening to one semester or less. It would not be an unreasonable analysis to say that the prevailing procedure is not to have a fixed rule as to the time required to complete the curriculum, but to so control the granting of extra credits as to make impossible the reduction of time of more than one semester or one quarter.

Question 10. How much time is required in residence for the bachelor's degree?

Two colleges failed to answer the question. Seventy-five colleges gave the answers that are shown in Table Nine.

It will be seen that 77 1/3% of the colleges require only one year or session in actual residence for the bachelor's degree. Some of them explained that the last quarter, semester, or year, must be spent at their institution. The chief minority number of ten colleges, or 13 1/3%, require that students attend at least three years at their own institutions if they are to secure the stamp of the college's approval.

Question 11. How much credit may be made at other institutions in quarter hours?

The answers, almost without exception, were the complement of the answers to Question 10.

Question 12. If students make request, are they allowed to take a course over in order to raise the grade from the lowest passing grade to a higher grade? Do you ever require that this be done? When? Do you allow it in practice teaching? Is the practice considered desirable by the faculty?

Three institutions failed to answer any of the divisions of this question. Seventy-four answered as shown in Table Ten.

This question seems to be a relatively new one in the experience of many of the colleges, judging from the large number of answers which state that the faculty has not discussed the question. Those who answered No to the first division of the question are chiefly those who answered No to the remaining ones.

In answer to the question as to when the college requires such course to be repeated,
a variety of replies were given. Seven col-
leges require it when it is necessary to raise
the quality points, one in majors and minors,
two in English, two to meet training school
requirements, and two in practice teaching.
The dean of one of the colleges asked a
question in his turn. It was, "If one has a
system of quality credits, what can one do
but allow students to repeat a course if
necessary to raise their quality points?"

G. W. Chappelear

A PROJECT IN "IVANHOE"

I

REALLY must assign some papers in
Ivanhoe, I mused—somewhat sadly, I
must confess—as I hurried to the of-
fice to "ring in" one cheerful October morn-
ing. We had started our fourth week of
school and my sophomores had suffered
little thus far in the way of papers.

Once in the office, my attention was
quickly turned from Ivanhoe, however. An
extra class was assigned me that day, ac-
cording to a note which I found in my box.
The penmanship teacher wasn't there and
I was to sit with his class the first period.
Well, if there weren't too many folks re-
quiring my attention in that class, I could
plan for my sophomores then. In the mean-
time I must go on to my home room of
freshman boys. After I had given them the
notices for the day, I went down to "keep"
the penmanship class. When I had called
the roll, a serious-looking boy came up to
the desk to ask if he might pass the pen-
manship books to those who wanted to prac-
tice.

"Will you want me to tell you anything
about it?" I inquired on the defensive.

"Oh, no. We know how to do it," the
boy answered, with perhaps just a touch
of pity for my rather obvious hedging.

He passed the books to those not already
engaged in work, and I was free to plan the
Ivanhoe papers.

In truth, more than the papers required
planning. There were only three weeks
more that I could spend on Ivanhoe and
a part of that time I must spend on drills in
phrases and clauses. Right or wrong, I
was sandwiching these drills in with the
captivating story of Ivanhoe. Phrases and
clauses were pretty murky to this particular
class of sophomores, and they seemed to be
more thoroughly assimilated if the diet
wasn't too steady; if we recurred to them,
say, each Friday.

Most of the class had read the entire
story by this time, but in class discussion
we had covered only twenty-four chapters.
We found so many interesting things to
talk about in Scott's story. The feudal age,
as presented by Scott, was getting into their
blood. No doubt most of us get our idea
of feudal England from Ivanhoe. In re-
reading the story after an interval of ten
years, I was surprised to see how complete-
ly I had formed my picture of feudal times
from that presented by Scott.

But the papers? Why not let each pupil
make an individual study of some phase of
the story? We had centered our attention
on the story in class discussions, but there
was a wealth of material which we had only
touched. Why couldn't we work this up
into a booklet on the manners and customs
of the age? It would be both interesting
and useful, and I would be spared the
monotony of reading any duplicate papers
if individual assignments were made.

I reached for my pencil and began a list
of possible topics. By that time the warn-
ing bell had rung and I gathered my
strength for a plunge down a corridor
choked with hundreds of surging young-
sters. For forty-five minutes I listened to a
class of freshmen wrangle over the Gold-
bug, and then I faced my sophomores.

Hesitatingly I spoke of the vast scope of
Ivanhoe and of the fact that we were losing
much interesting material because we lack-
ed the time for class discussions. My cour-
age rose and my enthusiasm increased as I
saw what seemed to be sincere regret on a
few faces. Taking advantage of this, I
stated the possibility of covering this material in individual papers. Fortunately the class did not suspect my secret motive and they responded beautifully. I began suggesting topics; since more than half of the class were boys, I began with “The Mode of Warfare.” Immediately a boy claimed the topic. Then they all leaped into the fray, speaking of material they would like to have worked up and offering to do the work themselves. The high school’s crack basketball man and baseball pitcher got the floor. “I’ll write up ‘Medieval Sports,’” he declared. A mild-looking youth offered his services in the behalf of the hermits, monks, friars, and palmers. The girls had a voice in the planning, too. One vain creature had been fascinated by Rebecca’s vivid colors and rich materials apparently, and asked to be allowed to write on the clothes of the period. Another, domestically inclined, thought of Athelstane the gourmand, and planned to write on the food and table manners.

The clever ones picked their topics and offered advice to their less original classmates as to what they might contribute to our rapidly growing booklet. By the end of the period we had found almost enough subjects to supply each of our twenty-seven members with work. We had also settled several other important matters. Since our text was not illustrated, my pupils wanted to collect and draw suitable pictures for their supplementary text. A girl from the art course announced that she would design the cover, so I immediately appointed her art editor, knowing that our booklet would be much more attractive if all the pictures were mounted alike. As she had not yet taken a subject for a paper, we decided that if she studied all the pictures submitted and passed on their accuracy and suitability, she would be doing her part toward our—I held my breath; yes, that was what it was—our project. In very truth, I had stumbled into the project.

Impressed with our desire to make the booklet attractive, a boy who had taken typing at night school agreed to type all the papers, if some of them would soon get their papers ready.

Things were going so smoothly, and so much was being accomplished with such little effort on my part, that I made another suggestion. We needed a magazine editor. Once more the class had someone for the job. Miriam could punctuate and spell, and she knew when things sounded right. True, she had already selected a topic, but a girl without one wheedled that from her, thus giving work now for almost every person in the class.

At the bell I asked each person to write his name and topic on a slip of paper and to leave it on my desk. The few who had none asked me to see if I could find something for them by the next day.

Another class and then a free period. By this time I was not a little interested in the proposed booklet myself, so I hastened to the library to run down any books which might help my folks. In that one period I found three good books and jotted down the kinds of information each contained.

Since that was my afternoon for “make-up” class after school, I couldn’t go back to the library that day. But fate was kind to me. I have, as table companion, the head of children’s library work in the city, and I told her of my newest enthusiasm. She had on the tip of her tongue half a dozen titles of books we could use.

That evening I went over the slips, combined several topics, and added several suggestions of my own. The next day I worked in the library again and spent a few minutes of the class period discussing the booklet. I told them of the books I had found and we decided to ask for a shelf in the library for whatever books we should find. The librarian gave us the necessary space and found a few more books to place on our shelf.
Our next step was to decide on our table of contents, and I wrote on the board the topics I had collected and arranged.

For the next two weeks we were busy finishing our class discussion of the story, outlining the plots, and studying the characters and settings. We said little about our booklet, but each fellow was working steadily on his own paper.

Toward the end of our study, George Arliss came to town, playing Shylock in The Merchant of Venice. One of the boys who went to see the play discarded the topic he had been working on in favor of a new project, a comparison of Shylock and Isaac. We had two papers on the Jew already, but I refrained from telling him so. He seemed so very much interested.

Time wore on, papers were written and a few, by command of the editor, rewritten. At last all the papers were typed, the pictures were collected and mounted, and the volume was "bound." Their faces beamed with pride as those sophomores saw their volume passed around the class. Their editor had written a preface and dedication and another girl had written an introduction, so it really was a book.

All the pupils wanted to read the booklet in its entirety, so we placed it in the library. And it may have been, in part, pride in seeing their names on the papers which they had written that caused my pupils to suggest that we leave it there to help other classes which were reading Ivanhoe.

The following outline was used for this booklet:

- Map of the Ivanhoe Region
- Results of the Norman Conquest
- The Crusades
- Monks, Hermits, and Pilgrims
- The Military Orders
- Outlaws
- Characteristics of the Saxons
- Characteristics of the Normans
- Characteristics of the Jews
- Laws of the Time
- The Story of Richard the Lion-Hearted
- Ways and Perils of Travel
- Food and Table Customs
- Social Customs of the Feudal Age
- Furniture in a Medieval Castle
- Feudal Weapons
- Mode of Warfare
- Justice and Punishments
- Superstitions of the Twelfth Century
- Dress and Appearance
- Norman Architecture
- Minstrelsy
- Amusements—Jousts and Tournaments
- Drawing of the Field at Ashby

The following books were placed on the reference shelf:

- Adams—Civilization During the Medieval Ages
- Archer and Kingsford—The Crusades
- Bateson—Medieval England
- Cutts—Scenes and Characters of the Middle Ages
- Davis—Life on a Medieval Barony
- Greene—With Spurs of Gold
- Lamprey—Treasure Trove (story)
- Lansing—Magic Gold (story)
- Marshall—Cedric the Forester (story)
- Marshall—An Island Story
- Oman—Castles
- Philipson—Jews in English Fiction
- Quennell—History of Everyday Things in England
- Tappan—When Knights Were Bold

AUTHORS' TRIBUTES TO THE PUBLIC LIBRARY

I CAN almost say that I owe to the public library the greatest mental stimulus of my life," Fannie Hurst writes to the American Library Association. "It occurred about twenty-five years ago when a keen librarian handed across the counter a book which she was recommending to a youngster in pig-tails. It was Spencer's First Principles. The picture of that librarian's intelligent, gray-eyed face, the very odor of the library room itself, are indelibly impressed into my memory.

"In the middle western city (St. Louis) where I grew up, books were the most casual aspect of the average middle-class home. There were a few 'sets' of the class-
ics in meticulously dusted rows on glassed-in shelves; Dickens, the Waverly novels, *Lives of the Saints*, Emerson, *The Decline and Fall of the Roman Empire*, Plutarch, and the complete works of Edgar Allan Poe. A few limp-leather editions lay on the living room table beside the Bible and a mail order catalog. Otherwise, he who would seek for books must dive into the public libraries.

"There has never been a time even up to the present in my intellectual life beginning when I was eight or nine years old that the public library has not served me as a faithful handmaiden.

"For the twelve years that I attended the public schools, both preparatory and high school, and later a university of that same middle western city, the public library stood at my elbow, not as an institution, but as a sanctuary where one could go for the advice of intelligent, interested librarians and where one could browse at will. Personally, my debt to the public library as an institution and to librarians as a class is a greater one than I can ever hope to pay even with everlasting gratitude."

"*Not Worth Educating*

In a desolate little cove on the rocky shores of Norway, Ole E. Rolvaag, author of *Giants in the Earth*, spent his first few years. He was sent to school for several weeks each year until he reached the age of fourteen. Then his father withdrew the privilege because he believed the boy incapable of learning. It was then that he said to his son, "You are not worth educating," and the lad was set to the eternal task of fishing. But the Norwegian government supported and maintained at this outpost of the world a good, small library, so that the boy had books to read, and by burying his head and heart in books, he learned more than he himself realized. He was not hemmed in by his own little village and the flat sea, for only the world marked his boundaries and only the interminable past traced the edges of his horizons. *The Last of the Mohicans* was the first novel that he read, and Dickens and Bulwer-Lytton followed fast after Cooper. Once it was rumored that in a village fourteen miles distant there was a copy of *Ivanhoe*. He walked the fourteen miles in order to procure the book, though it took two days to make the journey and return.

When Rolvaag came to the plains of South Dakota, he was drawn away from the farm where he worked for his uncle by the old urge towards books and knowledge. Consequently, at the age of twenty-three he entered preparatory school and at the age of twenty-eight was graduated from St. Olaf's College, where he now holds the chair of Norwegian literature.

To those small libraries in the little fishing villages of Norway we owe Rolvaag's contribution to our literature, *Giants in the Earth*, an epic of the pioneer's struggle with the plains, because it is within the books he read there that he learned to know the eternal verities of life. He expresses his appreciation of libraries and books in the following tribute which he wrote for the American Library Association.

"I could do without banks; I have hands and might learn to make things for barter. I could get along without bakeries; the art of breadmaking is not difficult. So, too, with shoe shops and clothing stores. I never owned an automobile; hence, I have not felt the need of the repair shop. I might even eliminate the jeweler, because the sun and the moon and the stars and the ebb and flow of the sea tell me of time and the seasons.

"Music I might do without; nature is full of song. Painting and sculpture, also, though I would miss all these things fearfully and I should grieve deeply if I could not have them.

"Not so with books, for they are to the soul what bread is to my body.

"My own lifespan is short and narrow."
Yet nothing but life matters to me. To learn about it, I must seek out the great interpreters—the poet, the dramatist, and the novelist. For their senses are keener than mine. They have strained their vision; they have laid their ear close up to the aching heart of Humanity and listened long and breathlessly. They have seen and heard things unspeakable. And the gods have lined their hands with a magic filament, the result being that everything they touch turns to beauty, even sordidness and vulgar ugliness. So I go to them to get wisdom and understanding and beauty. Every time I am with them my fellowship with Humanity grows more intimate.

“I enter the sanctuary where they are found. A spirit of reverence descends upon me. Here they stand, the Immortals of the Ages, in a holy silence. They do not call; they do not even beckon me—they stand waiting for me to come and get what they have to give. Had I nought else but this sanctuary, filled as it is with the fruitage of the human mind, my riches would yet be inestimable.”

THE PARENTAGE OF SOLAR OFFSPRING

A NEW scientific Book of Genesis, offering coherent explanation of the origin and growth of comets, meteorites, satellites, and planetoids and solving the old problems of the retrograde motion of the outer satellites, the “creep” of the axes of planets, and the reason the moon presents only one face to the earth, is announced by the University of Chicago Press. Dr. T. C. Chamberlin, eighty-five-year-old Professor Emeritus of Geology and Paleontology, whose death occurred only a month ago, is the author of this genealogy, called The Two Solar Families—The Sun’s Children.

Advancing a “chondrulitic” theory of the origin of the cometary family, Professor Chamberlin completes the story of the sun’s offspring. Formation of planets out of seed-like accretions shot out of the sun under the attraction of a passing star is the planetesimal theory, first advanced by Chamberlin in 1896 and now accepted as displacing the nebular hypothesis of Laplace.

The chondrulites which form the comets and meteors are like the planetesimals in size and structure save that they are not given the abnormal motions imparted by a passing star, but are constantly being erupted by the sun, which has a propulsatory power almost equal to its power of attraction. The passing star, probably dead, swept by the sun from the southern heavens in a hyperbolic curve at tremendous momentum, within the range now occupied by the outer planets. It drew four great double shots from the opposite sides of the sun, the earth being the twin of Uranus, and threw them, in a disk, in revolutional motion about the sun, where they remained in equilibrium by centrifugal force. It imparted great mass to the spirally whirling cooling gases, and the fact that the particles were all moving in the same direction enabled them to grow around solid metallic cores.

The chondrulites constantly being ejected from the sun, having dispersive motions, fall back to the sun unless they are propelled out far enough to be stopped by the light-push of neighboring stars. In the latter event they are then thrown into narrow elliptical orbits and form into swarms around their mutual center of gravity and become the heads of comets. They never form cores because of their motions and are never dangerous because of their slight substance. Gathering size in the feeding grounds billions of miles out, they gain speed as they approach the sun and are frequently broken up. Meteorites, which fall to earth about once a day, are accretions of chondrulites which coalesced near the sun’s heat. About seven billions chondrulites or
“shooting stars” fall into the earth’s atmosphere during a year.

The twenty-six satellites controlled by the various planets are explained as eruptions from the sun secondary and reactionary to the main planet bolts. The moon is the only one which could have had an independent orbit at any time. The planetoids, of which there are 1,000, none greater than 500 miles in diameter, are explained by Professor Chamberlin as having been drawn by the parent star from nearer the poles of the sun, the planets being drawn from the equatorial belt.

As the first consistent explanation of the fact that the moon faces the earth always on one side, he believes that the moon, in growing by accretion, collected more metals on one side than on the other and is therefore unbalanced. It naturally presents its heaviest side always to the earth.

Creep of planetary axes is explained by the fact that the vortically moving planetesimals hit the core at one angle more than any other and thus shifted the poles slowly. In the retrograde satellites the planetesimals hit the planet with such force as to rebound. The rebounding particles, having concurrent motion, become small satellites moving in a direction opposite to that of the normal satellites.

“The birth of our little planet was a very quiet affair,” says Professor Chamberlin. “It is not at all likely that even the star neighbors felt any thrill by reason of the event. But it was an aristocratic birth. The rarity of disputive approaches between stars (computed to be once in a quadrillion years under the laws of chance) makes our future secure. Our race is quite certain to have an opportunity to work out whatever good there may be in it.

“The planets became by inheritance an orderly family of the most declared type, and became plain, plodding, but fruitful and secure children. The cometary family fell heir to too much of the fiery turbulence of the sun and to too little of the revolutionary energies of the starry hosts outside. Taking to notoriously erratic ways, they are spectacular in the wastage of their energies.”

At the time of his death Professor Chamberlin was engaged in a sequel volume to be called The Growth of the Earth.

THREE DEMANDS ON THE SCHOOLS

FROM the first report of Dean William F. Russell of Teachers College comes this significant comment on a modern problem in education:

One of the most perplexing of these problems arises from the simultaneous impact upon the school of three popular demands—that pupils be accommodated in greater numbers, that training of better quality be offered, and that there be greater economy in all public expenditures.

Quantity

The American people want educational opportunities to be widely extended. Our nation was founded upon the assumption that all men are created free and equal and we have come to believe that all should have an equal chance. We desire no leader to be selected on account of his wealth alone, no child to be bound by the accidents of birth; and we hope that the time may soon come when the race of life will be run from an even start with a free field. Franklin and Lincoln are our heroes. “Onward and upward” is a favorite motto. The most gratifying spectacle to most of us is that of the poor boy rising to the gilded heights. The humble origins of Smith and Hoover are political capital. This is the explanation of the growth of our school system and forms the underlying cause of the extraordinary expansion of all its parts. The public school is dear to the hearts of the American people. Through it they hope to realize their fondest desires; and they will not rest content until every boy and every girl is given opportunity commensurate with ability, re-
Regardless of birth, wealth, or health. Americans want more education.

Quality
At the same time they want better quality of education. They are not satisfied with the schools as they are. Returning travelers receive thoughtful attention when they pronounce American education as inferior to European. Merchants and manufacturers complain of the deficiencies of the graduates of our schools. Famous critics perceive a lack of thoroughness, they detect a certain softness in our teaching; and they plead for the production of true scholars and a return to scholarly ideals. Legislatures enact laws requiring higher standards and better teachers. School authorities advance admission requirements and restrict attendance. Certain colleges practically elect to membership a favored few. Waiting lists are long. Institutions secure popular support by announcing as their aim education of fine quality, and they point with pride to small classes, individual instruction, and education by conference under a tutorial system.

Economy
The American people want quantity and quality, and at the same time display a solicitude concerning all public expenditures. The economy program of the national administration, which has had wide public appeal, has been reflected in states and localities by the appointment of budget directors, the adoption of economy policies, the rigid scrutiny of all payments, and the reduction of taxes. Some experts assert that the United States cannot afford to support its present educational program. This seems absurd, but one may well pause when he looks into the future. If the American people proceed with a policy of extending education widely and at the same time increase expenditures in order to work for quality, the time may be not far distant when we shall be forced to consider whether we, as a nation, can afford to pay for all that we want. It is to be hoped that our economists will address themselves to this problem. A portion of the people by their own labors are able to support the balance who are not at work—the young, the aged, the ill, the unemployed, and those who are in school. The ratio of the productive to the unproductive depends upon a variety of factors, among them being wealth of natural resources, geographical location, climatic conditions, length of the working day, week, and year, degree of productivity, economy, and thrift, amount of unemployment, age of retirement, birth and death rates, ratio of children to adults, general health conditions, and the effect of the educational system upon such of these as are modifiable. Thus the early age of retirement in France, the low productivity of China, the frequent holidays of Spain, and the extravagance of the United States, considered by themselves alone, would be conditions tending to limit the educational program; while on the other hand, the thrift of Holland, the long hours of labor of Germany, and the high degree of productivity of the United States, considered by themselves alone, would have the opposite effect. From the weighing and interlocking of these factors will come in time the answer to the question of how good and how extended an educational system a country can have. It seems reasonable to believe that in general we can pay for our present program—and with a more equitable distribution of the burden we can probably afford a more extended one; but the time will surely come when the economic limit will be reached and beyond that we dare not go.

Quantity and Quality with Economy?
The problem is as difficult as it is important. Those who favor quantity are extending educational facilities and welcoming the hordes of students who flock to the doors of our schools and colleges. Those who think first of quality are restricting attendance in order to do their best for small
numbers. If it were possible to give a satisfactory education to large numbers in big institutions under conditions of reasonable economy, the results would be of utmost importance. After all, it is a question of the possibility of quantity production of quality in education.

**Beginnings of Quantity Production in Education**

We are apt to forget that there is nothing new in this idea. Long ago the leading countries of the world embarked upon such a program. Once the typical educational relationship was a teacher and one pupil at a time; and even in the present day, when one considers the teachers in the old-style schools in Confucian, Buddhist, and Mahometan countries, masters with apprentices, and the adults who are the teachers among primitive peoples, it is probable that there are more teachers in the world teaching one pupil at a time than there are teachers teaching more than one. Until relatively recent times, the educational process was looked upon much as we view tutoring. In the days when the mass of people received no schooling, when a few were chosen to receive the rudiments of knowledge, and only the children of the nobility were to be educated, it was possible to find and support tutors in quantity sufficient for the task. It was only when the people demanded that all should go to school, that individual instruction had to be abandoned and the need became apparent for some sort of quantity production. Various experiments were made. Individuals otherwise employed were pressed into service, assuming teaching in addition to other occupations by which they made their living. Thus priests and pastors, dames and housewives, were placed in charge of schools. Bell and Lancaster devised plans whereby one could teach hundreds; but the class in a school under the direction of a person whose prime function it was to teach proved to be the most successful and economical solution to this problem and as such has persisted to the present day. Group instruction is an effort toward quantity production.

**Problems of Quality in the Schools**

Class work has often been criticized adversely. There has been much discussion concerning proper limits of effectiveness, upper and lower extremes, and the optimum size of the group to be taught. Recent research is giving encouragement to the adherents of the tutorial system. Careful studies of the exact way in which children learn to read, to spell, to add and subtract, reveal that much of it is an individual matter. Class exercises, they say, may serve to help the teacher to diagnose difficulties, to test results, and to give directions; but the learning process is more economical when the individual works alone. This has not forced the abandonment of class work; rather it has called for a new technique of teaching. Educators have found ways so to vary the procedures of class management that individual instruction can be given under school conditions without greatly increased cost. The plan resembles a correspondence course given in residence. Undoubtedly the American genius for administration when turned to this problem will find in the future more perfect methods of supplementing the individual contacts of teacher and pupil so that better results will ensue. It is said that Mark Hopkins on one end of a log and a student on the other would make a university. One wonders why so obvious a statement should be handed down from generation to generation. Naturally it would be a fine institution and the annual tuition charges per student would be exactly the salary of a distinguished man like President Hopkins. The real problem is so to arrange the logs like the spokes of a wheel that a Mark Hopkins may sit at the hub and pupils and students on the rim in numbers sufficient to carry the cost with economy. Our public schools are progressing toward a solution.
Problems of Quality in the Colleges

Once when the colleges were small there were intimate relations between students and faculty. Students were few. Famous teachers surrounded by their books gave individual attention to a small group. Research was attacked together; interpretation was made incidentally; great scholars were the inspiration; great scholars were the result. As a general thing these times are past. Now the colleges have thousands of students, huge buildings, multiplicity of offerings, and a variety of departments. Professors mourn the days that are gone and the temptation is to try to bring back former conditions. But the commitments are here. Students make their demands. Sheer numbers force a change. In occasional subjects such as anthropology or astronomy the old methods are still possible; but for most subjects they are out of the question. The conference becomes a lecture course. What was formerly personal advice is now a printed syllabus. Some of the research guidance is given in a class; and the library, formerly the workroom, the meeting room, the research laboratory, and the classroom, tends to become a collection of books, housed in a separate building, upon the campus to be sure, but in no sense holding the intimate and integral relation to the life of the institution that once it held. The colleges are not remaining static. Despite the fact that some are strictly limiting attendance, there are many that are trying to improve their methods the better to adjust themselves for numbers. There is no part of our educational system in which so many changes are being made and so many new ideas being introduced.

Thus the school and the college as we find them are already making efforts toward quantity production in response to the demand that many be educated. They are modifying their procedures so that many may be educated better. By giving quality in quantity they are serving the interests of economy; but the persistent demands for extended facilities, the criticism of American standards, and the call for reduced expenditures indicate that the problem is not yet solved and that much remains to be done.

OFFICIAL ANNOUNCEMENTS

STATE DEPARTMENT OF EDUCATION

Applications for the Position of Division Superintendent of Schools

All those engaged in school work, who are interested in the position of division superintendent of schools, should note carefully the following communication which has been sent to Virginia school superintendents by the State Superintendent of Public Instruction:

"As you know, of course, superintendents are to be appointed next spring within thirty days prior to April 1st by the county school boards from a list of eligibles prepared by the State Board of Education. In forming this list of eligibles the State Board desires to learn what superintendents now engaged in the various school divisions desire to be put upon the list and thereby to be made eligible for reappointment.

"All present superintendents who meet eligibility requirements or whose record is quite satisfactory, even though requirements may not be met, will be placed upon the list. In addition, new applicants whose qualifications are beyond question will have their names recorded.

"All applications should be on file in the Department of Education by January 14, 1929, for review by the State Board of Education at its regular meeting on January 15th. No application for eligibility can be considered after February 1, 1929.

"In order to bring the information strictly up to date, superintendents applying for reappointment are requested to fill in two copies of the application blank herewith en-
closed. In order to make proper tabulations at once, I am requesting that these blanks be returned to the Department by December 20, 1928."

**Eligible List of Division Superintendents**

**Method of Placement**

All applicants for position of division superintendent will make application to the State Department of Education for appropriate blanks. These will be promptly sent to the applicants and when properly filled out and returned will be assessed in accordance with minimum qualifications. If the applicant meets beyond question all qualifications, his name is placed on the eligible list to be certified to county and city school boards.

Appointments are to be made by county and city school boards within thirty days prior to April first from a list of eligibles approved by the State Board of Education. The State Board of Education will hold a meeting on January 15, 1929, to finally approve the eligible list. All applicants should file their papers not later than January 12th. In no circumstance can an application be approved if not filed before February first.

A complete list of all names of eligible candidates will be sent to the chairman of each county and city school board. This list will give the name, the degree, the years of experience and the address of each applicant. School boards may on application to the Department of Education receive copies of the full application form for those candidates in whom the Board is particularly interested.

**Minimum Requirements for Eligible List of Division Superintendents**

1. Graduation from a standard four-year college with at least fifteen hours in professional training, and two years of practical experience as school principal or supervisor, or five years’ experience as a teacher; or

2. Graduation from a standard four-year college with degree of B. S. or A. B., with four years’ experience as school principal or supervisor, or six years’ experience as a teacher; and

3. General administrative ability as evidenced by practical experience, as business, or in the business administration of education.

4. The college training or experience of the applicant shall have been within a period of ten years from the date of the application for a superintendency.

**Dabney S. Lancaster**

**SCHOOLROOM HUMOR**

**EDUCATION NO LONGER NECESSARY**

Truant Officer: “Why haven’t you sent your son Johnny to school? Don’t you want him to learn to read?”

Proud Father: “It hain’t necessary now thet we have the talking movies.”

**THAT EXPLAINED IT**

A bookseller sent a bill to a certain customer for a book. The customer replied: “I did not order the book. If I did, you didn’t send it. If you sent it I didn’t receive it. If I did, I paid for it. If I didn’t, I won’t.”

**STAYING ALONG WITH THE FOLKS**

“Have you studied elocution?”

“No,” answered Senator Sorghum. “I’m afraid that if I began to show off any arts of grammar and rhetoric the neighbors out my way might think I was trying to put on airs.”—Washington Star.

**AN OPTIMIST**

Father: “Aren’t you ashamed to be at the bottom in a class of twenty-eight boys?”

Willie: “Oh, that’s not so bad.”

Father: “What do you mean, not so bad?”

Willie: “Suppose there were fifty boys.”

—Kablegram.
EDUCATIONAL COMMENT

PROGRESSIVE EDUCATION ASSOCIATION MEETING IN RICHMOND

The Progressive Education Association will hold a regional conference in Richmond, Virginia, January 17, 18, 19, 1929. A program of practical talks has been prepared on the principles of Progressive Education, and various leaders in the South will report on the work done there. January 19 (Lee's birthday, by the way) will be devoted to an excursion to Jamestown, Yorktown, and Williamsburg, under the auspices of the College of William and Mary.

The Ninth Annual Convention of the Progressive Education Association will be held at St. Louis, Missouri, February 21, 22, 23, 1929. The occasion is of international importance, and there will be many notable speakers from this country and abroad. Special railroad rates with stopover privilege for the convention of the National Education Association at Cleveland, Ohio, February 23-28, 1929, will be offered.

The Progressive Education Association will conduct next summer at State College, Pennsylvania, the first institute of instruction under its auspices. A three weeks' course will be offered, three courses in the principles and practices of Progressive Education, one week each, from July 1-19, 1929. College credits for those taking the courses will be granted by State College.

A faculty of teachers has been organized who are experienced in their respective fields. This summer school offers a rare opportunity for teachers who wish to learn about and to become proficient in the methods of procedure of the newer education. Particulars may be had by writing the Progressive Education Association, 10 Jackson Place, Washington, D. C.

I n the current number of the Educational Record, Dean Haggerty, of the University of Minnesota, presents an interesting study from which he draws the conclusion that approximately seventy-five per cent of our doctors of philosophy became teachers and only twenty-five per cent enter non-educational occupations. In the seven major institutions which he studied the percentages range from sixty-two in the University of Minnesota to seventy-seven in the University of Chicago and Harvard University.

The figures justify Dean Haggerty in raising the issue that graduate schools are essentially institutions in which teachers should be taught both to do research work and to teach in higher institutions. We quote from Dean Haggerty's article:

It may fairly be asked whether the time has not arrived to face squarely the obvious facts. The graduate schools of American universities are essentially teacher-training institutions and upon the kind of training which they offer and require of their doctorate candidates will depend the character of our college faculties and the quality of college education. Is it too much to ask that in this program of graduate training the student should be required to give some attention to the problems of education—problems which will constitute the student's chief concern once he is launched on his professional career?

Seventy-five per cent of all persons receiving the Doctor's degree enter the teaching profession in teachers' colleges and universities. Approximately five hundred of them are engaged each year to give instruc-
tion to freshmen, sophomores, and upper-classmen in our institutions of higher learning. Frequently, in fact almost always, they have had no training in the principles or techniques of teaching. Few serious attempts are made to bring to their attention the literature regarding the functions and philosophy of education. They know college students chiefly from their own limited experience as individuals who have gone through college. Often these doctors were, while in college, studious individuals who mingled little in the social life of the undergraduates and understood but slightly the typical college student. All they know of teaching is what they have picked up casually in the classrooms as spectators of teaching. They have not studied the problems of constructing courses of study for college students. Of the newer movements in college education and the superior techniques of teaching they know only what they have casually picked up.

The Ph.D. knows the principles, the abstruse problems, and esoteric information of his field. In these he is competent. To adapt what he knows to undergraduates is a different problem. In the solution of this he is amateurishly incompetent.

Fortunately, a few graduate schools have faced the problem and have accepted the fact that they are teacher-training institutions. They are offering courses in college instruction for graduate credit although no institution of which we know requires such courses for a teaching Ph.D. Of professionalized subject-matter courses for college teachers, we know not one. Much, therefore, remains to be done even in those institutions which recognize their obligations.

The chief obstacle in the way of the rapid expansion of the offerings of such courses lies in the dearth of textbooks on methods of college teaching, on the psychology of the college student, on management of college classes, and the like. If such books were available, the number of graduate schools to offer courses in education would increase at a surprising rate.

Upon the shoulders of men in the field of education squarely rests the responsibility for providing such books. The burden of blame for lack of training in teaching shown by young doctors of philosophy cannot be placed entirely upon the faculties of the graduate schools.—W. W. CHARTERS, in the Educational Research Bulletin.

A NEW DEGREE: BACHELOR OF CITIZENSHIP

Not all college students are potential scholars, Dean Herbert E. Hawkes, of Columbia College, says in his report on the revised curriculum of that institution. He says it without apology or lamentation. The sighs of regret most college executives utter in recalling the days when their students were a company of embryo scholars do not echo from Morningside Heights. The dean is a man of conspicuous honesty in his dealings with himself and others.

Dean Hawkes classifies the undergraduate body under three general headings. First, of course, there is the potential scholar. He is the student of tradition, to whom pursuit of knowledge for its own sake is a genuine pleasure and to whom the old-fashioned college course is admirably suited. Then there is the young man looking forward to entrance into a professional school—the prospective physician or engineer or teacher. His goal is definite enough and he knows exactly why he is going to college. Finally there is the student who has brought about the present revolution in collegiate education. He is not interested in scholarship or things scholarly; neither is he definitely contemplating one of the professions. He himself cannot say precisely why he seeks an academic degree. Why, then, should the college door open to his knock? What should it offer to him once he has been admitted?

Columbia College proposes to solve the
problem by organizing a program in the first two years which would permit the student "to make a wide survey of various fields of intellectual interest in order that he may determine the direction which he should finally take." This extensive personal survey accomplished, the scholar would continue his quest of pure learning; the professional student would narrow his studies to meet the needs of his future vocation; and the third type of student, presumably, would continue to accumulate the number of credits necessary to earn the degree of bachelor of arts.

But would not the degree of bachelor of arts be misplaced in such a case? Why should the thorough, painstaking scholar, the purposeful, industrious professional student, and the likable but superficial young person who represents a large majority of the college enrolment all receive the identical degree?

Similar questions are raised by Professor Joseph T. Williams, of Whittier College, in a recent issue of School and Society. He advises his colleagues not to cheapen the arts degree by promiscuously granting it to all who manage to stay through four years of a college course. Neither would he shut the doors against those who are not potential scholars. He agrees with the view of Dean Hawkes that the college has something of value to offer to such students, and that if the old arts course does not meet their needs it should be changed. But if the course is changed the degree also should be changed, in his opinion; it is sheer hypocrisy, he says, to grant "learned degrees to persons not earning them."

The solution he offers is that the colleges create a new degree, bachelor of citizenship. He holds that if the majority of present college students are not prepared for lives of scholarship they are prepared for better citizenship as a result of the four years they spend at college. Certainly preparation for citizenship is a noble enterprise, comparable with, or even superior to, preparation for scholarship. The two, however, are not the same, and Professor Williams does well to make the distinction clear.

—New York Sun

FIFTH NATIONAL SOAP SCULPTURE COMPETITION ANNOUNCED

Of particular interest to schools, both primary and secondary, is the Fifth National Soap Sculpture Competition for the Proctor and Gamble prizes, announced by the committee of eminent artists, museum directors, and educators sponsoring it. This competition for the best work in sculpture using white soap as a medium offers $1,675 in prizes, and is open to amateurs and professionals.

The amateur section includes two groups for students—senior and junior. In the senior group, for those over fifteen and under twenty-one years of age—the first prize is $100, second prize $75, third prize $50, fourth prize $30, and ten honorable mentions of $10 each. In the junior group, for those under fifteen years of age, the first prize is $25, second prize $20, third prize $15, fourth prize $10, and ten honorable mentions of $5 each. There is also a classification for advanced amateurs, with first prize of $150, second prize of $75, third prize of $50, and five honorable mentions of $15 each. While this classification has been created especially for advanced amateurs over twenty-one years of age, it is an open competition and anyone not a professional may enter regardless of age.

In the professional class, the first prize is $300, the second prize is $200, and the third prize is $100. A special prize of $250 is offered in the professional group for Straight Carving, which is defined as "work cut or carved with a knife, no other tool used."

A special feature this year will be the selection by the Gorham Company, of Providence, R. I., of single sculpture chosen from the entire competition—any class—as best
suited to reproduction in bronze; and the selection by the Cowan potteries, Cleveland, Ohio, of a single sculpture chosen from the entire competition—any class—as best suited to reproduction in pottery. The Gorham Company and the Cowan Potteries will have the exclusive privilege of casting their selection and offering the pieces for sale at popular prices after arranging suitable terms with the sculptors.

Soap sculpture has become a part of the curriculum in many schools and in the last competition, in addition to a very large number of entries in the junior and senior classifications individually, many entries were received as group work from schools. It has the approval of leading educators and artists, and is considered particularly valuable as a training for the mind and eye of students.

Alfred G. Pelikan, Director of the Milwaukee Art Institute, Milwaukee, Wis., a member of the Sponsorship Committee, says: “The medium of white soap for carving has proven of great value in developing a better appreciation and understanding as to the significance of the plastic arts. Thousands of boys and girls all over the country have enthused and thrilled over their imaginative creations in three dimensions.” Rush Rhees, President of the Memorial Art Gallery, Rochester, N. Y., says: “Soap affords a truly sculptural experience of form conceived within a given mass. Annual competition is now a public occasion in Rochester, the Gallery exhibiting work of children’s classes and adult public before sending it to New York.”

The Jury of Award includes many sculptors and artists of national renown.

Entries for this year’s competition should be sent after February 1, 1928, to the National Small Sculpture Committee, 80 East 11th Street, New York City, from whom entry blanks (which must accompany the pieces) and instruction booklets may be obtained. The competition closes May 1, 1929.

The awards will be made as soon after this date as possible. An exhibition of the prize-winning and other accepted sculptures will be open to the public during the month of June, 1929, in New York. After the close of the exhibition in New York, the collection will be sent on a circuit tour to be shown in museums, art schools, and other art centers throughout the country.

NINETY SCREEN PRODUCTIONS IN ANNUAL LIST

Co-operating in the observance of Book Week, the National Board of Review of Motion Pictures has made public a list of over ninety pictures released during the last year, which were adapted from published sources. The book-films contained in this year’s list are made up from films which were selected during the past year by the National Board’s Reviewing Committees for outstanding screen merit.

Book Week, sponsored by the National Association of Book Publishers, was observed this year from November 11 to 17. According to Wilton A. Barrett, Executive Secretary of the National Board, it is hoped through making this list of book-films available to libraries, Better Films Committees, schools, churches, and all organizations interested, to emphasize the relationship between good photoplays and good books.

Among the photoplays on the National Board’s Selected Book-Films list for this year are “Beau Sabreur,” “The Garden of Allah,” “The Lion and the Mouse,” “The Little Shepherd of Kingdom Come,” “Wild Geese,” “Sorrell and Son,” “Hangman’s House,” and “Wind.”

In addition to books which have been adapted into feature pictures during the past year there are a number of short subjects, which are based upon published sources or related to reading, such as “Cruising in the Arctic,” the “World We Live In” series, “Sun Babies,” and a number of others.

The list is available at ten cents from the
STATISTICS OF SCHOOL ATTENDANCE

In 16 Southern states, in 1925-26, according to Bulletin, 1927, No. 39, of the U. S. Bureau of Education, the number of white children from 5 to 17 years, inclusive, was 7,322,084, and the number of colored children was 3,114,750; thus the percentage of white children of school age was 70.2, and the percentage of colored children was 29.8.

The enrollment in public schools in these states during the foregoing period was 6,071,195 white children, and 2,141,206 colored children. For every 100 white children of school age, 83 were enrolled; and for every 100 colored children of school age, 69 were enrolled.

The improvement in attendance requires not only trained teachers, but also a strong interest in the school, especially by the parents of the pupils, that they may place emphasis on regularity and punctuality in attendance.

The teachers employed in these 16 states during 1925-26 numbered 238,132, of which 192,466 were white, and 45,666 were colored.

ESSAY PRIZE OFFERED

The Commission on Interracial Co-operation is offering to high school students three cash prizes aggregating $100 for the best papers on "America's Tenth Man" submitted on or before March 1, 1929. The purpose of these prizes is to encourage the study of the Negro's part in American history, which, according to the Commission, is much more creditable than is generally supposed. It is believed that such a study will be helpful to the children of both races, promoting more tolerance and sympathy on the one side, and developing wholesome race pride on the other. The Commission earnestly asks the co-operation of high school principals and teachers. Full particulars, together with a sixteen-page pamphlet of suggestive source material, will be sent without charge to anyone interested. Address R. B. Eleazer, Educational Director, 409 Palmer Building, Atlanta, Ga.

THE READING TABLE


An unusual book, of interest especially to child psychologists, but containing much of value to parents to whom raising children is a fascinating problem.

The main thesis appears to be an argument for the importance of environment as opposed to the so-called fatalistic doctrine of heredity.

A very detailed study is made of seventeen families aggregating fifty-nine children, twenty-five of whom were problem children. This study was made through workers in Habit Clinics in Massachusetts, and includes family history, mental history, physical, and economic. Each child is tested for intelligence and a study made of his environment and habit development from birth to the time of his examination. As stated above, the conclusions appear to indicate a much greater influence of environmental conditions than is usually assumed.

C. P. S.


The teacher or administrative official who is seeking aid in the improvement of his program of visual instruction will find this compact little volume of much help. After a brief analysis of the psychological processes underlying visual education, the author reviews the significant experimental studies made in recent years, analyzes the varied means to visual instruction, and then applies these to the teaching of a wide range of school studies. Not the least significant topics in the book are a bibliography on visual education, and a discussion of equipment and its care.

W. J. G.


Because of the paucity of available material in this comparatively new field in educational thought and practice, this book is exceedingly valuable. Its merit lies further, however, in the fact that it is a comprehensive study of practically all that has been done relative to such activities in both junior and senior high schools, and that it justifies their wide application to high-school life by giving evidence that extra-curricular ac-
tivities are based in the functioning of a democratic citizenship and thereby have contributed materially to a broader and fuller philosophy of education. The viewpoint, therefore, is both social and practical. The bibliography includes, not only book material, but magazine as well. The volume commends itself particularly to administrators and supervisors.

B. J. L.


The thirteen tables which make up this useful tool book include those aids that are of special value to the worker with statistical data. The most generally useful are those dealing with the squares and square roots of numbers, and with the products and quotients. However, other tables of logarithms and probable errors make the manual equally useful to the advanced worker. A fine service has been rendered by the author in these time-saving and error-saving tables, and by the printers in the excellent workmanship and usability of the book.

W. J. G.


This is a short history of civilization, a survey of social evolution, for students who take only one year of history in high school. It contains about 100 maps and charts, 37 halftone plates, and 270 line cuts. Although it is primarily a textbook, it is a story of the human race that is stimulating and informing to any intelligent reader. A variety of aids are provided for the teacher. The index is also a pronouncing vocabulary. The style is clear and interesting—characteristic of Professor Webster.

J. W. W.


This is a charming book intended as a supplementary reader in geography for the 5th and 6th grades, but almost anyone from ten to ninety will read it with pleasure and profit. Palestine, Turkey, Greece, Albania, Poland, Italy, and France are some of the countries in which we are made acquainted with people whose dress and work may be somewhat different from our own, but whose hearts and real interests are surprisingly like our own. The type and binding are easy to the eye. Several of the pictures are in colors.

J. W. W.


This is Professor Conover’s revised and enlarged edition of a case system for the study of politics. It is intended as a supplement to collegiate textbooks on American government. The problems introduce the student to the general field of original sources in the American federal system, including state, municipal, and other local units. Congressional documents, legislative statutes, court decisions, municipal year books, and journals of scientific societies are among the sources referred to. Each exercise includes fifty different assignments, each intended for a different student.

J. W. W.


There has long been need for a book of this kind, one which does for volleyball what many books have done for hockey, soccer, and basketball. The technique of various plays is analyzed and careful attention is paid to team work and the development of greater skill in handling the ball. This is supplemented by a series of good games involving elements of technique and team play. The book is the result of years of experience in a state college for women and is valuable to high school and grammar school teachers as a help in teaching a game that requires little equipment yet has all the possibilities of a highly organized team game suitable for intergroup competition.

V. R.


Hockey, as introduced here by the English, was in such an advanced stage that it was difficult for beginners to play it with interest. Miss Cubberly has given us by means of clearly analyzed progression technique, drills, and game forms, a working basis with which one can give players a thorough grounding in essentials, and at the same time stimulate the enthusiasm the game deserves. Although one or two of her strokes differ from those used by the English, they are highly suitable. In fact, this is a practical guide to teaching hockey to beginning and intermediate players and is invaluable to instructors in the South, where fall weather conditions are perfect for the sport.

V. R.


This book, being simple and scientifically practical and not too technical, is excellent as a guide to instructors and a textbook for majors in Physical Education. Giving preventive and remedial physical activities to children in a way that will hold their interest has always been a problem. In this book there are games, dances, and plays which accomplish this double purpose; also there is the more formal program of exercises which can be used for adults. It is absolutely complete in organization and material.

V. R.


Recently I have reviewed some of the most highly recommended books on plant physiology in order that I might be able to recommend to teachers of botany the one I consider the most acceptable as a reference guide. Palladin’s Plant Physiology is the one I have chosen and recommend to the teacher whose budget for a professional library is limited.

Vladimir I. Palladin was professor in the University of Leningrad and his textbook has won universal recognition and has been translated into the principal languages of the world. Its dis-
The distinguishing characteristics are thoroughness and scientific accuracy coupled with clearness and conciseness of expression. Then too it is a readable book, one that is hard to put aside. Anyone who reads this book will like botany better and will teach it better. The illustrations number 173 and suggest many experiments that should be interesting to superior students to supplement the required work.

G. W. CHAPPELEAR.


The main object of Speaking and Writing English is the same as that of other texts in composition: "to attain greater power of self-expression," but the method differs in points of emphasis. The authors stress the use of words, sentence structure, and the paragraph as theme elements, and then take up the subject of story telling. A section of the book is given to an exhaustive study of letters and letter writing which is called "Composition in Practical Life." A large number of exercises is provided, affording opportunity for technical drill.


The title suggests the intention of the book—to make the study of grammar practical. It rounds out the knowledge of grammar previously gained and then aims to apply it to everyday use.

The arrangement of the material is flexible, in that the book may be used in various ways and for different years. It is valuable for its abundant exercises.


A prerequisite for good, clear, writing is the ability to think clearly and accurately. Progressive Composition, having as its aim the training in this ability, offers practice in collecting and organizing material and in thoughtful consideration of the facts or ideas to be presented in oral or written expression.

The work is progressive, giving the student a sense of achievement from one day to another, since he is required to use today that which he learned yesterday.


Utilizing the contract method, Miss Harris has assembled abundant exercises for use in the teaching of six high school "classics": Ivanhoe, Treasure Island, Julius Caesar, Merchant of Venice, Lady of the Lake, and the Odyssey. Another unit for the short story is also included.

Each group of exercises follows pretty much the same scheme, giving attention to fundamental tasks, theme topics, drawings, study of background material, etc. For each class there are also a completion test and a true-false test.

The pad includes what many readers will regard as unimportant assignments, but this defect is often found in lessons planned for the contract method. An intelligent teacher will be able to make good use of the pad.

C. T. L.

NEWS OF THE COLLEGE

The hockey season has been most successful for the Harrisonburg team. The season opened on November 3, with the local players facing the strong team from Westhampton College. Although H. T. C. lost by the small margin of 4-3, the Harrisonburg team showed strong possibilities, which they more than lived up to in the following games. H. T. C. took the long end of a 11-0 score when she met Fredericksburg on November 17, and the winning end of a 3-1 score from George Washington University. The college players likewise were victorious over the Alumnae team on December 1, by the score of 6-1.

Kappa Delta Pi has admitted four new members to her ranks: Mina Thomas, of Richmond; Mary Brown Allgood, of Petersburg; and Elizabeth Knight, of New Jersey, all Juniors in the College; and Louise W. Elliott, of Norfolk, a former member of Pi Kappa Omega, who received her degree here in 1926. Initiation services were held Friday, November 30, at which time Louise Elliott returned to the College to be initiated.

The week of November 11 was observed in chapel as Children's Book Week. A group of readings and a play were appropriate programs for this observance.

The presidential election was echoed on the campus by the college straw vote, in which Hoover won by the small majority of seventeen votes.

The college answered the national call for support to the Red Cross and contributed a neat sum of money to this fund. Interest was stimulated in this movement through chapel talks and programs.

The college began extension courses here on November 3. These courses are being given on successive Saturdays, running for fifteen weeks, two hours a week, and carrying three quarter-hours credit. The courses offered are: English Literature, taught by Miss Margaret Hoffman; Inter-
The student body participated in the Armistice day parade, held annually in Harrisonburg. A pretty float and attractive costumes helped H. T. C. make a most creditable appearance.

The Freshmen class has organized and chosen its leaders for the year. Sally Bishop Jones, of Cape Charles, is president; Frances Rolston, of Mt. Clinton, vice-president; Margaret Beck, of Winchester, secretary; Julia Duke, of Harrisonburg, treasurer; Mary Farinholt, of Petersburg, business manager; and Anna Mendel, of Arlington, sergeant-at-arms.

On Friday evening, November 23, the Stratford Dramatic Club presented its fall production, "You Never Can Tell," a sparkling four-act comedy by George Bernard Shaw. A large audience received this play most appreciatively, and it is considered by many as one of the best productions ever offered by the Stratfords.

The Y. W. C. A., under the leadership of Mary Boone Murphy, has developed wonderfully this year, and excellent programs have featured all meetings. Ministers of Harrisonburg and members of the college faculty have delivered talks to the students through the Y. W. W.

Chapel programs have been varied and quite attractive. A number of delightful speakers have entertained the chapel audiences. Several organizations have also furnished chapel programs. The Page Literary Society and Kappa Delta Pi have both given excellent programs in chapel this first quarter. Several ministers of the local churches have given inspiring talks to the faculty and student body at these times.

The College library is fortunate in having many new books added to its shelves. Educational textbooks and fiction make up the bulk of this new supply and are proving quite valuable.

The social science faculty of the college is inaugurating a new feature this year by offering a group of lectures to be given during the present session for the benefit of all students and teachers in the department. Each member of the social science faculty will deliver one of these addresses during the year. Mr. Hanson gave the first of the series, on Tuesday evening, November 20. He chose as his subject "The Making of Commercial Maps and Globes," and delivered an instructive talk. Other addresses will follow at other dates to be announced later.

Dr. Wayland has been elected to honorary membership in the Kansas State Historical Society, the largest historical society in the United States.

Miss Virginia Harnsberger, College librarian, has been elected president of the Virginia State Library Association, at the meeting held in Norfolk several weeks ago.

Mrs. W. B. Varner spent the week-end of November 17 at a meeting of deans of women, held in Washington. She reports a beneficial and pleasant trip.

Mr. Logan was elected auditor of the National Council of Teachers of English at its recent meeting in Baltimore, and was also appointed to represent the Council as an advisory editor of the Elementary English Review.

Numbers in the entertainment course have included this fall not only two pleasing performances by the Sprague Players, who presented "Rip Van Winkle" and "Lightnin'" on November 26, but also two movies: Mary Pickford in Kathleen Norris's "My Best Girl," on November 31, and Lewis Stone in "The Prince of Head Waiters," on November 9.

Examinations are close at hand and everyone's thoughts are turning to the completion of the fall quarter's work. Everyone is quite busy, and from all indications will continue so until the morning of December 18, when the "final reckoning"
comes and the college closes its doors from then until January 2 for the longest and most pleasant holiday of the year, Christmas.

ALUMNÆ NOTES

A MESSAGE FROM PRESIDENT DUKE TO THE ALUMNÆ

Dear Alumnae:

I wish to take this means of expressing to you my deepest appreciation of the beautiful watch you gave me at the annual alumnae banquet last June. While the gift was entirely unexpected, it was nevertheless wholly in keeping with that fine spirit of loyalty and sympathetic co-operation that the alumnae have always accorded the president of our college. This gift will ever remain to me a priceless token of your splendid devotion to the college and to me personally. I am writing this note because at the banquet I was so overwhelmed by the thought of your kind and generous feelings that I neglected to express my appreciation.

Sincerely yours,

SAMUEL P. DUKE

ALUMNÆ ASSOCIATION OF H. T. C. HOLDS ANNUAL BANQUET

The Alumnae Association of the Harrisonburg State Teachers College held its annual banquet in Friddle's Grill Room on Tuesday, November 13, at six o'clock. Around the two long tables decorated with clever Thanksgiving favors, sat most of the town alumnae with the members of the college Committee on Alumnae Relations.

Between courses, Mr. S. P. Duke, president of the college and guest of honor, made a short address on "Some Trends of College Life as Seen from the Administrative Standpoint." He brought out the point that though H. T. C.'s enrollment excelled that of other state colleges (in percent of increase), it was not up to his expectation. He spoke of his plans for readjusting the course of study to attract more mature students working for their degrees, especially during the summer months. He also gave a description of the new buildings already completed on the campus. In conclusion he stated that he wanted guidance from the teachers and alumnae in organizing the summer school and their help in directing new students to their Alma Mater.

The nine new members or "goats" were next called upon to tell in rhyme some of the things they were thankful for and to give their "stunt." The stunt brought down the house.

The election of officers resulted as follows: Florence Fray, president; Agnes Stribling Dingledine, vice-president; Bertha McCollum, secretary; Edna Dechert, treasurer. Other business of the local chapter was then discussed and the meeting closed with all Alumnae holding hands and singing Auld Lang Syne.

The Alumnae present were: Mrs. Harry Garber, Mrs. Tom Brock, Mrs. Edgar Howard, Mrs. Charles Beck, Mrs. Sheff Devier, Mrs. Henry, Mrs. W. T. Wolfrey, Mrs. Raymond Webster, Mrs. Ward Swank, Mrs. Arthur Hamaker, Mrs. Herbert Hawkins, Mrs. Johnston Fristoe, Mrs. Wert Wise, Misses Lucy Faulkner, Lucille McGlaughlin, Inez Morgan, Cameron Phillips, Wilmot Doan, Gladys Goodman, Ruth Harris, Vada Whitesel, Kate Wilmoth, Virginia Beverage, Betty Jones, Mary Walters, Mary Bosserman, Virginia Buchanan, Sylvia Myers, Madeline English, Hallie Copper, Ruth Hill, Mary Forest, Florence Fray, Constance Henry, Lois Yancey, Sarah Elizabeth Thompson, Bertha McCollom, Mamie Omohundro, Ruth Miller, Dr. Weems, Miss Hoffman, Miss Cleveland, Dr. Wayland, and Mr. Duke.

NEWS FROM ROCKINGHAM COUNTY ALUMNÆ

Helen Jackson, who taught last year at Timberville, was married to Randolph
Eagle, on August 23, 1928. They are now living on Church street, Staunton.

Evelyn Ralston, who taught last year at Broadway, is attending Massie Business College in Richmond.

C. C. Turner, Hazel Hillyard, and Flemmie Brown are teaching at Cootes Store with the largest enrolment of the school’s history.

Mrs. R. B. Strickler has a class of one.

Irma Burtner, Blanche Landis, Alta Wenger, Lela Pennington, Rachael Heltzel, Mary Armentrout, and Katherine Womeldorf are teaching in the Broadway schools.

Janette Whitmore, teacher last year at Timberville, was married recently to Paul Myers, a cattle dealer. They now reside at Timberville.

Lizzie Trussell, Lena Will, Helen Hopkins Hoover, Ethel Hoover, Mamie Shutters, Mareta Miller, and Beth Jordan are teaching in the Timberville schools.

Margaret Zirkle, teaching at Timberville, married R. T. Hinkle.

Virginia Aldhizer, Mamie Williams, and Elzie Gochenour are back at H. T. C.

Nettie Quisenberry is now teaching Home Economics in Louisa.

Charlotte Hillyard and Helen Garber are teaching at Concord.

Valley May and Paul Kline were married the early part of last summer.

Mrs. A. B. Lail and little daughter are visiting Mrs. Lail’s parents, Mr. and Mrs. Vaughan, at Timberville.

VIRGINIA KELLAM SENDS NEWS FROM CHERITON

Esther Patton, of Tom’s Creek, Virginia, is now Mrs. C. H. Standbridge, Cape now Mrs. Robert Mason, and is living in July, 1928.

Miss Dorothy Williams, Cape Charles, is now Mrs. Robert Mason, and is living in Cape Charles. She was married in 1927. Georgia and Evelyn Holland are living at home. Evelyn is teaching a private kindergarten.

“E. B.” and Kattie Buchanan are teaching at Cheriton.

Doris Kelly is teaching at New Church.

Virginia Ayres, of Norfolk, is now Mrs. Randolph Pruitt, of Temperanceville. She was married in June, 1928.

NEWS FROM NORFOLK ALUMNAE

Ruth Wright, who was severely hurt in an automobile accident last August, is improving.

Martha Spencer, a teacher of 2nd grade, is to make her début this winter.

The Norfolk Alumnae Chapter held its meeting at the home of Winnie Banks Truitt. Sixteen of the alumnae stayed after the business meeting to play bridge.

Minnie Louise Haycox has gone on the stage (tell Miss Hudson). Her school is so crowded that she has her class there.

Corinne Evans is again teaching in Norfolk.

Margaret Shinberger is teaching this year somewhere in North Carolina.

Helen Walker lost her father this summer.

Thelma Eberhart is teaching the first grade in J. E. B. Stuart School.

BIRTHS

Mr. and Mrs. J. F. Winn, Jr., announce the arrival of John Winn, III, on November 8, 1928. Mrs. Winn is remembered here as Ethel Channing.

Mr. and Mrs. R. B. Strickler announce the arrival of Robert Hopkins Strickler, on September 27, 1928. Mrs. Strickler was Gladys Hopkins.

MARRIAGES

On Saturday, October 20, in Hagers-town, Md., Miss Mary Rebecca Foltz was united in marriage to Mr. Vernon Thomas Kagey. Mr. and Mrs. Kagey are at home at New Market.
VISITORS ON THE CAMPUS

Miss Mary Belle Hinton stopped in to see the Alumnae Secretary while visiting relatives in the city. Miss Hinton is teaching in Roanoke.

Florence Shelton was a visitor on the campus. Florence is loafing this year—but she has plenty of money, as she took out a Life Membership in the Association while here. Come again, Florence.

Emma Pettit, from Martinsville, was here for the week-end. She is just as vivacious as ever. Emma is President of the Alumnae Chapter in Martinsville.

Lillian Lanier was a welcome visitor on the campus. Lillian is also teaching in Martinsville.

NEWLY ELECTED CHAPTER OFFICERS

Richmond
Gladys Lee, president; Kate Clary, vice-president; Elizabeth Franklin, secretary-treasurer.

Roanoke
Virginia Harvey Boyd, president; Virginia Brumbaugh, vice-president; Sarah Evans, treasurer.

Rockingham
Gladys Hopkins Strickler, president; Katherine Bowman, vice-president; Ethel Hoover, secretary.

ALUMNAE LETTERS

Sarah Ellen Bowers, 307 Virginia St., Grafton, W. Va., sends best wishes:

I received your letter today, and was mighty glad to hear from you. I am always glad to receive letters from anybody at H. T. C., even though they ask me for money! Does that not prove I more than love my Alma Mater?

I think it is a fine thing that The Virginia Teacher has consented to give us a section of that magazine for the Alumnae News. I am only sorry that I live so far away that I cannot belong to a chapter of the Alumnae Association. I try to keep up with the school, by taking the Breeze, and corresponding with girls at school. You may know how I feel sometimes, when I think of living so far away from my school friends.

Nothing would please me more than to walk in the Richmond Hotel Thanksgiving morning and have breakfast with you all, but I have made other plans for that day. Here’s hoping that you will have the best time ever.

I am enclosing my check for The Virginia Teacher. Give my love to “everybody” and here’s wishing for you all another very successful year.

Nell Walters, 476 Allison Ave., Roanoke, writes:

I am enclosing a check for two dollars for my Alumnae dues and The Virginia Teacher. I am so glad that the Alumnae Association is to have an extended section in that magazine and I am sure that the Alumnae will support it loyally.

. . . . I am enclosing a list of the new officers of our Alumnae chapter.

We are having a card party on Saturday, and hope to make a little money to send in to the office.

Best wishes for a successful year.

Betty E. Davis, Box 47, University of Virginia, writes concerning The Virginia Teacher:

I am delighted with your letter of October 22, and I am sending my check now. I would feel positively lost without The Virginia Teacher.

This summer I had my first experience as Supervisor in the University Training School, and what did I do first? Why, you might know, dug out all of my Virginia Teachers I had saved religiously, and simply devoured suggestions.

I am having a glorious time here. We have a wonderful school modernized in
every respect, and it is worlds of fun trying out all sorts of stunts.

My sympathy if you have to read 2,500 letters like this. The best of luck and love for H. T. C.

Minnie Louise Haycox, 427 W. 27th St., Norfolk, likes the Alumnae News:

I just received your letter telling of the plans for the coming year. I think enlarging the Alumnae News in The Virginia Teacher is a very good idea.

You don't know how very much I did enjoy visiting H. T. C. in June. I really didn't feel as if I were visiting—you all made us feel as if we "belonged" there. I wish all the girls would go back once to see if they would like it, then you would know that they would come again.

We have an Alumnae meeting on Thursday afternoon to elect our new officers. I think there will be a crowd, as the meeting will be held in the home of a very recent bride, Winnie Banks Truitt. She married her principal in June.

Of course you have heard of the accident of Ruth Wright. She has just been taken home from the hospital...

Anna Cameron, of Newport News, is teaching in Maury High School in the place that Anna Forsberg had last year. Anna is keeping house as the wife of "Pete" Earner. Martha Spencer is teaching at the same school as I.

The very best wishes for the school this year, from one who is mighty proud to be an alumna.

Helen Nelson Leitch, Biological Laboratory, Western Reserve University, Cleveland, Ohio, wants news of "nicest" teachers:

I am enclosing a check for five dollars ($5) payable January 1st. Please be sure to write me when more dues are needed. As I have noted on the check, I am paying three years' dues and two years' subscription.

It is such a long time since I have had any news of H. T. C. The Alumnae Notes or section in the Virginia Teacher will seem like an oasis on a long dusty weary trip. Please, could you include some mention of our nicest teachers?

As you can see from the heading, I am working here in Cleveland. My position is Departmental Secretary in Biology. I had never heard of the University until I was sent here for a position three years ago. I am mad on the subject of my job—it is the finest one going. Of course there are times when I feel ready to give it up, but on maturer consideration I realize that I am a fortunate person, and wouldn't change for a fortune! All of my "bosses"—of which there are eight—are brilliant men.

Dr. Herrick is an authority on bird life, Dr. Visscher is a special investigator for the Bureau of Fisheries—people like that. They all write for publication and I type their manuscripts, and occasionally hunt research material for them. I feel very educated at times, and at others absolutely imbecile.

Please send my first number of the Virginia Teacher soon. I want to come to the reunion next June if I can have some time off. It will be my first trip back. I can't quite see how I have waited five years, except for the fact that I am away out here.

MANY LETTERS SENT TO THE ALUMNAE SECRETARY

The Alumnae Secretary wishes to acknowledge letters from the following Alumnae. It is a matter of regret that all of these letters cannot be printed here.

Jean Nicol, of Rockville, Maryland, never fails a request from the Alumnae office. Jean promises to be with us in June in our annual celebration.

Maggie Joyce writes that she is teaching in the Reynolds Memorial School at Critz, Virginia, and that Sallie Cooper and Bertha Wilson are also teaching in the same school.
Ruth Witt, who has been studying at the Maryland Institute for the past two years, is now teaching in the Monroe Junior High School, Roanoke. She says that she is a regular “old lady in the shoe,” as she is teaching Art to 384 children. She also reports a large crowd at the Alumnæ party given in Roanoke on November 3.

Elizabeth Gunter Blair, of Appalachia, has made the rounds. She finished the two-year course in Home Economics at H. T. C., went to Peabody College for her degree, taught in Big Stone Gap for one year, then got married and now has a dear little girl. Elizabeth also sent news concerning other alumnæ.

Tita Bland, now Mrs. Mattley, wife of an instructor at Blackstone Military Academy, Blackstone, Virginia, recently spent the week-end with Blanche Ridenour in Petersburg.

Martha Derrick writes that every one in Ronceverte, West Virginia, knows about H. T. C. and will continue to do so as long as she stays there. She hopes to visit us soon.

Gladys Netherland, of Ballsville, Virginia, has been quite ill, but is able to be up and around at present. We expect to see her in Richmond at the Alumnæ Breakfast, Thanksgiving.

Elizabeth Malone, of Roanoke, gets “homesick” for H. T. C. She hopes to be with us in June.

Elizabeth Nicol Metcalf, of Chevy Chase, Maryland, has an eighteen-months-old son, who, she says, is much in need of training. Elizabeth hopes to come to her tenth reunion in June.

Olive Magruder, of Woodstock, hopes the Virginia Teacher will be chock full of news from the old girls.

Margaret Grammer writes from Manassas and sends her check to show her appreciation of the good work the Alumnæ Association is doing. (Thanks.)

Merle Senger is teaching again in Wakefield and likes her work very much this year.

Isabel Sparrow is an instructor at Stuart Hall, Staunton.

Mattie Wooster is teaching fourth grade in Portsmouth and, not having enough work to do, she is taking a typewriting course at night. Rowena Lacy and Audrey Chewning are also in the class. Mattie never misses a year at the Thanksgiving alumna meeting.

Anna Allen writes from Grove City, Penn., that H. T. C. will always have a big place in her heart. She is enjoying her work but misses her friends in Virginia.

Dorothy V. Keller is teaching 31 mighty sweet children in Strasburg and can truthfully say that teaching is a pleasure to her.

Flossie Grant Rush is having a busy time at McGaheysville with her four little sons. Even then, she is trying to get the Alumnae in that part of the county together.

Mildred Kline is teaching large Home Economic classes in Hobuchen, N. C. She was delighted to get news from H. T. C.

Catherine Everly is located now in Marion, Virginia.

Josephine Nuckols says that she has smart children to teach—so that teaching them is a pleasure. Josephine is living at Dry Fork.

Betty Ruhrman is teaching in Reading, Penn. She is teaching arithmetic in the grades in a private school and sends greetings to all her friends.

Ida Pinner is hungry for a sight of Harrisonburg, so that if she does hit the campus, she will in all probability hang around Joan’s neck (if Mrs. Varner doesn’t catch her). Ida says that every time she has potatoes, her mind travels back to a round table with nine girls laughing and kidding amid the clatter of dishes and the hum of voices. “Give my love to all my old pals and friends and tell them this Virginia seed gets cold and lonesome planted in tar (she is in Raleigh, N. C.) if not frequently warmed by letters from Blue Stone Hill.”
The Alumni Secretary suffereth long and is kind; the Alumni Secretary envieth not; the Alumni Secretary vaunteth not himself, is not puffed up; doth not behave himself unseemly; seeketh not his own, is not easily provoked, thinketh no evil; beareth all things, believeth all things, hopeth all things, endureth all things. The Alumni Secretary never faileth; but whether there be university trustees, they shall fail; but whether there be presidents, they shall cease; whether there be college professors, they shall vanish away. But when that which is perfect is come, then that which is in part shall be done away. And now abideth college presidents, college professors, and the Alumni Secretary, but the greatest of these is the Alumni Secretary—if he doeth his job.—The Handbook of the American Alumni Council.

ALUMNÆ AT H. T. C. FOR THANKSGIVING

The Thanksgiving season was made a home coming day by many of our alumnae. The chief attraction, perhaps, was the Alumnae-Varsity hockey game which was scheduled for Saturday at two o'clock. The only goal scored for the alumnae was the one Sarah Bowers shot after the fifth one
made by the varsity team. The final score was 6-1.

Alumnae were entertained by the junior class at a tea dansant. The majority of the returning Alumnae were of the class of '28 and therefore were "sisters" of the members of the junior class. Each alumna who registered with the Alumnae Secretary before 2 o'clock on the day of the Alumnae-Varsity game was presented with a large yellow chrysanthemum tied with purple tulle (the school colors) with the compliments of the Alumnae Association.

Those registered were as follows:
Virginia Turpin, '28; Lorraine Gentis, '28; Helen Goodson, '28; Katherine Manor, '28; Sarah Milnes, '28; Stribbling Lottier, '30; Ruth Dold, '28; Sarah Dunn, '28; Mary Worsham, '28; Mildred Tyler, '27; Helen Ward, '17; Mary Capla, '26; Margaret Birsch, '20; Mildred Alphin, '28; Nancy Mosher, '26; Wilmot Doan, '28; Sarah Dunn, '28; Mary Alice Woodard, '24; Louise Elliott, '26; Edwena Lambert, '27; Helen Holladay, '28; Magdalene Roller, '28; Mildred Kling, '28; Mary Botts Miller, '28; Corinth Kidd, '27; Hazel Farrar, '28.

THANKS TO THE RICHMOND CHAPTER!

The Alumnae Secretary wishes to take this opportunity of again thanking the members of the Richmond Alumnae Chapter for their work in preparing for the Alumnae Breakfast which was held at the Richmond Hotel on Thanksgiving morning. The Association especially appreciates the cooperation of Margaret Herd, Mary Hawkins, Ruth Paul, and Elizabeth Franklin, upon whom the responsibility fell. These girls have planned the Alumnae Banquet for each Thanksgiving, have responded loyally to their obligations, and have always been on hand to welcome the visiting Alumnae. We hope, when these girls visit H. T. C., we can in some measure reciprocate their many courtesies.

THANKSGIVING MEETING IN RICHMOND

Seventy-two alumnae and faculty members registered in Richmond at the meeting of the Virginia Education Association. Those who were present at the Alumnae Breakfast Thanksgiving morning are indicated by an asterisk.

Eugenia Bailey, '23
Catherine Beard, '22
Linda Sparks Berry
*Lulu Boisseau, '27
Ruth C. Bransford, '24
*Madge Bryan Burnett, '18
Ruth Cary, '27
*Audrey Cheewing, '23
*Alice Clark, '27
Lois Claud, '27
Dorothy B. Cox, '25
Rymple Cross, '23
Mary Lou Dewberry
*Carrrie Dickerson, '24
Lillian Doughty, '26
*Virginia T. Drew, '21
Bessie Dunavant
*Elizabeth Franklin
*Dorothy Spooner Garber, '20
*Anne Garthwright, '23
Erma Glassock
Emma D. Grant, '25
Louise Greenawalt, '12
Polly Greenawalt, '24
Hunter Gwaltney, '23
*Mary E. Hawkins, '19
*Margaret Herd, '24
Ethel Hoover
Edith Sagle Jones, '20
Beth Jordan, '28
Lucille Keeton, '24
*Roberta Kendrick, '26
*Mildred Kidd, '18
Eva Rooshup Kohl, '19
Adelia Krieger, '28
Lillian Lanier, '25
*Louise Gibbony Lewis, '21
*Bea Milam, '24
Mareta Miller, '27
Ruth L. Moseley
*Marion Neshitt, '20
*Gladys Netherland, '26
*Ruth K. Paul, '26
Alesse Perdue, '28
Nettie Quisenberry, '27
Anna Mae Reynolds, '27
Nellie Rhodes, '28
Frances Ripberger, '25
Bessie Scogginn, '14
Merle Senger, '27
*Margaret K. Shepherd
Willie Talley Shaipard, '21
Gertrude Smith, '21
Mary Finney Smith, '28
Annie E. Snead, '26
Virginia Sutherland, '26
*Frances Tabb, '21
*Sarah E. Thompson, '27
Stella M. Thompson, '17
Maud Thurmond, '25
Grace Wade, '28
Helen Ward, '17
*Elsie Warren, '24
Geneviee Warwick, '28
*Vada Whitesel, '12
*Mildred Garter Williams, '21
Virginia Williams, '27
*Katherine Wilmoth, '22
Kathryn Womeldorf, '27
*Mattie C. Wooster

FACULTY MEMBERS

*Miss Katherine M. Anthony
*Miss Elizabeth P. Cleveland
*President S. P. Duke
*Mr. W. H. Keister
*Miss Natalie Lancaster
(Ex-member)
*Dr. Fred C. Malcol
*Dr. J. A. Sawyer
PLAN OF THE ALUMNÆ SECRETARY FOR ALUMNÆ NOTES

What shall be in the Alumnæ Notes of The Virginia Teacher? I shall list here some of the regular material which I believe the alumnae would like to see in the Alumnæ Notes. If you do not approve of the following, or if you think of other things that you would like to see in our part of the magazine, please confer with me at once, as I am always quite willing to receive suggestions. In fact, I am really depending on you for the greater part of my “news.” You want to read of other H. T. C. girls. They want to read about you. Kindly help overcome a great difficulty—we appoint you “local reporter.” Won’t you answer these questions: What are you doing? What are other H. T. C. people doing? Have you or any others changed addresses recently? Do you know of any recent H. T. C. weddings, births, or deaths? Any information you send into the Alumnæ Office will be welcome. The Alumnæ Notes will, as far as possible, cover the following:

First: Information about the alumnae. This information comes in class and club notes. Of these the class notes are by far the most important and they should be dated as—Susie Simers, Class ’13, has a beauty parlor on Main St., Danville, Virginia. In other words, we want you to make a special effort to send in news concerning your class and in that way we hope to get material concerning all classes.

Second: Personal items. Everybody reads marriages, engagements, births, deaths.

Third: The occasional letter or article written about or by some prominent alumna.

Fourth: Information about the institution. The Alumnae Secretary will supply this.

Fifth: Special material—such as club notes, reunions, etc.

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