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

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Our Calendar

The Industrial Revolution

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OUR CALENDAR

The measurement of time is not an easy task, although it involves merely the counting of repeated motions. To aid us we have the two primary periodic movements of the earth, namely the rotation of the earth on its axis, which gives us day and night, and the revolution of the earth round the sun, which gives us the year and the seasons. Thus we might easily think our problem solved for us by these physical laws. But when we consider further that the earth is not a perfect sphere, that its axis of rotation is inclined at an angle to the plane of rotation, that the orbit of revolution is not a circle but elliptic, that the actual time of a revolution round the sun varies slightly from the apparent time of revolution because of the precession of the equinoxes, and that the year is not an exact multiple of the day, we can begin to appreciate some of the difficulties presented to a calendar maker. Then add to the above the month based upon the motion of a third body, the moon, and we have additional difficulties immediately created in the making of a calendar.

With this introduction it is necessary that we first consider the units of time now in use, carefully define and understand them, determine their origin and use, in order that we may be in a position to intelligently trace the history and development of our present calendar with its defects and apparent discrepancies.

As we all know, the earth rotates on its own axis and at the same time revolves round the sun. In addition, the moon revolves round the earth. These physical phenomena are used in creating our units of time, which form the basis of measurement.

The day is defined as the time taken by the earth to make one complete rotation on its axis and “is the interval between two consecutive passages of a given celestial object across the meridian.” This is a constant interval, but the sidereal day, measured by successive passages of a given star, differs slightly from the mean solar day, measured by successive passages of the sun. This difference arises from an apparent eastern motion of the sun relative to the fixed stars, which motion is not constant from day to day. This fact explains the discrepancy between the readings of an accurate watch and sundial. We use, therefore, the period of twenty-four hours, or civil day, corresponding to a mean solar day, rather than either the sidereal day or real solar day, as our unit of time. This civil day begins at midnight and ends at midnight at present, although this arrangement has not always been the custom. The ancient Chaldeans and Babylonians began their day at the rising of the sun, the Athenians at the setting of the sun, the Umbri in Italy at midday, the Egyptians at midnight, and the Romans frequently at six o’clock in the morning. This latter custom was undoubtedly the result of the account of creation given in Genesis, which referred to the evening and morning as forming the day. This custom was continued by the ancient Gauls and Germans and can be found in our expression “fortnight.”

The next division or unit of time is the week, which has a very interesting origin and history. A period longer than the day and shorter than the month, it has at different times and by different people consisted of a varying number of days from three to eight. While the origin of the week is somewhat obscure, yet we find evidence of a three day week among certain Indian
tribes in South America, a four day week among the natives of the Congo region of Africa, and five, six, or eight day weeks among the natives inhabiting other parts of Africa. The five day week, also, can be found in Persia, Java, New Guinea, and Mexico. But of more immediate interest to us we find traces of the five day week among the Nordic or Scandinavian people living in the region of the Baltic Sea in northwestern Europe. The Northmen's week of five days, with six such weeks forming a month, was divided as follows:

- **Tysdag**—Tuesday
- **Odinsdag**—Wednesday
- **Thorsdag**—Thursday
- **Frjadag**—Friday
- **Langardag (bath-day)** or **Thvattdag (washing-day)**—Saturday.

There is no doubt concerning the derivation of the first four days, but it is quite possible that Saturday was derived from some Norse divinity, rather than as explained above. There is seemingly no reason to believe that the name was derived from the classical Saturn, Saturday being used in Scandinavia long before the name Saturn was known. The names of our week days indicate conclusively that the five day week was used in Britain also.

The seven-day week, the other most universally discovered week, is of Semitic origin, originating in West Asia, where it was used by the Chaldeans and Egyptians, later by both the Greeks and Mohammedans. But it was among the Jewish people that we find the full development of the seven-day week. It may represent the special veneration held by these people for the number seven, or it may have represented the number of planets or notes in the musical scale. Perhaps all three circumstances exerted their influence, although we find that according to Jewish tradition this seven-day week was instituted at the creation of the world. Allowed to lapse during the period of Egyptian captivity, the observance of this seven-day week was revived while the children of Israel were journeying through the Wilderness, when the supply of manna was omitted on the seventh day. Thus while we find the seven-day week, we also find that the last day of the week was observed as the Sabbath day, and not the first, as in our present calendar.

It is not surprising, therefore, to find the seven-day week naturally accepted by the Christian world. To commemorate the fact that the Resurrection of Christ occurred on the first day of the week and also that the foundation of the Christian Church at Pentecost occurred on the first day of the week, the necessary change was made so that the first day and not the last day of the week might be observed as the Sabbath. For many years, however, both the first and last, or seventh, days of the week were observed as days of rest and worship until the practice was formally abolished by the Council of Laodicea in 346 A.D. With the legal establishment of Christianity in the Roman Empire during the fourth century, various laws were enacted for the observance of the Sabbath, which resulted indirectly in establishing the seven-day week as an accepted and recognized unit in the calendar.

Consequently we find the seven-day week carried by the Christian missionaries into Britain, where the five-day week was being used. And apparently these missionaries were responsible for a compromise with paganism, in which they accepted the British names for five of the seven days and were satisfied with giving to the two additional days of the week the names already used in other parts of the Roman Empire, namely Sunday and Monday after the sun and moon respectively. As a result, therefore, our present week, both in number and names of days, has been greatly influenced by Christianity as well as by paganism.

Of the four units of time—the day, the week, the month, and the year—the most in-
teresting of all is perhaps the month. While the day is a unit derived from the physical action of the earth, the week the result of human invention, the month owes its origin to the action of the moon as it revolves round the earth. The time of the moon’s revolution, reckoned from the position of the moon among the stars to its return to the same position, is 27 days, 7 hours, 43 minutes, 11.5 seconds. But again, as in the measurement of the day, the apparent interval between two successive full moons, called the synodical or lunar period, is 29 days, 12 hours, 44 minutes, 2.8 seconds. This latter period was used as one of the natural units of time by the ancients, largely because of ease of observation, but must be distinguished from the calendar or civil month now in use consisting of from 28 to 31 days.

The historical development of the month is so closely interwoven with the year as a unit of time, it is necessary, before proceeding further, to understand accurately the meaning and length of the year as a unit of time. As we know, the year is defined as the interval of time required by the earth to make one complete revolution round the sun. And yet even this definition is capable of several interpretations and meanings. The sidereal year is the interval of time as measured with reference to the fixed stars, while the tropical or solar year is the interval of time between two successive returns of the sun to the equinox. As the latter determines the seasons, it is therefore used in the construction of a calendar, although it varies slightly from the sidereal year.

Among the early Chinese, Chaldeans, Egyptians, Greeks, and possibly Latins the year was assumed to consist of 360 days. But even before the Christian era this was known to be incorrect, for as Sir Isaac Newton claimed, this method of making a year to consist of 360 days or twelve months of thirty days each, created a lunar (moon) year and not a solar year. This explanation evidently accounts for the early plan of the ancients with their limited knowledge of the length of the true solar year. We know, however, that the Egyptians added five days to each year in an effort to adjust properly this difference between the so-called lunar and solar years.

In spite of this knowledge furnished by the Egyptians, the ancients especially the Greeks and Romans, continued to make use of the lunar year in making their calendar with months and days inserted at various times to keep the seasons in place. For instance, the Greek month contained about 28 days and twelve such months made their year of 255 days, to which every eight years they added ninety days divided into three months of thirty days each.

The Egyptians apparently assumed the leadership in correcting these defects so baffling to the other Mediterranean people, when under the influence and teachings of Hipparchus they discovered that about six hours had to be added to the 365 days in order to make an exact solar year. While the other ancient people were slow in adopting this change and correction, further investigation during later centuries has substantiated the work of Hipparchus, for we know the exact length of the solar year to be 365 days, 5 hours, 48 minutes, 48.15 seconds, or nearly 365$\frac{1}{4}$ days.

Different combinations of these four fundamental units of time measurement have produced various calendars. The Chinese make use of a luni-solar calendar, the Mexicans use a year of eighteen months, while Mohammed introduced a purely lunar calendar for his people. The Jewish year is divided in months of from 29 to 30 days with an intercalary month introduced usually every third year. The French Republican Calendar, used from 1793 to 1805 in France, abolished the week entirely, substituting decades, and introduced a year of
twelve thirty-day months with five days added at the end of each year.

Passing over a study of the calendars mentioned in the preceding paragraph, we come to the Roman calendar, which is of especial interest to us, as it is the source from which the calendar of modern Europe and America has been derived.

From an investigation of the earlier writers we find that evidently the original Roman calendar was based upon a month of from thirty to thirty-one days with a total of ten months, making a year of 304 days. From the same investigation it is believed that two additional months were added by Numa, the successor to Romulus, the founder of Rome. In adding these two months Numa deducted one day from each of the thirty day months, making them twenty-nine, made one of the new months, February, a twenty-nine day month, but left January with thirty days. This latter arrangement was followed partly because January was dedicated to the Infernal Gods and partly because of the Roman desire to keep a year of odd numbered days, as the early Romans were quite superstitious in their disbelief of even numbers. These twelve months, however, did not form a correct solar year.

Nevertheless, this Roman calendar as changed by Numa remained in use without further modification until the time of Julius Caesar, who decided to reform the calendar and thereby remove the confusion resulting from the addition of arbitrary intercalations of days and months from time to time in an effort to bring the year in accord with the seasons.

Consequently in the year 45 B. C. Caesar with the aid of the astronomer Sosigenes of Alexandria introduced the so-called Julian Calendar, which is our calendar of today with but slight modification. The simplicity of his plan is a credit to the genius of the man. Accepting as the basic feature of his calendar the adoption of the solar year of 365 days, 6 hours or 365½ days, Caesar decided to abandon all attempt to make either the months separately or the entire twelve month period correspond to the lunation period.

Prior to this time the year had always begun in March but Caesar decreed it should begin on the first day of January, and also deliberately fixed the number of days each month should contain. These numbers were as they now exist except that August, then known as Sextilis, was to contain thirty days and February twenty-nine days. In order to allow for the six hours, or one-fourth day, required in addition to the 365 days to complete the solar year Caesar further decreed that an extra day should be added to February every fourth year or leap year, thereby giving February thirty days at regular intervals of four years.

In 44 B. C., the second year of the Julian Calendar, the name of the month Quintilis was changed to commemorate its founder. In like manner, Augustus Caesar in 8 B. C. persuaded the Roman Senate to change the name of the month Sextilis to August, named after himself. And in order to make his month contain as many days as July, named after his predecessor, he took one day from February and added to August, thereby giving August thirty-one days and February twenty-eight days except in leap years, when it would have twenty-nine days.

Although the Julian Calendar is not absolutely accurate due to the fact that the exact solar year is slightly shorter than 365½ days, it remained in use unchanged until 1582 when the error was corrected by Pope Gregory XIII, and the corrected calendar since that time has been known as the Gregorian Calendar after its author.

Due to the difference between the Julian year and the solar year the equinox had fallen back from March 21, the equinoctial date at the time of the Nicean Council in 325 A. D., to March 11. Consequently Gregory, acting upon the advice of the Je-
suit astronomer Clavius, ordered the day following October 4 in the year 1582 should not be called the fifth of October, but should be called the fifteenth of October in order to correct the equinoctial discrepancy. In addition, to prevent a future displacement of the equinox, Gregory ordered a slight revision of the leap year rule as follows:

“All years whose date number is divisible by four without a remainder are leap years, unless they are century years. The century years are not leap years unless their date number is divisible by 400, in which case they are.”

The changes ordered by Gregory were immediately adopted by all Catholic nations, but the Greek Church and most of the Protestant nations declined to accept the correction. Hence arose the names Old Style or Julian and New Style or Gregorian. Since that time, however, the remaining European countries have adopted the revised calendar, the Protestant States of Germany in 1699 and Great Britain in 1752 for herself and her American Colonies. The countries holding allegiance to the Eastern or Greek Church delayed their acceptance until recent years.

Recognized and accepted by the various nations of the world, the Gregorian Calendar remains, in spite of its irregular months and quarters and its inability to foretell future week day dates.

RAYMOND C. DINGLEDINE

TEACHING NOTES ON THE INDUSTRIAL REVOLUTION

Part One. The General Principles

I. The Industrial Revolution is one of the three great movements (the Reformation, the French Revolution, and the Industrial Revolution) resulting in the modern democratic world.

II. Life, based on agrarian foundations, had been practically static for thousands of years.

III. The handicraft and the domestic systems were the types of industry in vogue from the early Middle Ages until the rise of the factory system.

IV. The Industrial Revolution began with a series of inventions and changes in the textile and related industries in England during the second half of the eighteenth century.

V. Every phase of industry and daily life has been affected by the Industrial Revolution.

Part Two. Questions Based on General Principles

I. 1. What great movement brought religious democracy to the modern world?
2. What great movement awakened new political and social ideas?
3. How much practical bearing upon the everyday lives of the people did these movements have?
4. What, then, is largely responsible for the vast difference between medieval and modern life?
a. Is it the way we worship?
b. Is it the way we think about politics and ethics?
c. Or is it the way we live and do things?
5. Or are these three movements so closely interrelated that it is practically impossible to distinguish the effect of each upon modern living? Can it all be called growth in different ways towards one goal—democracy?

2. Upon what mode of life were the foundations of civilization built?
3. How did the people live in the time of the Pharaohs?
a. Did they carry on much commerce or trade?
   (1) Was extensive travel common?

b. Was home life simple or complicated?
   (1) Did they have many conveniences in their homes?

c. How did they till the ground and harvest the grain?
   (1) What sort of tools did they use?
   (2) What agricultural system, if any, did they practice?

4. How did people live in early medieval times?
   a. Did they carry on much commerce or trade?
      (1) Was extensive travel common?
   b. Was home life simple or complicated?
      (1) Did they have many conveniences in their homes?
   c. How did they till the ground and harvest the grain?
      (1) What sort of tools did they use?
      (2) What agricultural system, if any, did they practice?

5. What was the economic unit and social cell of the late Middle Ages?
   a. How was a manor organized?
   b. How did the lord gain his proprietorship of the manor?
   c. Who were the tenants?
   d. What agricultural systems were used under this organization?

6. When and why did serfdom disappear?

7. What new methods of using the land appeared?

8. Had there been any very noticeable change in modes of living over all these thousands of years?

III. 1. What was the most noteworthy feature of medieval industry?
   a. What was the craft guild system? Who was eligible to membership in it?
   b. What were the objects of the guild? Why was it organized?
   c. What caused the decline of the guild system?

2. What supplanted the guild system?
   a. What was the domestic system?
   b. What promoted the domestic system?
   c. What were some advantages of the domestic system?
   d. What were some of the disadvantages of the domestic system?
   e. What supplanted the domestic system?

IV. A. 1. What was the Industrial Revolution?
   a. Was it purely industrial?
   b. Was it purely agricultural?
   c. Or was it two interrelated movements?

2. Why did the development come first in England?
   a. What conditions were there conducive to the change?

3. Was the textile industry an important one in the eighteenth century? Why?
   a. Had there been any practical change in the method of making cloth since ancient times?
   b. Was there a balance of output between the spinners and weavers in 1750?
   c. How do you know that the need for improvement in the cloth-making industry was recognized?
B. 1. When and by whom was the "fly-shuttle" invented?  
   a. How did this change the weaving industry?  
   b. Did this affect the "spinning-weaving" balance?  
      Which way?  
2. What was the "spinning jenny?"  
   a. When and by whom was it invented?  
   b. How did it affect the spinning industry?  
3. What did Richard Arkwright invent? When? Why has he been called the "father of the factory system?"  
4. Who combined the "spinning jenny" and the "water frame?" When? What was the result named? How did it affect the textile industry?  
5. Who invented the first power loom? When? What did it do?  
6. What was Eli Whitney's contribution to the industry in 1793? What effect did it have?  
C. 1. What displaced the water wheel as a motive force?  
   2. a. When and by whom was the first modern steam engine made?  
      b. Was Newcomen's engine a success?  
      c. Who was the real inventor of our steam engine?  
      d. What are some interesting facts about James Watt's life and works?  
3. What effect did the steam engine have upon the Industrial Revolution?  
D. 1. What was it necessary to have before steam engines could be successfully made and run?  
   a. What was needed to make them out of?  
   b. What was needed for their fuel?  
2. a. What was the "air pump?"  
   b. When and by whom was it invented?  
3. When and by whom was sheet iron first successfully made?  
4. Who invented the "slide rest?"  
   What did it make possible?  
5. Who invented the high pressure engine? Was it much of an improvement over the old steam engine?  
6. When and by whom was the high pressure engine first adapted to water transportation?  
   a. When and by whom was the high pressure engine first adapted to land transportation?  
   b. When was the first railroad opened in England?  
E. 1. What was the logical result of these enormous developments in machinery, power, and transportation?  
   a. Why was the factory system the logical method of manufacturing under the new conditions?  
   b. Was the Industrial Revolution long confined to the textile industry alone?  
V. A. 1. Which is the more different, our lives and George Washington's, or his and Alexander the Great's?  
2. What are some common things we have today that our parents did not know about when they were young?  
3. What are some common things we have today that our grand-
parents did not know about when they were young?

4. What are some common things we have today that our great-grandparents did not know about when they were young?

B. 1. What are some of the most outstanding economic results of the Industrial Revolution?

2. What are some of the most outstanding social and political results of the Industrial Revolution?

3. Can the economic, social, and political results be very easily distinguished?

C. Criticize the following statements:

1. "The Industrial Revolution consisted of a great number of practical changes in many fields of human occupation and interest, not in the adoption of any great law or recorded event."—Cheney, Readings in English History, p. 610.

2. "Philosophy has shaped itself to the new order of things and politics has been revolutionized to meet the new conditions."—Osgood, A History of Industry.

3. "The Industrial Revolution is the greatest single event in the world's history."

4. "It is unlikely that we shall again have such a sudden and complete revolution in industry as occurred in England at the end of the eighteenth century. And the reason is not the absence of change, but rather because change is a normal condition of modern industry. Manufacturers today expect new inventions and take into account the obsolescence of their machinery as naturally as they do its depreciation. Change is constant, but just on that account it is less felt than was the Industrial Revolution, because there is constant adjustment. New inventions or changes in transportation or other factors may and often do completely revolutionize a business within a decade, but such changes are now regarded as a condition of progress. Being anticipated, they are met and bring no train of disasters such as made the English Industrial Revolution famous in history."

Part Three. Assimilative Material

I. 1. The Reformation brought religious democracy to the modern world.

2. The French Revolution awakened new political and social ideas.

3. But the Industrial Revolution vitally changed the work and daily lives of the masses of men, women, and children all over the world.

II. 1. The foundations of civilization were agrarian.

2. "Down to the middle of the 18th century few mechanical inventions had been made, and people were still using the appliances in use at the time of the Pharaohs. A contemporary of Pericles would have had little trouble making himself at home in the England of George III. People of western Europe continued to till the fields with crude implements, harvest grain with sickles, and thresh it with flails, weave cloth on hand looms, and saw
and plane boards by hand as their forefathers had done for 3000 years. Means of transportation and communication showed similar stagnation. Commerce during the Dark Ages was at the lowest level it has ever reached in the history of the civilized world. Bad roads, robbers, tolls, and the scarcity of money and trade made travel tedious, risky, and expensive."

3. The manor was the economic unit and social cell of the Middle Ages.
   a. It was an estate owned by a lord and occupied by a community of dependent cultivators.
   b. The lord's proprietorship was gained by:
      (1) feudal grant
      (2) purchase
      (3) usurpation
      (4) commendation
      (5) other ways
   c. The tenants were descendants of:
      (1) owners or occupiers of lands drawn under the lord's control.
      (2) persons who had become permanently indebted to the lord.
      (3) settlers who had sought the lord's favor and protection.
   d. They lived in a "nucleated" village surrounded by poorly-tilled, poorly organized "open" fields.
      (1) They used "two-field" and "three-field" systems. (Knew nothing about crop rotation or fertilization.)

(2) The cultivated plots were divided into strips for assignment to the tenants.

4. In early modern times the agrarian system underwent widespread modification.
   a. Serfdom disappeared during the 15th and 16th centuries.
   b. New methods of using the land appeared.
   c. The disintegration of the open-field system and the emancipation of the individual agriculturist from community control includes four processes:
      (1) The consolidation of scattered strips of land into compact properties of arable land, set off by permanent hedges.
      (2) The conversion of arable land into pastures.
      (3) The concentration of holdings, i.e., "engrossing" or "enclosure."
      (4) The occupation of the waste, diminishing or terminating rights in common.

From 1000 to 1300 industry grew in volume, independence, and in organization, and towns and town-life revived. The causes of this revival were:
   a. The Crusades
   b. The increase in population
   c. The increase in wealth
   d. The raising of standards of living and the consequent increased demand for manufactures.
   e. The social flexibility creat-
ed by the emancipation of
the serfs.
1. Since the early Middle Ages,
Europe and England have
known three principal types of
industry, each predominant
throughout a prolonged but ill-
defined epoch:
a. The handicraft type (close-
ly associated with the craft
guild, and prevailing almost
universally until the 15th
century.)
(1) The word "manufacture" means "to make
by hand."
b. The domestic type (which,
introducing industrial cap-
itism, was prevalent not-
ably in England and Ger-
many in the 17th and 18th
centuries.)
c. The factory type (which,
first arising on a consider-
able scale in England, dur-
ing the second half of the
18th century, gained asc-
cendancy in France during
the second quarter, and in
Germany in the third quar-
ter of the 19th century.)
2. The most noteworthy feature
of medieval industry was the
craft guild organization.
a. Under the guild system, the
master craftsman bought
his raw material, worked it
up in his own shop with
the aid of his family and
employees, and sold it there.
b. The objects of the guild
were:
(1) To protect the group
as a whole.
(2) To maintain equitable
relations among mem-
ers of the group. (To
control the supply of
materials, regulate pro-
duction, and supervise
the sale of the pro-
ducts.)
c. The causes of the decline of
the guild system were:
(1) The adoption of an
exclusionist policy, and
the consequent rise of
the rival "yeoman," or
journeyman, guilds;
(2) The triumph of the
aristocratic over the
democratic principle in
the guild's internal or-
ganization;
(3) The changed geo-
ographical distribution
of industry, involving
a large degree of rural-
ization;
(4) The growth of capi-
talism and the increas-
ing application of cap-
ital to industry; and
(5) The opposition and in-
trusion of the govern-
ment.
3. The domestic system supplant-
ed the guild system.
a. Under the domestic system
a manager gave out work
to employees who did not
live under his roof and who
performed the labor in their
own homes.
(1) The manager usually
furnished both tools
and material and paid
piece-wage.
b. The domestic system was
promoted by:
(1) The growth of popula-
tion.
(2) The rise of a new class
of industrial promot-
ers.
(3) The expansion of markets.
(4) The development of trade technique.
(5) The increase of capital.

4. The factory system was the result of the economic revolution in England.

IV. 1. The economic revolution in England consisted of two interrelated movements:
   a. A transformation in the agricultural system.
   b. A revolution in industry:
      (1) The invention and application of machines.
      (2) The building of factories.

2. Conditions in England about 1750:
   a. It was still mainly an agricultural country.
   b. Large quantities of land were in the possession of small holders.
   c. There was a continued intimate association of the cultivation of land with household manufacturing.

3. The development came first in England, because conditions during the eighteenth century there were ripe for the great change:
   a. The comparatively early breakdown of the guild system there and the enlargement of the control of domestic industry by merchant manufacturers rendered easier the transition to the factory.
      (1) Newer industries were not shackled by guild regulations.
   (2) Manufacturers were relatively free to apply new methods.

b. The political situation was such as to insure domestic tranquility and security of property rights, which were essential to the development of manufactures.

c. The extension of markets, especially after 1760, involved an ever-growing demand for English goods.

d. England possessed thriving commerce and promising industry already:
   (1) England was called "the workshop of the world."
   (2) Great trading companies, marking the extensive introduction of wholesale traffic, were established.
   (3) Her insular position gave her ease of waterway communication.

e. There had started a development of national, as contrasted with essentially local, commercial policies and regulations. ("Laissez-faire" policy, mercantilism.)

f. Such indispensable facilities of large-scale trade as currency, banking and credit, and shipping had begun to be expanded.

g. England possessed particularly well-suited natural resources both at home and in her colonies:
   (1) She had an abundance of coal, wood, and iron ore.
(2) She had many swift streams to furnish water power.
(3) She had a damp climate—good for textile manufacturing.
(4) Her colonies produced sugar, iron, cotton, dye, and woods. (These were suitable to be worked up in quantities, so there was a demand for machinery for the purpose.)

h. England possessed a relative abundance of surplus capital.
(1) Everyone wanted to be rich.
(2) Capitalists were ready to spend money in hopes of gaining still greater fortunes.

i. There was an abundance of labor, skilled and unskilled:
(1) The industrial energy and intelligence of the working classes was materially augmented by the Huguenots, who fled from France after the revocation, in 1685, of the Edict of Nantes.
(2) Smiths, carpenters, and metal-workers were more skillful than ever before and could construct machines devised by inventors.

j. Science had begun to awake. "England was ready for inventions."

4. The first important inventions occurred in the textile industry. Under the domestic system, where the processes of spinning and weaving were both carried on by hand, a principal difficulty had been to provide enough yarn, as it required the work of from five to ten spinners, each spinning a single thread, to keep one weaver occupied.

a. In 1738 John Kay invented a "fly shuttle," which would throw the thread in weaving back and forth across the loom and thus made weaving a much easier and swifter process.

b. In 1767 James Hargreaves invented a machine known as the "jenny," which operated eight spindles instead of one; this number was later raised to 80.

c. In 1768 Richard Arkwright patented a machine in which the threads passed through two sets of rollers, of which the second pair was driven at a higher speed, and thus drew out the wool or cotton into thread. The roller machine was known as the "water frame," because it was operated by water power. It had, however, one drawback, in that it did not twist the fibre tightly enough to make a fine thread.

d. In 1779 Samuel Crompton met this difficulty by combining the best features of the two machines and calling it a "mule."

e. As a result of these improvements in the spinning machinery, the traditional relations between the spinners and weavers was reversed, and more yarn could
be produced than the hand-weavers could weave into cloth.

f. In 1784 Dr. Edward Cartwright turned his attention to the construction of a power loom, which he succeeded in perfecting some three years later.

g. Other improvements were made in the processes of printing and bleaching the cloth.

h. In 1793 Eli Whitney completed the series of improvements by his invention of the cotton gin. Whereas only a pound of cotton could be cleaned of its seeds in a day by the old hand method, with the aid of a gin a man could clean 300 pounds. Unlimited, cheap raw material was thus assured cotton manufacturers.

i. The effects of these inventions upon the textile industry were revolutionary.

5. In order that the new inventions might be made serviceable and machinery utilized to the utmost, it was necessary that it be driven by some non-human power. The vital feature of the Industrial Revolution lay in the substitution of power for human muscles.

a. Windmills were well-known, but were unsatisfactory for this purpose, and at first water power was resorted to.

b. Not until the steam engine was perfected did man have a really efficient instrument of power.

(1) The expansive power of steam was known to the ancient Greeks, but not until the 18th century was it put to practical use.

c. About 1663 Newcomen constructed a practical engine for pumping water out of the mines.

d. About 1785 James Watt, while repairing one of Newcomen's crude affairs, invented the improvements and made it a modern machine.

(1) Its first use was for pumping water, which had previously been a great menace, out of the coal mines and hoisting the coal to the surface.

(2) It was now adaptable for driving spinning machines, power looms, and other mechanical devices.

6. a. Coal-mining was given great impetus by the invention of the steam engine and was further helped by the invention of the safety lamp.

b. The art of smelting iron by coal was made available about 1750, and in 1784 Henry Corte discovered the process of “puddling” in making sheet-iron.

c. Other inventions which helped in iron and machinery making were:

(1) John Smeaton's “air pumps in 1760.

(2) Maudslay's “slide rest” in 1794, which
made accurate machine measuring possible.

(3) Richard Trevithick's "high pressure engine."

(4) Improvements in the blast.

(5) The substitution of rollers for the hammer.

(6) Appliances for handling heavy castings.

d. These changes reacted powerfully on the iron industry and the manufacture of machinery, as the new processes made iron stronger and at the same time more malleable and easily worked up. There was now no limit to the supply of strong and powerful machines, for which the demand was increasing.

e. In 1807 Robert Fulton adapted the high pressure engine to water transportation—"Claremont."

f. In 1814 George Stephenson adapted the engine to land transportation.

(1) The first railroad was opened in England in 1825.

7. The result of these wonderful developments in the invention and making of machinery, in steam power, and in the mining of coal to furnish the steam power was the factory system of manufacturing:

a. There was a great cost attached to the installing of the new machinery.

b. The machinery was of use only in those localities which could furnish fuel, transportation facilities, and labor.

c. Hand manufacturing was destroyed.

d. Recent phenomena have resulted in factory building, specialization of product, etc.

e. The installation of machinery into factories marked the end of a static society.

f. The hand workers under the domestic system kept up the long and bitter struggle against the change until starvation drove them into the factories.

V. Economically and socially we are living in a vastly different world from that of the eighteenth century. In addition to the thousands of conveniences and marvelous inventions of modern life, some of the most striking results of the Industrial Revolution are:

1. The expansion and multiplication of industry.

2. The changed relations between industry and agriculture.

3. The increase of commerce, mining, etc.

4. The emphasis of life now being upon business where it was formerly upon religion.

5. The population increase. (From 150,000,000 to 400,000,000 in the 19th century. Infinitely greater increase in 20th century). Malthus.

6. The growth of cities.

7. The increase of the wealth of the world.

8. The uneven distribution of the wealth.

9. The fact that machinery has not given more leisure time to the
laborer, as might have been ex-pected. (Henry George—Progress and Poverty.)

10. Division of labor—specialization of industry.
11. The growth of big business corporations.
12. The employment of women and children in factories.
13. The new class distinctions.
14. The fact that localities are no longer self-sufficient.
15. The vast increase in man's pro-ductive power.

MARY T. E. CRANE

AN AMERICAN HISTORY
UNIT FOR GRADE
ELEVEN

THIS paper consists of two parts, first, the units and their understandings for a course in American History in the high school, preferably the eleventh grade; secondly, a big unit, ready to be placed before the class.

PART ONE
American History Units with Understandings

I. Economic conditions behind exploration and colonization of the Atlantic seaboard

1450-1750

1. Europe spent money to open up the Americas.
2. The desire for glory and gold explains much of the adventure of exploring and settling the Americas.
3. The Indian civilization ranged from Polished Stone Age to that of Metals.
4. Two angles of religion, one, the Christianizing of the native, the other, the desire to escape persecution, were factors of importance in the types of explorers and settlers.
5. The frontier life modified the conditions of society and changed social organization.

II. Impatience of economic restraint

1700-1815

1. The individual settler lived in a nearly self-sufficing farm, and paid for outside necessities and luxuries with the nearest resource marketable in Europe or the West Indies.
2. The greater social-economic stability of the English settlers was the reason for the conquering of the French in North America.
3. The American Revolution was largely the result of an unsound economic policy pursued by Great Britain.
4. The War of 1812 at once completed the severing of our dependance upon Europe and forced inward expansion.

III. Organized social controls through self-directed agencies

1750-1815

1. Nationality was possible because of British racial predominance among the settlers of the Thirteen Colonies.
2. The political organization of the
English colonies was the inherited government of England modified by a changed environment.

3. Political revolt required more than a generation of cooperation of individuals and of states.

4. The federal constitution was a social experiment, framed to remedy serious economic and political conditions.

5. Political parties arose out of different interpretations of the Constitution.

IV. The satisfying of land-hunger by settling the West

1765-1900

1. The acquisition of mainland territory was first by the settler, then by the government. (Louisiana Purchase and Alaska exceptions.)

2. River and lake transport, later canals and railroads, were the outlets which made western settlement profitable.

3. The economic waste in the settlement of the West was very great.

4. Social advance arose out of the Westward movement.

5. The area civilized between 1770 and 1900 can be explained only by youthful energy, the American spirit combined with the idea of nationalism.

V. The unbalanced Southern economic development

1619-1900

1. Malaria explains the active introduction and the cotton gin that determined retention of the slave (negro) in the United States.

2. Secession occasioned the Civil War.

3. A semi-civilized people, dwelling among an enlightened people, retard the advance of the latter.

4. The war cost in human life and in unsettled social order further delayed the economic development of the South.

5. A better agricultural system and the introduction of the factory have brought the South again into national participation.

VI. The United States in the Industrial Revolution

1790-1929

1. The basal American inventions were an integral part of the world's Industrial Revolution and a response to our own economic needs.

2. Manufacturing tends to develop where raw materials, power, and markets are easily combined.

3. Modes and customs of living and thinking are changed by basal inventions.

4. Organized labor has bettered its own working condition and raised the standard of living for all.

5. The Industrial Revolution is both complete and incomplete.

VII. The Conservation Movement

1900-1929

1. Conservation means wise care and use of natural resources.

2. Conservation of any resource is a personal, local, national, and world responsibility.

4. The Conservation Movement, which began with the purpose of saving raw materials, soon expressed itself in social savings.

VIII. Progressive development of "big business"

1875-1929

1. The factory system forms the basis of the rise of "big business."

2. Modern manufactures are dependent on science.
3. “Big business” has a legitimate, legalized place in modern life.
4. Modern social legislation is a result of the factory system and of factory products.
5. A goodly part of the wealth secured by the “captains of industry,” is devoted to educational and charitable purposes.

IX. The United States, the world’s creditor.

1914—
1. The Spanish-American War brought us to the place and problems of a world power.
2. Europe is a heterogeneous group of nations principally civilized before the invention of the printing press, America since.
3. War levies on the combatants, neutral nations, and the future.
4. The motives of the United States in entering the World War were economic, political, and social.
5. “Lafayette, we are here,” was not a responsibility ended on Armistic Day.
6. The material wealth of the United States is today the greatest of any nation.
7. The will and the way to world peace is a duty we must assume, together with all nations.

PART TWO

The Industrial Revolution in the United States

A. Understandings
1. The basal American inventions were an integral part of the world’s Industrial Revolution and a response to our own economic needs.
2. Manufacturing tends to develop where raw materials, power, and markets are easily combined.
3. Organized labor has bettered its own working conditions and raised the standard of living for all.
4. Modes and customs of living and thinking are changed by basal inventions.
5. The Industrial Revolution is both complete and incomplete.

B. Subject Matter Outline
1. The Inventor’s part
   a. Definitions
   b. Inventions of prehistoric time
   c. Inventions of 4000 B. C.-1700 A. D.
   d. Inventions of 1700 A. D.-1928 A. D.
   e. Patent Office
2. The Capitalist’s part
   a. Home manufacture
   b. Handicraft System-Merchant Guilds
   c. Domestic System of Manufacture
   d. Factory System of Manufacture
3. The Laborer’s Part
   a. Home Labor
   b. Craft Guild
   c. Factory Labor
   d. Labor Union
4. The Early Centers of Manufacturing
   a. Textiles in New England
   b. Iron in Pennsylvania
   c. Agricultural Machinery in Ohio River-Lake Michigan District

C. Activities for Understanding 1

The Understanding:
The basal American inventions were an integral part of the world’s Industrial Revolution and a response to our own economic needs.
The Activities (Options starred)
The following problems are reported in your note book:
1. Give root meaning and definition of these words:
   1. tool
   2. discovery
3. invention
4. basal
5. industry
6. machine
7. industrial
8. patent
9. craft
10. guild
11. apprentice
12. revolution
13. labor union
14. power

Reference—New Standard Dictionary

2. Add to this list one word and its definition found in each day's history study.

Reference—As for problem 1

3. Make your own tentative definition of (1) what an industrial revolution might be, (2) a basal invention.

Reference—As for problem 1

4. List the inventions of Prehistoric Time.

World Almanac—1927, p. 702
Myers—pp. 1-12
Osgood—pp. 1-27, 29-33, 36-45, 66, 74-80

*5. Devote a page to each prehistoric invention, showing by pictures or drawings appearance of this invention then and now.

Reference—Wells—Book I, pp. 1-100, Bk. II, pp. 1-189

6. List the basal inventions of Historic Time to 1700 A.D., showing by whom or in which country each was developed.

Reference—World Almanac—1926, p. 105
World Almanac—1927, p. 702
The World Book—Vol. 5—Invention
Osgood—pp. 97-101

*7. Repeat problem 5 for inventions of 4000 B.C.-1700 A.D.

8. List English inventions, inventors, dates, industry affected for 1700-1860 A.D.

Reference—As for Problem 6
Bogart—Par. 123, 124, 125
Green—Vol. IV, pp. 281-288
Pageant of America—Vol. 5, pp. 28-32, 84-85
Osgood—pp. 256-262, 264-266, 277-283

9. List American inventions, inventors, date of each, industry affected for 1700-1860 A.D.

Reference—Latane—pp. 256, 306, 305
Bassett—pp. 345-346
Bogart—par. 64, 70, 108, 109, 110, 117, 199-203, 206-313
Coman—pp. 260-263, 150, 151, 251-252, 148
Pageant of America—Vol. 4, ch. 4, 5, 11, 12, 13, 17; Vol. 5, Foreword, ch. 1, 2, 3
Osgood—pp. 326, 330-332
Hayes—Vol. 2, ch. 17

*10. List for 1700-1860 A.D. inventions not listed otherwise, the inventor, date, country, industry affected.

Reference—As for problem 6

*11. List world inventions of 1860-1928 A.D., inventor, date, country of invention, industry affected.

Reference—As under problem 6
National Geographic Magazine—Vol. 28, pp. 593-595
Bogart—Par. 241, 301

*12. Take a physiographic map of the United States and show thereon the principal industry or product of the home or living place of the American inventors of 1790-1860. (Class project)

Reference—As for problem 9

*13. Make a notebook showing the progressive development of some one American invention. This notebook will include a paper setting forth the incentive of the original invention of the machine studied.

Reference—Bogart—par. 302, 303, 304, pp. 124, 229, 230, 231
The Pageant of America—Vol. 4, 5
Current magazines, advertisements

14. Field Trips
a. Visit a museum of industrial
progress and give a written report.

b. Study pictures of some basal invention, then visit a local plant using the modern development of the machine. The class will prepare a set of questions to guide the trip.

c. Suggested questions for a visit to State Museum, Library Building, Richmond, Virginia.

*McCormick Reaper Study*

1. Where is the blade in the models of (1) 1834? (2) 1928?
2. Name two things done by 1928 model not done by the 1834 model.
3. State means and ways of moving (1) 1834 model, (2) 1928 model.

*15. Study the life of one other inventor and prepare in outline a sketch of his life; or substitute No. 16.

Reference—You will consult the bibliography offered on red cards for reference books on the man selected.

*16. Write a 200-word essay on one of these topics:

a. Why Elias Howe's Invention Failed
b. Charles Goodyear's Trembling Hand
c. Samuel Morse's Part in the Radio
d. The Partnership of Fulton and Watt
e. The Most Needed Invention Today

Reference—As for problem 15

*17. Debate on the following topics: (One)

a. An educated inventor is more apt to succeed than an uneducated one.
b. The reaper lightened woman's work more than the sewing machine.
c. Whitney performed a better service as inventor of the cotton gin than as manufacturer of the revolver.

Reference—All sources given above

18. a. How and where does the inventor of a machine secure pay for his time and effort?
b. What does the U. S. Government do to help invention and inventors?
c. When was the Patent Office organized?
d. Secure and fill out a Patent Office application. (Class project.)
e. Report in outline form the steps followed by your invention at the Patent Office.

Reference—World Book—Vol. 7—Patent
Haskins—Ch. 7, 8
Popular Mechanics, Sept. 1927
Scientific American—Jan., Feb., 1927, April, 1928

D. Activities for Understanding 2

The Understanding:

Manufacturing tends to develop where raw material, power, and markets are easily combined.

Activities (Options starred)

1. a. Under what systems of production has manufacture been carried on? Where carried on?
b. Who owns tools in each of the above systems?
c. How were the tools secured in (1) 500 B. C.? (2) 1500 A. D.? (3) 1920 A. D.?
*d. List in parallel columns the operating costs of (1) 4000 B. C. (2) 1500 A. D. (3) 1928 A. D. for any chosen product.
*e. Compare by sentence statement the getting of raw materials as: wool, flour, or steel, by a manufacturer of (1) 4000 B. C. (2) 1500 A. D. (3) 1928 A. D.
*f. Show in any preferred way to whom the manufactured article
belonged in reference to labor and tool ownership in (1) 4000 B.C. (2) 1500 A.D. (3) 1920 A.D.

Reference—Hayes—Vol. 2, ch. 18
Osgood—110-140, 165, 196-215, 260, 261, 360-361, 368-369
Pageant of America—Vol. 13, ch. 19

2. How many factors explain the factory system of 1800 A.D.? Prepare a 100-word paragraph.

Reference—As above
Faulkner—p. 271

3. a. Where were the first factories in this country located?
b. Who established them? When Why?
c. What did these first factories manufacture?
d. Prepare a map answering these questions.

Reference—Bassett—pp. 140-141, 349, 426-465
Bogart—par. 135, 136, 144, 147, 127, 133, 137, 139, 140 153, 321
Faulkner—pp. 226-279
Osgood—pp. 323-333

4. What manufacturing industry developed in Western Pennsylvania?

Reference—Bogart—par. 56, 139, 140, 153, 321
Coman—par. 65, 69-72, 177
Faulkner—pp. 280-285

5. What city is the center for agricultural machinery manufactures?

Reference—Latane—p. 306
Faulkner—pp. 426-430

6. Name three factors which controlled the specific location of each of these industries.

Reference—Coman—pp. 184-191, 204
Bogart—par. 313-317
Faulkner—pp. 282-287, 308-309, 316-317

*7. Make a picture map of these industries in your notebook.

*8. Study chart on bulletin board. (Copy of Cotton Crop Statistics 1791-1834, Channing, Vol. 5, p. 433) Find similar one and place it in your notebook with explanatory note.

E. Activities for Understanding 3 Activities (Options starred)

1. Hours and time of working day, conditions within factory, kinds of labor employed; they are some of the labor problems of industry. Place these terms over parallel columns, then indicate under each the condition existing in (1) home manufacture, (2) craft guild, (3) factory system of 1830, (4) factory system of 1928.

Reference—Bogart—Par. 143, 347, 348, 349, 351, 362, 352, 359-361, 345, 346, 396-391
Coman—pp. 276-278, 304-305, 390-391, 362-369, 290
Faulkner—pp. 237-294, 355-357, 675-676

2. Summarize in not more than two sentences for each, these terms:
a. Legal working day
b. Guarded machinery
c. Sanitary factory
d. A better wage
e. A minimum wage
f. Child labor
g. Women’s labor legislation

Reference—As for problem 1

3. The rise of the labor unions is a thrilling narrative. Prepare for a three minute report one of these topics:
a. How the Labor Union became legal in England
b. The American Labor Union
c. The Knights of Labor
d. The A. F. L.
e. Samuel Gompers
f. A chosen subject after consultation with teacher

*4. Send for bulletins of Children’s Bureau, U. S. Dept. of Labor. Send for reports of your state’s labor department. These bulletins will furnish subjects for reports, the topics to be chosen by the class. (This allows finding of references by the class.)

5. List five points by which the stand-
ard of living is gauged. Make a class list of items in the standard of living.

*6. Prepare notes for an oral class report on three of the differences between the standards of 1800 and 1929 A. D. in, (1) a city laborer's home or, (2) a farm home or, (3) a wealthy home in your community, or (4) some home of your community built about 1800 A. D. and used continually to the present time.

F. Activities for Understanding 4

The Understanding:

Modes and customs of living and thinking are changed by basal inventions.

Activities (Options starred)

1. “The room is dark, let us have light.” Show by dated pictures or drawings what is meant between 1800-1925 A. D.

Reference—All previously given in study of this unit

*2. Read Thomas Hood's, “Song of the Shirt.”

Reference—Manly—p. 426

3. List all the factors that make distances different in 1928 from distances in 1807.


a. State one idea as to a convention which your grand-parent had that you laugh at. Why do their ideas amuse you? Has an invention had anything to do with this changed attitude?

b. Do the same things as in a, substituting a custom of living.

Reference—Caldwell and Persinger—pp. 245-264, 379-396

5. Modes and customs of living and thinking are changed, by basal inventions. This sentence will form a topic for class discussion.

a. Out of this discussion will come a group of topic-titles for a 250-word paper. Suggestive titles may be:

1. Fresh News to my Grandmother and to Me.
2. “Misses 1750 and 1928.” Each makes a dress; or

b. Out of this discussion may come a play showing announcement of some great invention, or a contrast in the mode of living before and after an invention.

G. Activities for Understanding 5

The Understanding:

The Industrial Revolution is both complete and incomplete.

Activities (Options starred)

1. Collect at least three definitions for the Industrial Revolution. Compare with the definition you made at the beginning of the quarter.

Reference—Faulkner

Coman

Bogart

Latane

Pageant of America

Any history text covering time from 1750 to present

*2. Consult the Reader's Guide for Inventions. Read and report orally on one of the suggested articles.

*3. Are there any more basal inventions needed? If so, list them. Consult teacher's bibliography of magazine articles.

4. List three reasons why we may call the Industrial Revolution, (1) complete, (2) incomplete.

H. Summary of Activities (Options Starred)

1. As civilization develops division of labor among individuals increases. Take either a food, clothing, or shelter activity and prove this statement.

*2. Read Van Loon's “History of Mankind.” ch. 1-4, 56-60, 64.

*3. Read Kipling's, “The Secret of the Machines.”

*4. Take some other student's Invention Notebook, study it carefully, and
then prepare an oral report on, 
"What I Learned from the Book of the . . . The outline for this report 
will be placed in your notebook.

5. Pictures of machines and inventions 
will be placed on bulletin board and 
students asked to identify each and 
make two statements relative to each.

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the Past
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Vols. 1-14

WHITE PAGES OF HISTORY 
IN VIRGINIA

The roads are white pages of history 
in Virginia.” This is becoming lit-
erally true, as any one may prove 
for himself who slows down his auto 
足够的 to read the interesting and instruc-
tive white iron tablets that are being erected 
at points of special interest all over the 
state by the State Conservation and Devel-
opment Commission.

During the past two years the Com-
mission, through its division of archaeology and 

history, directed by Dr. H. J. Eckenrode, 
has placed in conspicuous positions hun-
dreds, perhaps thousands, of historical 
markers, locating homes of famous men, 
battlefields, county lines, church sites, birth-
places, and sites of industrial activity of 
past generations. All these afford interest 
to the intelligent tourist, information for 
children in school and home, and starting 
points for effective teaching to parents and 
teachers.

To aid all who really desire to profit by 
these markers of history, the Commission 
has published a convenient handbook of 
111 pages, which may be obtained by teach-
ers and others desiring it. This book con-
tains a map, copies of the various inscrip-
tions on all the tablets erected throughout 
the state, and complete indexes.

Write to the State Conservation and De-
velopment Commission, Richmond, Va., 
and ask for a copy of their “Key to In-
scriptions on Virginia Highway Historical 
Markers.”

While you are writing, address another 
letter to the Virginia State Chamber of 
Commerce, Richmond, asking for a copy 
of “Virginia, Historic Shrines and Scenic 
Attractions,” compiled by the Virginia His-
toric Highway Association and issued in 
co-operation with the Virginia State Cham-
ber of Commerce.

Each year Hon. Geo. W. Koiner, State 
Commissioner of Agriculture, issues a beau-
tiful volume of several hundred pages, full 
of facts not only for the farmer, fruit-
grower, and general business man but also 
for teachers and students of history and 
geography. These volumes should be 
sought eagerly by all who wish to be well 
informed regarding Virginia, and a file 
should be carefully preserved in every 
school library.

For serious students of Virginia history 
the quarterly “Magazine of History and 
Biography,” published by the Virginia His-
torical Society and furnished regularly to
all members of the Society, is indispensable. The headquarters of the Society are in the old house in Richmond that was occupied by Gen. Robert E. Lee and his family during the Civil War. Anyone who is interested in becoming a member of the Society or in obtaining copies of the magazine should write to the secretary, Dr. William G. Stanard, Virginia Historical Society, Richmond, Va.

Other magazines of interest to students of Virginia history are Tyler's Quarterly Historical and Genealogical Magazine and the William and Mary College Quarterly Historical Magazine. The former is published by Dr. Lyon G. Tyler, in Richmond. His address is Holdcroft P. O., Charles City County, Va. The latter is issued by the College of William and Mary, Williamsburg, under the editorship of President A. C. Chandler and Librarian E. G. Swem.

One of the oldest and most efficient organizations in Virginia for preserving our history and our historical landmarks is the Association for the Preservation of Virginia Antiquities. Every patriotic Virginian should be a member of this organization. The fees are nominal. The booklets issued occasionally by this society contain much valuable material for teachers and students of our history. For information regarding membership in this association, address Mrs. J. Taylor Ellyson, president, 10 East Franklin Street, Richmond.

The Virginia Journal of Education, published by the Virginia Education Association under the editorship of Dr. C. J. Heatwole, frequently contains articles of decided historical value to students and teachers of Virginia history. "The Southerner," a 40-page magazine issued monthly by Allen-Jennings, Inc., Lynchburg, Va., will also be found of much interest and value in school and home study.

Within the past couple of months the Virginia State Highway Patrol have published and distributed a book of 128 pages, intended primarily to give information about roads and traffic laws to tourists and others who use our highways, but it contains many maps and historical sketches that will be found valuable to the general reader and the special student.

No survey of this sort, however brief, should omit the valuable publications that are being rapidly issued by the University of Virginia and Virginia Polytechnic Institute. For several years past special studies of counties of Virginia have been published by the University, in its extension series, entitled Economic and Social Surveys. These are books of 100 to 150 pages and deal rather intensively with various counties of the state. Already such surveys have been issued for Albemarle, Augusta, Rockingham, King and Queen, Princess Anne, Clarke, Loudoun, and other counties. For further information write Extension Division, University, Va.

Recently Virginia Polytechnic Institute has begun the publication of a similar series of booklets, dealing so far especially with the southwestern part of the state. Already special surveys of Washington County, Giles, Carroll, Grayson, Wise, and other counties have been issued; also industrial surveys of Suffolk, Tazewell, Wytheville, Bedford, and other towns. These studies are prepared by the Engineering Extension Division of V. P. I., under the management of R. L. Humbert, director of surveys. Inquiries concerning these publications should be addressed to Virginia Polytechnic Institute, Blacksburg, Va., or to the secretaries of the chambers of commerce of the several towns mentioned.

Publications on Virginia history, of more or less value, are now at high tide. Among those of "more" value, we should not overlook a long article in the National Geo-
graphic Magazine for April, 1929, by Mr. W. J. Showalter, in the author's own charming style. No attempt is made herein to name those of "less" value. They are legion, and some are almost as dangerous as certain troublemakers long ago whose name was legion. Look out for them, but beware! When we find in sober print, for example, that the Blue Ridge begins at Front Royal, that Sheridan's famous ride also began there, that Abraham Lincoln's father was born near Lexington, that Sam Houston's birthplace was near Edinburg, that Jefferson wrote the Virginia Declaration of Rights, that George Washington was the youngest child of Augustine and Mary, that Thomas Jefferson was the first clerk of Shenandoah County, that most of the inhabitants of Dayton still "talk Dutch," and that King Carter had thirteen wives, it is time to beware.

The worst of it is, errors of such sort are not altogether confined to advertising articles written hastily and blithely for a consideration by over-night visitors. In certain school books, now used in Virginia schools, and written by university professors, are statements to the effect that Tidewater Virginia is almost as large as England, that Fremont (not Jackson) burned the bridge at Port Republic in 1862, and that the first city in this country to adopt the city manager plan was Sumter, S. C., (not Staunton, Va.)

There are plenty of reliable sources available on Virginia history, and they are being enlarged rapidly—even the highways are being made white with visible facts; but be on guard against dangerous misstatements that are not white, though they may appear to be so.

JOHN W. WAYLAND

CHRONICLES OF AMERICA

One of the outstanding features of our summer school of the past season was the showing of the excellent series of motion pictures in American history prepared by Yale University and made available for Virginia colleges and high schools at a nominal cost by that institution and the University of Virginia.

These pictures are based on the well known set of books, "Chronicles of America," and represent the best available scholarship in the history of our country. Consequently they not only afford entertainment and pleasure, but also provide most valuable educational material which is presented in an effective manner. Miss Elizabeth Jeffries Heinrich, of the extension staff of the University of Virginia, was most obliging and painstaking in supplying the picture films, as needed, by parcel post.

The whole series, of perhaps twenty-five reels, was shown at the college from week to week during the summer, and all who saw the portrayals of achievement, romance, and tragedy that have marked our country's rise and development were instructed, entertained, and inspired. The lone expeditions of Daniel Boone, the marvelous conquests by George Rogers Clark and his handful of young Virginians, the tact and genius of Alexander Hamilton, the daring heroism of William Campbell and John Sevier at King's Mountain, the thrilling ride of Cæsar Rodney to sign the Declaration of Independence, the wisdom of Madison and Franklin in the framing of the Constitution were only a few of the notable features presented.

OUR CONTRIBUTORS

RAYMOND C. DINGLEDINE is professor of history in the State Teachers College at Harrisonburg.

MARY T. E. CRANE is a senior in the college.

ANNA HOWARD WARD is a B. S. graduate of Harrisonburg in the class of 1929.

JOHN W. WAYLAND is professor of history in the State Teachers College at Harrisonburg, and has been since its establishment twenty years ago.
VIRGINIA HISTORY TEACHERS

Last Thanksgiving at Richmond the History Teachers Section of the Virginia Education Association had an interesting program, and plans are going forward for a good meeting this fall. The officers of the organization, elected last November, are the following:

President, Dr. J. E. Walmsley, State Teachers College, Farmville.

First Vice President, Miss Sadie Engelberg, John Marshall High School, Richmond.

Second Vice-President, Miss Mary E. Savedge, Surry High School, Surry.

Third Vice-President, Mrs. Border L. Stanley, Harrisonburg High School, Harrisonburg.

Secretary, Miss Catherine Harnsberger, E. C. Glass High School, Lynchburg.

Treasurer, Miss Carrie S. Spradlin, Woodrow Wilson High School, Portsmouth.

LATIN AMERICAN HISTORY

Interest is growing in the history of Latin America. For a number of years past courses in this subject have been given in the State Teachers College at Harrisonburg with encouraging results. Students find the subject much richer than they expect, and many of the facts ascertained are not only surprising but helpfully enlightening. The study leads into a series of international topics that are important. For example, the Monroe Doctrine gains a new meaning when seen from the period following the Latin American revolutions of the early decades of last century. What is usually termed American history is decorated with a few question marks when we stop at the Rio Grande, and the average student is surprised to find that a large part of the United States is still more Latin America than Anglo-America.

For a long time there were no textbooks suitable for college classes studying this subject, but now several excellent ones are available. For a brief course, Webster’s History of Latin America, published by D. C. Heath and Company, is excellent. A larger book of high merit is W. W. Sweet’s History of Latin America, published by the Abingdon Press. Graham H. Stuart’s Latin America and the United States, published by the Century Company, is a scholarly study of various international questions. Bryce’s Impressions of South America, Bingham’s Across South America, and Boyce’s Illustrated South America are entertaining and instructive, valuable to the student and general reader alike.

PI GAMMA MU

Pi Gamma Mu is the national social science honor society, with chapters in many of the leading colleges and universities, and with a long roll of distinguished members. Teachers, alumni, and seniors who have attained high rank in scholarship and who have in addition distinguished themselves in social studies, such as sociology, economics, political science, history, law, philosophy, psychology, biology, ethics, or religion are...
eligible for membership. No candidate shall be elected who has not had at least twenty semester hours in social science. Honorary members, or members at large, are occasionally elected by the national council in communities where no local organization exists.

The national president of Pi Gamma Mu is Leroy Allen, dean of Southwestern College, Winfield, Kansas, and the national treasurer is William A. Hamilton, dean of the school of economics and business administration in the College of William and Mary. The fee for life membership is five dollars, and no other payment will ever be required by the national organization. Each chapter can regulate its own finances as it sees best.

The national executive committee has approved the establishment of a chapter of Pi Gamma Mu in the State Teachers College at Harrisonburg. It is likely that the matter will be presented to the faculty of the institution for consideration in the near future.

BOOKS ON MAURY

Thus far only three biographies of Matthew Fontaine Maury, the greatest American scientist, have been published—one forty years ago, the other two within the past two years. In 1888 a life of Maury was issued from a press in London, the author being Maury's second daughter, Mrs. S. W. Corbin. In 1927 appeared, from the United States Naval Institute at Annapolis, Professor Charles Lee Lewis's scholarly book, "Matthew Fontaine Maury, the Pathfinder of the Seas," a handsome octavo volume of 264 pages, illustrated with a number of attractive and some rare pictures and maps. In 1928 Jaquelin Ambler Caskie had her book, "Life and Letters of Matthew Fontaine Maury," published in Richmond, from the Richmond Press, Inc.

There are other indications that the unparalleled work done by Maury is coming again into clearer recognition and fuller appreciation, and it is known that other books on his life and public services are in preparation. It is probable that a book suitable for the use of boys and girls in the schools will be provided in the near future.

STATE HISTORY

It is probable that every state in our federal union has an active historical society, and it is a source of pride to us that the Virginia Magazine of History and Biography, published quarterly by the Virginia Historical Society, is one of the best in the country.

The Kansas State Historical Society is one of the largest and most active in the United States. The large volumes of "Collections," which it issues every two or three years, under the able editorship of William Elsey Connelley, secretary, are valuable contributions to the history of the West—not merely to the great state of Kansas.

The Michigan Historical Commission, a state department of history and archives, organized May 28, 1913, publishes an interesting and instructive quarterly, the Michigan History Magazine. The autumn number of this year is a teachers' number, and is devoted to Michigan history and the teaching of Michigan history. It contains helpful articles by Claude S. Larzelere, L. A. Chase, R. M. Tryon, and other well known writers.

The annual dues for membership in the Michigan Pioneer and Historical Society, headquarters at Lansing, are remarkably low—only $1 a year; and the Michigan History Magazine is distributed free to members. The copy of the magazine before us contains 150 pages.
**THE READING TABLE**


This is a source book for students of general history. The volume is divided into five parts: I. The Near East; II. Greece and Rome; III. Medieval Europe; IV. Modern Europe and America; V. The Far East. In parts, I, II, and V the range of time is from the earliest periods of record to modern or recent periods. Many familiar documents are interspersed with others more rare. In all, 575 are presented, each prefaced with a helpful note of explanation or introduction. An index of 13 pages makes the book more conveniently serviceable.


Following the recommendations of the Committee of Eight on the study of history in the elementary schools, the authors have given us a most attractive book suitable for children in the 5th grade, perhaps also the 4th. The whole field, from the beginnings in Europe to the present generation, has been covered. For beautiful printing and artistic illustrations and binding, it would be hard to find a book of any sort to excel this one.


This is a history of the United States suitable for the 7th grade or the junior high school. The authors have aimed at making a textbook simple in organization, accurate in statement, wholesome and well-balanced in interpretation, and beautiful in form. They have certainly succeeded in most, if not in all, of these aims. Many of the pictures and maps are in attractive colors. A fair measure of European background is given as an introduction. Parties and Presidents of recent years receive attention; the age of machinery and invention, the industrial revolution, and government regulation of big business are given prominence. The last part of the book deals with world problems.


Colonel William Byrd of Westover (1674-1744) was the most interesting Virginian of his time, and one of the most entertaining writers of all times. In 1728 he served on a commission that ran the dividing line between Virginia and North Carolina. The year George Washington was born he visited Alexander Spotswood, the Tuhal Cain of Virginia, in the wilderness of Spotsylvania County, to study the working of iron. The next year he made his journey to the Land of Eden, bordering on the Dan River, where he had extensive lands. All of these journeys and enterprises make fruitful subjects for a facile pen in the volume before us. It is a valuable source book in colonial history.


This is a most attractive and well-written book of American history, beginning in Europe, suitable for the 4th or 5th grade. Some of the numerous pictures and maps are in color. The report of the Committee of Eight, in its outline for the 4th grade, has been carefully followed. The colonial period of our country is interestingly and instructively presented.


The institution of insurance finds justification for its existence in its contribution to the welfare of the individual life and in service to the state. The growth and volume of life insurance in Virginia is presented in the first chapter of the book before us; then is given an analysis of the business. Subsequent chapters deal with policy terminations, group insurance, the law of life insurance in Virginia, investments, and taxation, with a concluding study of the benefits of life insurance.


Hergesheimer, as usual, takes an old subject and makes it new with the magic of his style. The Civil War in the United States is an old subject, but it has perennial charm for those who love the roses that bloom around old mansions or thrill at the flash of swords in the hands of plumed knights, or delight in the daring of a girl sly like Bell Boyd. Beauregard is a "Military Figure in Bronze." Albert Sidney Johnston is a "Lonely Star." We watch the play of "Shadows on the Sea," hear the jingle of "Gold Spurs," and follow the weary way of Jackson's foot cavalry. "Swords and Roses" is a collection of historical studies adorned with the halo of romance.


This is a college text of comprehensive scope and stimulating style. It describes the methods of organized labor to protect wage earners' interests, the program of the liberal employer to promote efficiency, and labor legislation to enforce standards necessary for a good life for all the members of a community. Marriage and the family, the religious organization, the educational organization, and social values are given due emphasis. The book is designed for begin-
ners in the study of sociology. A notable feature of the volume is its simple and concrete method of presenting facts.


This is a syllabus with maps and is intended to provide work for an instructive and interesting first-year college course. The time has come for a broader course in American history than those traditionally given. The part of this syllabus devoted to colonial America outlines a much more extended study of Spanish, Portuguese, French, Dutch, Swedish, and Danish enterprises than is usually undertaken. Part Two deals with the American nations, those to north and south of us as well as with our own country. Provision is made for three types of reading: (1) brief textbook assignments; (2) topical reading—one interesting small book for each student each month; (3) lists of books with guiding suggestions for more extended studies.


A much needed book, a concrete account of units worked out with primary children. Adapted for use as a text with teachers-in-training, but equally good as a work book for the primary class room teacher.

K. M. A.


This number of *Progressive Education* is an effective answer to the deadly "Yes, but it can't be done in a public school." Well-written narrative accounts from widely scattered American cities, each possessed of sufficient vision to attempt creative education of its children.

K. M. A.


Educative seat work for the beginner. The vocabulary used is so fundamental that the exercises may be used with any primer. The illustrations will make the work meaningful to the child.

K. M. A.

**Alumnae Notes**

**Weddings**

Miriam Buckley Sparker, class '17, was married to Mr. David K. Grille, on Thursday, August 29, in Washington, D. C.

Marjorie Elizabeth Jones and Mr. Maury Fayette LeSuer were married on Wednesday, June 26, at Arvonia Baptist Church, Arvonia, Va.

Lillian Lee Jackson was married to Mr. D. H. Clouser, on Saturday, June 22, 1929, at Winchester, Virginia. Lillian's address is now West Reading, Penn. Lillian received her B. S. in '28.

Elsie Lee Warren, class '24, and Mr. Harry Morgan Love were united in marriage the twenty-fourth of July at eleven o'clock in the morning at Kentucky Baptist Church, Danville, Virginia.

Mr. and Mrs. L. A. Strupe announce the marriage of their daughter, Ennis Lavinia, to Mr. Chesler A. Rose, on Saturday, June 15, at Tobaccoville, N. C. Ennis graduated in the H. E. course, in 1919. Her address now will be Fairfax Apts., Greensboro, N. C.

Nellie Elizabeth Maupin and Mr. James S. Watkins, Jr. were married in Washington, D. C., on the eighth of last June. Their address is Gordonsville, Virginia.

On September 5 Lula Weeks and Mr. Welden Wimer were married in the city of Washington. Lula graduated from the college in 1926 and had been teaching in Highland County. Mr. and Mrs. Wimer are now living in Richmond.

Pauline Callender, class '19 and '27, was married to Dr. Frank Herbert Gorham, of New York City. Dr. and Mrs. Gorham will be at home at 703 Kenmore Place, Brooklyn, N. Y. The wedding ceremony was solemnized at the home of the bride's mother, Mrs. C. T. Callender, at Pleasant Valley, on Thursday, August the first.

Ruth Bean, class of '23, was married recently to Mr. John P. Arthur, of Winchester. Ruth was married by her father, Rev. J. Hubert Bean, in the Methodist parsonage at Harrisonburg.

On August 10, Sue Maude Kelly, class '19, became the bride of Mr. Gordon Bailey Witt. The marriage was solemnized at the home of the bride in Culpeper, Virginia.

Edith Jean Styne and Thomas C. Massie
were united in marriage at the Methodist parsonage, Harrisonburg, recently.

On September 7, Hermie Harper became the bride of Mr. Andrew Jackson Ponton, Jr., of Covington, Virginia. Mr. and Mrs. Ponton will be at home in Covington, Virginia.

Sallie Frances Jones, student '29 at H. T. C., and Carl Williams were married September 21, and passed through Harrisonburg on their way home to Blackstone, Virginia.

Mr. and Mrs. William Guntner announce the marriage of their daughter, Patricia Rebecca, to Mr. Dexter Flint White, on Wednesday, the twentieth of March, 1929, at Hagerstown, Md. At home at University, Virginia.

Mr. and Mrs. H. S. Kaylor announce the marriage of their daughter, Gladys Virginia, to Mr. Rudolph W. Brandeburg, on Friday, August 16, 1929, at Charlestown, West Virginia. At home at 7 Academy St., Staunton, Virginia.

At the Presbyterian Church, Harrisonburg, Virginia, on Tuesday evening, July the second, Rachel McChesney Beery and Mr. Ithmar Cover Cochran were united in marriage. Mr. and Mrs. Cochran are at home at 435 S. Main St., Harrisonburg, Virginia.

Marguerite Goodman, class '29, and Mr. Paul Metz Haldeman, were married on Saturday, June the twenty-ninth, at Arvonia, Virginia. They are living now at Shenrock Court, Harrisonburg.

Mr. James Campbell announces the marriage of his daughter, Ruth Ernestine, to Mr. Bruce S. Lotts, on Saturday, the seventeenth day of August, at Greenville, Virginia. Mr. and Mrs. Campbell are at home at Natural Bridge, Virginia.

Georgene Cameron Phillips, class '28, and Mr. Eugene Calvin Tutwiler, Jr. were married at the Ware Episcopal Church, Gloucester, Virginia, on Wednesday evening, the thirty-first of July, 1929.

Mr. and Mrs. W. H. Homan announce the marriage of their daughter, Helen Cunningham, to Mr. Joseph Wine, August 30, at Bridgewater, Virginia.

Mr. and Mrs. Joseph A. Lippard, of Cleveland, N. C., announce the marriage of their daughter, Mary Ida, to Mr. Dewey Walters Thompson, on Saturday, the seventh of September, 1929, at Cleveland, N. C. The bride received her B. S. from H. T. C. in 1924.

Pattie Calloway, four-year graduate of H. T. C., class '28, was married to Mr. Thomas Stanhope Johnson, on Friday, August the sixteenth, at "Glenmore," Norfolk, Virginia.

Lucille Huff Harnsberger and Mr. Charles A. Loop were married in Washington, D. C., on Saturday, the twenty-fifth of July.

Elsie Leake, class '28, and Mr. Howard Prentiss Rolston, were united in marriage at the Somerset Christian Church, Somerset, Virginia, on July the twentieth, at eight-thirty o'clock.

On Saturday, September 28, Evelyn Coffman, class '25, and Mr. Walter Meade Williams were married at the home of the bride's parent, Mrs. J. W. Coffman, on Grattan St., Harrisonburg. Mr. and Mrs. Williams will be at home at 803 Court St., Lynchburg.

Announcement has been received of the marriage of Henrietta Huffard to Mr. James Moore. The wedding took place in Roanoke on December 26, 1928. Henrietta's address is 551 Cass St., Milwaukee, Wisconsin.

Elizabeth A. Lewis was married recently to Junius L. Scoggin, in Richmond, Va. Elizabeth will be remembered here as one of the Lewis twins. Her sister, Sarah, is now secretary in the office of Dr. J. A. C. Chandler, president of William and Mary College. Mr. Scoggin is a newspaperman of Winston-Salem, N. C.
PERSONALS

Mrs. Harry Etheridge, formerly Margarette Garrett, class '13, is living at 1810 S. W. 9th St., Miami, Florida.

Mary Procter Roberts, class '14, is now teaching history in the Junior High School at Beaumont, Texas. Mary is a widow with two little girls, aged eight and twelve years. Her address is 2262 Orange St., Beaumont, Texas.

E. Beatrice Marable’s address is Nurses’ Home, Lake County Tuberculosis Sanatorium, Crown Point, Indiana. “Bee” has pledged $25.00 to the Johnston Memorial Fund—$5.00 of which she has paid.

“Dots” Murphy, class ’29, writes from Cherrydale where she is teaching, “This schoolma’am life is a great life, but H. T. C. was good enough for me.”

Bessie Schwartz graduated from Boston University, June, 1929.

Edna Draper’s address is Girls’ Club, Gastonia, N. C.

Rosa Mae Tinder has charge of Home Economics in the public schools of Winston-Salem, N. C.

LETTERS FROM ALUMNAE

Stewart County Day School, Reading, Pennsylvania.

Dear Mrs. Garber,

Will you ever forgive me for being so slow in replying to your oh-so-nice circular letter? . . .

I have the same position this year, that of Primary Mistress of the Stewart County Day School. It’s a wonderful place, and I surely wish that you all could see us in operation. Our children are both “Binet-Simon-ized” and tested by the Stanford Achievement Test. The former is done by the Mental Health Clinic in town, and the latter I do myself, thanks to Mr. Varner.

Did you know that Lillian Jackson was living in this town now? . . . I’ve another H. T. C. neighbor, Martha Derrick. She is living in Malvern, Penn. The three of us will form the H. T. C. Musketeers and elect ourselves officers.

. . . Give my love to the members of the Faculty and tell them how much I appreciate the many things they did for me.

Very sincerely,

Betty Rhurman

Box 133, Route 5, Richmond.

Dear Dorothy,

Last summer I drove up through the Valley of Virginia, while on my vacation. Of course when I reached H. T. C., I had to stop and look around. Not having been there for seven years, you can imagine I saw a few improvements. I could hardly realize where I was and was delighted to find so many wonderful improvements. But, after I had walked around a little and “Joan” was the only familiar face I saw, it made me feel rather sad and as if I never wanted to stop any more; however, when your letter came this spring asking each alumna to return, I could not resist going.

I am so glad that I went, as I enjoyed every minute I was there. Everything was so beautiful there and everybody lovely to us! It thrilled me to see that H. T. C. had not outgrown the splendid school spirit that she has always maintained. We could feel it immediately as we got back into school. To me this has always been one of the outstanding features.

You will find enclosed a check from me for the Johnston Memorial Fund. His was one of the familiar faces we missed seeing there this summer, but I hope that his name will ever live there—due to his wonderful work.

As an alumna, I wish to thank our very efficient secretary for her untiring efforts and the splendid work she is doing for the Alumnae Association. The banquet this year was the most enjoyable I have ever
attended and I hope that I shall be able to come again.

Sincerely,

VIRGINIA NELSON

Front Royal, Virginia.

Dear Dorothy,

Somehow, I feel that this letter just has to be somewhat personal because of the personal interest you manifested in each of us and . . .

It was great to be at Blue Stone Hill again. Everything that could be done was done for our pleasure, and we had such a good time! I hardly know which phase of entertainment I enjoyed most. The Alumnae Banquet and the Buffet Supper at the Country Club, it seemed to me, were perfect; the alumnae meeting gave us the precious privilege of seeing and talking to each other, while the Faculty Reception gave us the pleasure of being with the faculty in the same way. One thing that I felt was of special interest was Mr. Duke's talk at the alumnae meeting, in which he gave us a personal welcome and told us the things he wanted us to know about the college.

. . . I expect to teach one of the sixth grades in the city of Staunton again this year, and while there I shall do all I can to help the local H. T. C. Alumnae Chapter.

Sincerely,

ISLA B. EASTHAM

Hurricane, West Virginia.

Dear Mrs. Garber,

I am so sorry that I have not had a chance to write to you this summer. I have been very busy all summer and only got my position Thursday. I arrived here Friday and took up my work at once. School had been open a week, but the H. E. teacher had dropped out.

I have hardly gotten settled yet, but I think I shall like it very well. I am teaching Home Economics and two classes in English. There are eight teachers in this school and about 180 pupils.

I think the new buildings at H. T. C. are just lovely and I had such a fine time commencement.

Sincerely,

MILDRED KLINE

120 College Ave.,
Danville, Virginia.

Dear Mrs. Garber,

It takes all sorts of adjectives to express how I feel about H. T. C. I don't know of any other school that sends out as many enthusiasts! I thought H. T. C. was perfect five years ago, but this commencement when I saw the many improvements, I realized that our good old Alma Mater is a continued source of wonder. I could hardly take in the new buildings, golf course, and other features that weren't even there last June!

It was a treat to be back at commencement and I enjoyed every moment . . . I want to congratulate you on keeping up the spirit among the alumnae.

Best wishes always, and with love to the whole outfit, from

SUE GEOGHEGAN,'24

806 Court St.,
Portsmouth, Va.
to begin with. I am planning to have regular meetings, social as well as business ones. The following girls were present:

Mary Nichols Hope, Neva Lee Williams, Elizabeth Thomas, Roberta Coefield, Ruth Rodes, Audrey Chewning, Nancy Roane, Rowena Lacy, Sophie Simpson, Katherine and Lilliam Barham, Elizabeth Joyner, Mabel Beale, Jeannette and Lucille Duling, Sarah Mercer, Katherine Vance, Gladys Vincent, Sherwood Jones, Virginia Milford. (The last three got there after the meeting)

. . . Sarah Tabb and Delia Leigh were married this summer.

We want you folks there to know that we are still alive here. With all good wishes from the Portsmouth Chapter.

Sincerely,

Mattie Worster

Dear Mrs. Garber,

How glad I was to get back to H. T. C. this year, if for only one day! I can’t begin to tell how I enjoyed seeing the Faculty, the Alumnae, and the Students. It was almost like old times.

There have been many changes since I was there—too many to mention in a small letter—but I just must mention the new buildings. It is simply wonderful the number of new buildings we have and they are all so beautiful. H. T. C. was pretty before, but each time I see it it is better and better; but that is H. T. C.—always getting better and better. Anyone who goes there loves it and loves to go back. We love the place and the people, but I think that we love the spirit of H. T. C. best.

Next year I will go back to Charlottesville again and teach second or third grade. . . . I am so glad we have such an active Alumnae Association, because it keeps us in touch with what is being done and we feel that we still “belong” even if we’re not there.

Best wishes to you and every one at H. T. C.

Sincerely,

D’oris Persinger

Broadway, Virginia.

Hello, Everybody!

No, this is not one of my numerous phone conversations that I’m always accused of having, but just a chat with all my friends through our most commonly used source, THE VIRGINIA TEACHER.

For a long time I have wondered how I was ever to thank all of the girls who put lovely things in the Class Hope Chest that I was fortunate enough to receive. The cause of this dilemma may be attributed to my own carelessness, as I put all the cards in a box together and put the box away so securely that I have not as yet been able to locate it. Girls, please forgive and accept my dilatory words of appreciation. Sue Kelly, I had to laugh when I saw those salt and pepper shakers. Many, many thanks to all and come to see me when you visit in the Valley.

We did not see any of you at Bluestone Hill this commencement. Why? I only had a peep in myself, but that wee visit tasted “moreish” (Spelling not guaranteed). We get prouder every time we go back to see our Alma Mater growing in beauty and service. The same old friendly spirit is found in every nook and corner.

My nine months old “bundle of mischief” thinks his mother has devoted enough time to this writing, so he is demanding his allotment. I call him “twig” for short. However, his grandmothers cannot see it that way, however.

My address is Broadway. Send me an announcement when you get married.

Yours in memories of H. T. C.

Gladys Hopkins Strickler
MANY 1929 GRADUATES HAVE TEACHING POSITIONS

Virginia Aldhizer—Second Grade; Broadway, Virginia.
Mildred M. Antrim—Staying at home; Waynesboro, Virginia.
Louise F. Baker—Third Grade; Hopewell, Virginia.
Doris E. Bane—First Grade; Norfolk, Virginia.
Mae Bass—History, Civics, Departmental Work in Sixth and Seventh Grades; Spencer, Virginia.
Odelle Bean—First and Fifth Grades; Winchester, Virginia.
Eugenia J. Beazley—Home Economics, Science, Biology; Clifton Forge, Virginia.
Clara Beery—Social Science Eighth and Ninth Grades; Winchester, Virginia.
Ruth Beery—Sewing in H. S.; Winchester, Virginia.
Cecelia Beiser—First and Second Grades; Waterford, Virginia.
Janet Biedler—Latin and English; Tazewell, Virginia.
Elizabeth M. Bishop—Ungraded Classes; Stuart School, Norfolk.
Mabel Botkin—One-room School; Round Hill, Virginia.
Velma E. Bowman—Third, Fourth, and Fifth Grades; Callaway, Virginia.
Joanna S. Bradford—No position—returned to H. T. C.
Elizabeth Brinkley—Grammar Grades; Norfolk, Virginia.
Axie Brockett—Substituting; Norfolk, Virginia.
Mary E. Buchanan—Second Grade; Appalachia, Virginia.
Nancy Ellen Cecil—Fourth, Fifth, Sixth, and Seventh Grades; Pulaski, Virginia.
Genevieve Cleveenger—Companion to lady; Germantown, Pennsylvania.
Elizabeth Cockerill—Fourth, Fifth, and Sixth Grades; Hillsboro, Virginia.
Margaretta Coffman—English and History; H. S.; Harrisonburg, Virginia.
Lucy Copenhagen—One-room School; Dublin, Virginia.
Elizabeth P. Cox—Fifth Grade; 107 Whitsett St., Greenville, S. C.
Ethel M. Craven—Sixth and Seventh Grades; Grottoes, Virginia.
Martha Dryden—Fourth and Fifth Grades; Seafood, Virginia.
Janet Eley—Student Dietitian, Philadelphia General Hospital.
Pauline Ellmore—One-room School; Keezletown, Virginia.
Vivian Engleman—Third and Fourth Grades; Raphine, Virginia.
Catherine Ellis—Newspaper work; Portsmouth, Virginia.
Mrs. Josephine N. Fagg—Principal; Salem, Virginia.
Mary Ruth Fuller—Second and Third Grades; Clarendon, Virginia.
Matilda Garner—H. E. Jr. H. S.; Yukon, West Virginia.
Vernie Glick—H. E.; Berriysburg, Pennsylvania.
Elzie Gochenour—H. E. Sr. H. S.; Alexandria, Virginia.
Mildred P. Goodwin—Fourth and Fifth Grades; Nelly's Ford, Virginia.
Catherine Guthrie—History and Geography; Charleston, West Virginia.
Leonide Harriss—Math. in Jr. H. S.; Norfolk, Virginia.
Virginia D. Hearring—Sixth Grade; Norfolk County.
Wintie M. Heatwole—Sixth Grade; Edom, Virginia.
Edna M. Heishman—Fourth and seventh Grades; Criders, Virginia.
Lida M. Hinton—No position; Harrisonburg, Route 3.
Madeline Hinkel—First and Second Grades; Port Republic, Virginia.
Janet Honck—Graduate Student, Columbia University, New York City.
Ruby Hubbard—Second and Third Grades; Barrett, West Virginia.
Reba Huckstep—Third and Fourth Grades; Rochele, Virginia.
Elsie K. Hudgings—No position; Sarah, Virginia.
Eugenia M. Huff—Third Grade Gilmer School; Roanoke, Virginia.
Margaret Hunt—First Grade; Route 7, Richmond, Virginia.
Ida Delphine Hurst—Fourth Grade; Norfolk, Virginia.
Audrey M. Hyatt—Substitute; Newport News, Virginia.
Henrietta Jacob—First Grade; Onancock, Virginia.
Gertrude Jacobs—Travelling in California.
Pansy Kaylor—Travelling in California.
Alvan Kerns—Fourth, Fifth, Sixth, and Seventh Grades; Broadway, Virginia.
Ruth King—Fourth Grade; Clifton Forge, Virginia.
Lois H. Kling—Second Grade; Fort Lewis, Virginia.
Mary Louise Lefler—Sixth Grade; Greenville, S. C.
Hilda P. Levi—First Grade; Berryville, Virginia.
Ethel H. LeGwyn—Sixth Grade; Martinsville, Virginia.
Frances Lester—Fifth Grade; Norfolk, Virginia.
Mildred E. Livesay—Fifth Grade; Craysville, Virginia.
Selma S. Madrin—Electric Power Co.; Pulaski, Virginia.
Elizabeth F. Martin—Third Grade; Alexandria, Route 1.
Eleanor Gray McCartney—Fourth Grade; Middletown, Virginia.
Elizabeth Miller—Phys. Ed. in Grades; Winston-Salem, N. C.
Mary T. Miller—English and History; Roeland, Virginia.
Edythe Monohan—Returns to H. T. C.
Eliza B. Murphy—English and History; Cherrydale.
Mary B. Murphy—First and Second Grades; Machodoc, Virginia.
Mildred M. Myers—Science in Eight and Ninth Grades; Patterson, N. C.
Mary E. McCabe—Sixth Grade; Critz, Virginia.
Bernice Nicholson—Fourth and Second Grades; Disputanta, Virginia.
Maude Nicholson—Fourth Grade; Accomac, Virginia.
Pear Noell—No position; Roanoke, Virginia.
Alice Nuckols—H. E. in Sr. H. S.; Leesport, Pennsylvania.
Emily V. Nunnally—Fifth and Sixth Grades; Carson, Virginia.
Margaret Odum—Fourth Grade; Norfolk, Virginia.
Frances A. Parkerson—In a bank; Norfolk, Virginia.
Frankie Passagaluppi—H. E.; Madison Heights, Virginia.
Elspeth Peyton—Returns to H. T. C.
S. Groveen Pittman—Second Grade; Clarendon, Virginia.
Margaret Powell—Sixth Grade; Norfolk, Virginia.
Margaret A. Powell—Math. and French; Alberta, Virginia.
Caroline Porter—No position; Culpeper, Virginia.
Katherine Preston—Latin and Science; Lexington, Route 2.
Anne Proctor—Staying at home; Drakes Branch, Virginia.
Margaret Pusey—Third Grade; Norristown, Pennsylvania.
Louise Ramsburg—H. E.; Berryville, Virginia.
Frances Rand—No position; Amelia Court House.
Florence Reese—H. E. and English; Cartersville, Virginia.
Julia Reynolds—First Grade; Greenville, S. C.
Margaret R. Roberts—First Grade; Norfolk, Virginia.
Rebecca E. Root—First Grade; Johnson City, Tennessee.
Virginia Saunders—Fourth Grade; Ocean View, Virginia.
Fanny D. Scott—H. E. and Gen. Sci.; Old Town, Maryland.
Margaret T. Shackleford—Fifth Grade; Warsaw, Virginia.
Helen E. Short—First Grade; Cluster Springs, Virginia.
Margaret Shuman—Fourth Grade; Del Ray, Virginia.
Margaret Simmons—Kindergarten; Norfolk, Virginia.
Thelma G. Simmons—Primary Grades; Kilmarnock, Virginia.
Sarah K. Snapp—Third and Fourth Grades; Elkton, Virginia.
Henrietta Sparrow—Student Dietitian Work, Philadelphia Gen. Hospital; Philadelphia, Penn.
Dorothy Stephens—Fourth Grade; Norfolk, Virginia.
Mrs. Maude J. Trader—Dept. Work Fifth, Sixth, and Seventh Grades; Parksley, Virginia.
Grace M. Trent—Fifth and Sixth Grades; Cascade, Virginia.
Frances E. Turpin—Fifth, Sixth, and Seventh Grades; Big Island, Virginia.
Nell D. Walters—First Grade; Roanoke, Virginia.
Viola E. Ward—No position; Mechums River, Virginia.
Dorothy B. Wheeler—Fifth Grade; Roanoke, Virginia.
Martha L. Wilson—Latin and English; Warm Springs, Virginia.
Virginia M. Wilson—First and Second Grades; Harrisonburg, Virginia.
Evelyn A. Wolfe—Dietitian at Hospital; Harrisonburg, Virginia.
Catherine Yancey—Math. and Science; Culpeper, Virginia.
Elizabeth Yates—At home; Luray, Virginia.
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