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

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ESTABLISHMENT OF A LIBERAL ARTS COLLEGE IN VIRGINIA

GEORGE D. STRAYER

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New York City
SHOULD A LIBERAL ARTS COLLEGE FOR WOMEN BE ESTABLISHED IN VIRGINIA?

It is generally conceded that there is need in Virginia for a Liberal Arts College for Women. There has been little attempt, however, to analyze this need and discover what kind of institution this college should be.

Any college for women, supported by a democratic State and in keeping with the best traditions and ideals of Virginia, should be a college for all the women of the State, of such character, purpose and ability, as to be worthy of a higher education.

Such a college then must serve the needs of three classes of women:

1. The class who earnestly desire a real cultural or liberal education without any idea of applying it to a specific vocational or professional purpose.

2. The vocational or professional class who wish, along with their liberal education, specific preparation of a technical character for some definite vocation or profession.

3. The pre-professional class who are looking forward to professional education after completion of their undergraduate work and who therefore wish a good foundation in liberal arts for this advanced study.

For class one, those who earnestly seek a real cultural and liberal education, we find a very persistent, devoted and intelligent group of women pleading for a liberal arts program in a coordinate college. The probable number of students demanding this provision is not large but represents unquestionably the group from which comes our finest scholarship.

Class two, the vocationally or professionally minded, form, by far, the largest group of students, yet one whose interests and needs have received scant consideration in the agitation for a State College for Women. Let us consider them for a moment.

The perplexities and problems of business and industry during the recent World War greatly accelerated the movement already begun of admitting women to practically all vocations and professions. This in turn increased the demand for and interest in the higher education of women, especially along vocational and professional lines.

Women became distinctly vocationally minded. Girl graduates of our secondary schools, to a degree equalling if not actually exceeding that of the boys, are looking forward to a higher education that will give them, in addition to the cultural and liberal education of a College of Arts and Sciences, specific training for some definite life career.

Question any girl graduate of a secondary school and you will almost invariably find that she wishes to educate herself for, among other things, economic independence, for taking her part in the work of the world, and for the possible eventuality of being thrown upon her own responsibility and having to earn her own livelihood. In the main, this large group of the rank and file of the young women of the State do not look forward to a period of higher education beyond that of the four-year curricula of the undergraduate college. And they wish too to obtain, while they are securing this vocational or professional education, just as large a share as possible of those literary, scientific, and spiritual inheritances of the race which constitute the chief objectives of a liberal education. They have the ambition also that this education should be on a level equal to the best that the State offers to men. They believe most profoundly that, in this matter, the State should grant women the same consideration that it grants men. In the writer's opinion, the large majority of these young women, as well as their parents, prefer that this education should be provided by the State in a college exclusively for women and not in a coeducational institution.

What is the situation in Virginia that confronts these young women who graduate from our secondary schools and who wish to attend a State-supported college? They
may go to one of the four State Teachers Colleges, they may attend, to a limited extent, William and Mary College, they may enter Virginia Polytechnic Institute, or, after reaching a certain age and completing two years of college work, they may enter certain professional courses at the University of Virginia.* We find therefore that they have no State liberal arts college open to them except the coeducational College of William and Mary. As a result, there were registered in the four State Teachers Colleges, exclusive of their summer schools in 1928-'29 (total enrollment for winter session) 2739 women from Virginia and in William and Mary College 431 women from Virginia. Of the Virginia women students registered at William and Mary, 159, according to the catalog, pledged themselves to teach in Virginia. Therefore we find of the total of 3,170 Virginia women registered in these five colleges that 2,898 were being prepared for the one profession of teaching. In other words, an abnormally large percentage of Virginia girls are drawn into teaching because of the lack of suitable opportunities for professional education along other lines in the State colleges for women.

Let us contrast this with the situation regarding men in State-supported undergraduate colleges. In 1928-29 there were registered 2,677 men from Virginia in undergraduate work at the University of Virginia, William and Mary, Virginia Military Institute, and Virginia Polytechnic Institute. At the University and William and Mary a man might take a straight liberal arts curriculum leading to the A. B. degree and at the four colleges combined he might pursue one of more than thirty different vocational, professional or pre-professional courses in preparation for his life work.

To even the casual observer, therefore, it would seem that there is need in Virginia for

*a college for women which will provide first a liberal arts program that will be the chief and controlling feature of the college. From this central element that will give form and direction to the college, there should branch out vocational, professional, and pre-professional courses, each with a substantial and definite requirement of work in liberal arts as a foundation for the professional course. This college should provide, in other words, opportunities for undergraduate work for women paralleling the courses for men at the University. There should be in the college, of course, some courses, such as home economics and social welfare curricula, that would not appear in a college exclusively for men.

This college should be coordinated with the University of Virginia. The women of the State unmistakably prefer this arrangement. Such coordination would give the college prestige from its beginning and would be a guarantee that the highest quality and standards of instruction would prevail in the college. Furthermore, the fact that the college would be under the control of the Board of Visitors of the University would be a safeguard against the possible ambition of the college to expand its curricula in the direction of graduate work and hence duplicate the graduate courses which are now open to women at the University. The Board would, in all probability too, so organize the curricula at the College for Women that they would articulate with the graduate work at the University and provide adequate preparation for the graduate schools of the University. In this manner, the pre-professional courses could be given and most admirably adapted to the educational scheme at the University.

We suggest as the name of this college "The Virginia College for Women" and would further suggest that whenever this name appears in the printed literature of the college it should be accompanied by the legend, "Coordinated with the University of Virginia."
WHY SHOULD THE LIBERAL ARTS COLLEGE FOR WOMEN BE LOCATED AT HARRISONBURG?

I. Minimum Expenditure to the State

To reproduce the plant of the State Teachers College at Harrisonburg, with the new building included in the budget of 1930, would require an expenditure of $1,500,000.

To locate the college at some other point than in an existing State institution would involve the State in a capital outlay expenditure of at least $1,500,000 and an annual appropriation for all purposes of perhaps $300,000.

Suppose some privately owned and controlled college with an adequate physical plant could be secured for this purpose, in fee simple, what would be the cost to the State? Probably $300,000 per year, a sum that would equal the total value of the plant in five years, to say nothing of the perpetual maintenance of another college.

To locate the college at the State Teachers College at Harrisonburg would involve the State in probably not more than $75,000 per year in additional support to the amount now appropriated to Harrisonburg, in order to provide for a liberal arts college of 700 students. The additional capital outlay required would not vary materially whether the institution is used as a teachers college or a liberal arts college.

The operating income of the State Teachers College at Harrisonburg in 1927-1928 was as follows:

State appropriation ... $ 83,700.00
Smith Hughes Refund 3,140.48
Student Fees ................. 270,216.05

Total annual income... $357,056.53

The new college, if located at Harrisonburg, would undoubtedly attract a student body of 700 or more. If a gradual transition from a teachers college to a liberal arts college were made, this income could be preserved and increased and there would be no disorganization of the administration personnel of the college.

Harrisonburg can offer distinct advantages in operating costs:

Modern, new, well-equipped buildings means low repair costs.
Municipally owned water and power plants mean relatively low costs for water and electric current.
Modern heating plant with railroad siding to boiler house means low heating costs.
Rich agricultural section of the Valley means low food costs.
The State Teachers College will have, July 1, 1932, student loan funds with a combined principal of more than $25,000 which can be transferred to the new college.

II. Coordination with the University—

1. Will meet the wishes of a large majority of the women of the State.
2. Will give the college prestige from the beginning.
3. Will guarantee a high quality of work in the college.
4. Will prevent the college from expanding into the graduate field.
5. Will provide articulation of the college curricula with the graduate and professional schools of the University.

III. The Advantages of the Location at Harrisonburg

1. The best proof of the proper location of an established college is its proven power to attract students.

The State Teachers College at Harrisonburg, during the winter session of the past year, had a total enrollment of 875 students, a record that we believe is unsurpassed in the first twenty years of the history of any Virginia college.

During the twenty years of the operation of the college, it has registered more than 10,000 different students.

This student registration has been well distributed over the entire State as evidenced by the following facts: Adding the total enrollments of the College for the last five years, fifty per cent of the students have come from east of a line drawn north and south through Charlottesville, fifty per cent from west of the line. Drawing a line east and west through Richmond, fifty-three per cent of the students come from the section of the State north of the
line, forty-seven per cent south of the line. Distributing them by natural divisions of the State, one finds forty per cent of them from the area west of the Blue Ridge, thirty-three per cent from central Virginia, and twenty-seven per cent from Tidewater Virginia.

2. The location of the Liberal Arts College for Women at Harrisonburg would give the following excellent geographical distribution of State Colleges open to women: East of the line (meridian 78° 30' passing north and south through Charlottesville, one would find William and Mary College for the education of women in liberal arts, and Farmville and Fredericksburg State Teachers Colleges for the training of teachers. West of the line one would find Harrisonburg for the education of women in liberal arts, the Radford State Teachers College for the training of teachers, and Virginia Polytechnic Institute for the education of women along certain vocational or professional lines. If you draw a line (or use parallel 37° 30') east and west through Richmond, you find north of the line Harrisonburg for the education of women in liberal arts, Fredericksburg State Teachers College for teacher training, and the University for graduate work for women. South of the line, you would find William and Mary College (liberal arts), Farmville and East Radford State Teachers Colleges, and Virginia Polytechnic Institute for vocational and professional courses.

3. Natural Advantages
The location at Harrisonburg has many significant natural advantages:
Beautiful mountain scenery.
Elevation 1300 feet.
Invigorating and healthful climate.
Accessible location on the historic Lee Highway.
Harrisonburg has three railways, the Baltimore and Ohio, the Southern, and the Chesapeake-Western. The Norfolk and Western has connections, both by railway and bus line at Elkton (18 miles distant) and the Chesapeake and Ohio is connected with Harrisonburg by both railway and bus line at Staunton (25 miles distant).

The region extending between the Blue Ridge and Alleghany Mountains, from Winchester to Bristol, is one of the most popular sections in America for the location of schools and colleges.

The climate of Harrisonburg in the summer makes the college especially desirable as a location for the summer quarter, which is now a recognized part of nearly all State colleges.

Harrisonburg is the center of a region rich in historic, scenic and cultural resources. (See special pamphlet on this subject.)

IV. The Physical Plant
The physical plant of the college at Harrisonburg, with the central administration building provided by the Budget Bill of 1930, is now well prepared to provide for the education of 800 women students.

The college plant consists of a campus of sixty acres with an auxiliary area of thirty acres on the Shenandoah River where the college is developing a recreation center and a field laboratory for biology and for health and physical education. On the quadrangle are ten large buildings of native gray limestone—off the quadrangle are four other buildings of smaller type. Included in the larger buildings are five dormitories or residence halls, an academic building, a science hall, a building for student activities, a service building, and a library building which is also used for administrative purposes. The smaller buildings consist of a small dormitory, the President’s residence, the college infirmary, and a duplex practice house for home economics. The college library has approximately fourteen thousand volumes and is well equipped. There are laboratories for chemistry, physics, biology, general science, home economics, and fine arts. There is also a well equipped School of Music with provision for five teachers. The college has two gymnasiums, two swimming pools (indoor and outdoor), athletic field, tennis courts, and a standard nine-hole golf course. The college has for its use two additional dormitories that were built by private capital and leased to the college.
The central administration building recommended in the appropriation bill of 1930 is to be a fireproof building with administrative offices, provided with fireproof vaults for registrar's and treasurer's offices, a large number of additional classrooms; laboratories for chemistry, physics, and fine arts (leaving biology and home economics in Maury Hall), accommodations for the music department, consisting of fifteen practice rooms, four studios, an assembly room and practice pipe organ; and an auditorium with a seating capacity of 1,500 equipped with modern stage equipment, a pipe organ, and moving picture equipment.

Immediately adjoining the campus is a splendid hospital which, in addition to the usual hospital facilities, contains a branch of the State Department of Health Laboratory where frequent tests are made not only for diagnosis of illness but also to determine the sanitary quality and condition of water, milk, swimming pools, etc. The hospital is splendidly equipped and is very useful to the college in emergency cases.

The present college plant at Harrisonburg was not only built with the needs of women students constantly in mind, but it was also built according to a detailed plan worked out carefully before the first building was constructed. This plan has been consistently followed and there need be no costly reconstruction of buildings in order to meet the needs of a larger college.

V. Professional Opinion

The educational Commission which reported to the General Assembly of 1928 recommended that the Harrisonburg State Teachers College be converted into a liberal arts college for women coordinated with the University of Virginia. This Commission consisted of a number of able and distinguished Virginians among whom were the eminent Presidents of Sweetbriar College and Roanoke College. Behind this Commission's report was the unbiased, distinterested, recommendation for the same action by the Survey Staff, consisting of some of the most prominent educators in America, viz: Dr. M. V. O'Shea, University of Wisconsin, chairman; Dr. J. E. Buttenworth, Cornell; Dr. F. G. Bonser, Columbia; Dr. Calvin O. Davis, University of Michigan; Dean F. J. Kelly, University of Minnesota; Dr. W. Carson Ryan, Swarthmore; Pres. Charles McKenny, Michigan State Teachers College; Dr. W. T. B. Williams, Tuskegee Institute and Slater Foundation; Dr. C. J. Anderson and Dr. John G. Fowlkes, University of Wisconsin.

VI. The Professional Standing of the College

The State Teachers College at Harrisonburg has a national reputation for excellent quality of work and high standards of scholarship.

The college is a Class A member of the American Association of Teachers Colleges.

The college is a full member, and has been for three years, of the Association of Colleges and Secondary Schools of the Southern States, the highest and most authoritative accrediting agency in the South.

Record of Harrisonburg graduates at other colleges and universities, as determined in a recent study, show:

<table>
<thead>
<tr>
<th>College</th>
<th>Graduates</th>
<th>Total Failures</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Virginia</td>
<td>84</td>
<td>1</td>
</tr>
<tr>
<td>Ohio State University</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>Scarritt College</td>
<td>36</td>
<td>0</td>
</tr>
<tr>
<td>University of Wisconsin</td>
<td>38</td>
<td>0</td>
</tr>
<tr>
<td>George Peabody College</td>
<td>243</td>
<td>0</td>
</tr>
<tr>
<td>Johns Hopkins University</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>George Washington University</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>Medical College of Virginia</td>
<td>38</td>
<td>0</td>
</tr>
<tr>
<td>Columbia University</td>
<td>146</td>
<td>1</td>
</tr>
</tbody>
</table>

Total: 624 failures; six-tenths of one percent—a record that challenges comparison.

No better evidence can be produced to show that not only is the institution at Harrisonburg on a college level but also that it is on a level comparable to that of the best colleges and universities of our country.
VII. The Heritage of Traditions

Every college builds its own traditions. It does not borrow them. The State Teachers College at Harrisonburg has established certain traditions that would be a most valuable heritage for a liberal arts college for women.

1. The Harrisonburg student has a hopeful, happy, joyous, optimistic outlook upon life, an attitude that is the reflection of the influence of the invigorating and inspiring climate and scenery of the Valley of Virginia.

2. There is at Harrisonburg a tradition of unbounded loyalty to the college which places squarely behind every interest of the institution the energy and devotion of its 10,000 alumnae.

3. There is at the college the tradition of fine achievement, and dedication of one’s energies and talents, one’s enthusiasm and vigor, to the service of the Commonwealth.

4. A profound and constant devotion to the cause of scholarship, learning and truth dominates the atmosphere of the college.

5. The students of the college prize the tradition in their social life of thorough democracy. They look beyond the external evidences of the wealth of an individual for other signs of worth—signs of character, of ability, of worthy purposes, of friendliness.

These ideals we claim should prevail in all State colleges and are necessary to the success of any college for the daughters of all the people.

Samuel P. Duke.

DUTY OF PRINCIPAL TO PRESERVE SANITY

“A school principal is one who is paid extra to refrain from working too hard, so that when everyone else about the place has gone fagged or wild, his cool head will serve as a nucleus of sanity,” writes Dr. Daniel Wolford LaRue, professor of psychology in the Pennsylvania State Teachers College at East Stroudsburg, in the Journal of the National Education Association.

CULTURAL RESOURCES OF HARRISONBURG

MIDWAY between Lexington, the “Athens of the South,” and Winchester, one of the most historic cities in America; near Charlottesville, the home of Jefferson, and Staunton, the birthplace of Woodrow Wilson; with its main street the scenic Lee Highway, one of the most celebrated old trails in the New World, Harrisonburg enjoys unusual historic, scenic, and cultural resources.

The fine associations of the region are suggested to the casual visitor and kept alive in the hearts of all residents by the names of buildings on the campus of the State Teachers College. For example, Maury Hall reminds us of the “Pathfinder of the Seas,” who spent his last years in active service at Lexington. Jackson Hall commemorates the immortal “Stonewall,” whose famous “Valley Campaign” was wrought out and fought out with Harrisonburg as a center. Ashby Hall brings to mind General Turner Ashby, “Knight of the Valley,” whose death signaled a victorious day with Jackson on a wooded hillside almost at the edge of the College campus. Spotswood Hall recalls Alexander Spotswood and the “Knights of the Golden Horseshoe,” who, in 1716, crossed the Blue Ridge only a few miles east of Harrisonburg. Harrison Hall bears the name of the distinguished family for whom the city was named and commemorates especially Gessner Harrison, who was for many years a distinguished teacher, author, and administrative officer at the University of Virginia. Reed Hall keeps in mind the fact that Walter Reed, eminent scientist and world benefactor, used to be a sojourner at Harrisonburg, where his father owned a home and frequently resided during a period of twenty years.

Famous Men and Women Associated with Harrisonburg and Vicinity

In 1784 General Washington was a sojourner in the county for several days, visiting Thomas Lewis and Gabriel Jones, both of whom were prominent figures in colonial Virginia. Washington himself tells of this visit to Rockingham, at considerable length,
in his Journal of 1784. From Washington Irving's "Life of Washington" it is evident that Washington had been in the vicinity of Harrisonburg in 1756, while he was in command of the Virginia frontier, with headquarters at Winchester. In 1794 the illustrious Francis Asbury established a school in Harrisonburg.

James Madison, cousin of the President, first Episcopal Bishop of Virginia, and for 35 years president of William and Mary College, was born at Port Republic, a few miles south of Harrisonburg.

Near Tenth Legion, whose name preserves a declaration by Thomas Jefferson, that this part of the State was his "Tenth Legion of Democracy," was born John Sevier, "Nolichucky Jack," six times governor of Tennessee.

At Timber Ridge, between Staunton and Lexington, was born the unique Sam Houston, liberator and first president of the Republic of Texas.

Thomas Lincoln, father of the President, was born eight miles north of Harrisonburg; and his father, Abraham Lincoln, was a captain of militia in the county before leaving for Kentucky in 1781.

William H. Ruffner, the distinguished State Superintendent of Education in Virginia from 1870 to 1882, married his wife in Harrisonburg and lived here for a number of years.

Henry Tutwiler, whose bust stands in the Library of the University of Virginia; who was the first man to receive the M. A. degree from the University; and who made an illustrious record as an educator in the state of Alabama, was a native of Harrisonburg.

Emma Lyon Bryan, artist, composer, and author, lived in Harrisonburg.

Walter Reed, whose father had a home in Harrisonburg for many years, was an occasional sojourner here between 1870 and 1885.

John E. Massey, "Parson Massey," famous Virginia leader of Readjuster Days, lived in Harrisonburg and vicinity for about ten years.

Chas. T. O’Ferrall, author, orator, jurist, and from 1894 to 1898 governor of Virginia, had his home in Harrisonburg from 1869 to 1893.

Harrison Holt Riddleberger, U. S. Senator, and author of the famous "Riddleberger Bill," one outstanding feature of which was a more adequate provision for the public school system of Virginia, lived two or three years in Harrisonburg and spent most of his life in a neighboring community.

Daniel Boone spent the greater part of a year near Harrisonburg, in early life; probably met his wife, Rebecca Bryan, at the old Bryan homestead on Linville Creek; and one of the first books on Daniel Boone was printed in Harrisonburg, written by a resident, Daniel Bryan, in 1813.

**Scenic Wonders**

Along the eastern side of the Valley the billowy crest of the Blue Ridge stretches in an endless procession of majesty. Far to the west the ascending ranges of the Alleghanies loom against the sunset. Dividing the Valley is the Massanutten, a fifty-mile range that runs on a straight line from Harrisonburg to Strasburg.

"The glory of the Valley is Massanutten," wrote General Dick Taylor in 1879. In 1825 His Highness, Bernhard, Duke of Saxe-Weimar, touring the Valley and writing a book, was also attracted by this wonderful marshalling of mountains, in long parallels: "Very singular," he declared. "No instance occurs of it in the other parts of the world."

From the College campus at Harrisonburg one may see northward Brock's Gap, in the Alleghanies, through which McCulloch's Path led in Indian days and through which Washington came down into the Valley in 1784. Due west is Buffalo Gap, also in the Alleghanies, through which Jackson led his "Foot Cavalry" towards McDowell in May of 1862, and through which today the C. & O. Railway and the Midland Auto Trail stretch towards the West. Not far above Buffalo Gap, is Goshen Pass, immortalized by Maury.

Swift Run Gap, in the Blue Ridge, contains a monument to Spotswood and his Knights of the Horseshoe. For more than a century one of the main roads from Rockingham to Richmond has led over this pass. Here it was that Sidney Lanier rode across horseback in September, 1879, to Culpeper and back. In 1784 Washington had crossed the same way, after his visit with Thomas Lewis and Gabriel Jones, "bating" his horse before climbing the mountain.
Other scenic and historic mountain passes within a radius of twenty miles from Harrisonburg are Brown's Gap in the Blue Ridge, opposite Port Republic, and New Market Gap, through the Massanutten, on the old turnpike, now the Lee Highway, between New Market and Luray. Both of these were used by Stonewall Jackson and his "Foot Cavalry" in 1862.

Through the New Market Gap Jackson led his army twice, both times going eastward: first in May, 1862, to surprise Kenly at Front Royal and outflank Banks at Strasburg; again, in November of the same year, after Antietam and preceding Fredericksburg.

Peaked Mountain, the southwest promontory of the Massanutten, looms up out of the Valley between Harrisonburg and Elkton, bearing a striking resemblance to Gibraltar and affording a panorama comparable to the one that is afforded by Lookout Mountain at Chattanooga. It was a famous signal station of Blue and Gray from 1861 to 1865. Around its rugged foot lie the battlefields of Harrisonburg, Cross Keys, Port Republic, Lacey Springs, Mt. Meridian, Piedmont, and Waynesboro.

Marvelous Caverns
Outstanding among the scenic wonders of this part of the Valley are eight famous caves: Weyer's, Madison's, Massanutten, Harrison's, Endless, Shenandoah, Luray, and Ruffner's. Weyer's is now known as "Grand Caverns"; Harrison's as "The Blue Grottoes." Ruffner's Cave is near Luray, but not at present open to the public. Madison's Cave is near Weyer's. It was described at length by Jefferson in his famous book, "Notes on Virginia."

The Natural Chimneys ("Cyclopean Towers"), great scenic curiosities, are within easy reach of Harrisonburg; and Mt. Elliott, one of the highest peaks of the Alleghanies, is in plain sight from the city.

Historic Incidents
Only a few of the notable events in history that have taken place at or near Harrisonburg can be mentioned, and they, for want of time and space, must be put down in bare outline:
1716, Spotswood and the "Knights of the Horseshoe" enter the Valley at Swift Run Gap.
1745, John Sevier born near Tenth Legion.
1746, the Fairfax Line surveyed by Thomas Lewis, Peter Jefferson, and others.
1749, Bishop James Madison born at Port Republic.
1752, the Boones sojourn here, moving to the Yadkin Country.
1756, First tour of Washington through Rockingham County.
1776, Muhlenberg's call to arms at Woodstock.
1781, February, British prisoners from Cowpens brought through, going northeast.
1781, the Lincolns move to Kentucky.
1784, Second tour of Washington through Rockingham County.
1794, Bishop Asbury founds a school in Harrisonburg.
1813, Daniel Bryan publishes his book on Daniel Boone.
1858, Jed Hotchkiss publishes a description of the region.
1862, May 8, Battle of McDowell.
1862, June 6, Ashby killed near Harrisonburg.
1862, June 8, Battle of Cross Keys.
1862, June 10, Battle of Port Republic.
1864, May 15, Battle of New Market.
1879, Summer, Sidney Lanier at Rockingham Springs.
1899, May 20, President McKinley makes an address in Harrisonburg.

Educational History
It may be a surprise to some persons to know that the first modern normal school in Virginia was operated near Harrisonburg, and the first white teachers graduated therefrom. The latter statement is made on the authority of Supt. William H. Ruffner.

From 1873 to 1878 Alcide Reichenbach, trained in Europe, J. D. Bucher, with four years of normal school training in Pennsylvania, S. H. Owens of Richmond, T. S. Denison, A. L. Funk, and others conducted a normal school at Bridgewater, seven miles west of Harrisonburg, offering a two-year course and a four-year course; shaping their courses after the best in Europe and America; operating a Model School; with teachers in attendance from eight or ten counties of Virginia, also from West Virginia and Ohio.

Among the special lecturers were Major

In 1877 Supt. Ruffner wrote to the principal: "You have graduated the first white teachers in Virginia."

During the same years that the Valley Normal School was going on at Bridgewater, a summer normal for music teachers was held from year to year at New Market. This was conducted by B. C. Unseld, Chester G. Allen, P. J. Merges, Aldine S. Kieffer, and others, some of the best teachers at that time in the United States; and the school was attended by musicians from Pennsylvania, Ohio, Georgia, North Carolina, West Virginia, Maryland, and Texas, as well as from Virginia.

In 1880 Bridgewater College began at Spring Creek, ten miles west of Harrisonburg. It was short-lived, but it was a good witness to the interest of this community to progressive education. William H. Ruffner, the "Horace Mann of Virginia," declared the people of the Valley to be the leaders of popular education in Virginia. Ruffner himself was a native and an educational product of this region. So were Henry Tutwiler, Gessner Harrison, Joseph Salyards, John W. Taylor, John H. Grabill, George H. Hulvey, and many others.

Virginia Education Association

In 1898 the Virginia Education Association had its beginning at Mt. Jackson, a neighboring town of Harrisonburg, when the Virginia Teachers League was organized there. Men of this region were chiefly instrumental in launching this great organization and have ever since contributed materially to its success.

A Region of Colleges and Academies

It is not an accident that Northern Virginia is a land of schools. Washington and Lee University and Virginia Military Institute at Lexington; Mary Baldwin College in Staunton; Bridgewater College at Bridgewater; Shenandoah College at Dayton; the State Teachers College at Harrisonburg; Fishburne Academy and Fairfax Hall at Waynesboro; Staunton Military Academy and Stuart Hall in Staunton; Augusta Military Academy at Fort Defiance; the Eastern Mennonite School at Harrisonburg; Randolph-Macon Academy at Front Royal; Massanutten Academy at Woodstock; Shenandoah Valley Academy at New Market; and Shenandoah Valley Academy at Winchester, all speak eloquently of a region that is loyal to educational enterprise.

Historic Battlefields

Within a radius of sixty miles of Harrisonburg we may find not only the birthplaces of five Presidents, together with the final scenes of labor of Jackson, Maury, and Lee, but also a dozen or more battlefields that are celebrated wherever military annals are read and military skill is studied.

Stonewall Jackson's Valley Campaign ranks with the most brilliant campaigns of Napoleon Bonaparte. McDowell, Front Royal, Winchester, Cross Keys, and Port Republic were outstanding incidents of that campaign. The battle of New Market, best known by the charge of the V. M. I. Cadets, was a brilliantly planned action, in which the weaker side won a notable victory. Cedar Creek, for strategy and daring, ranks with Jackson's attack at Chancellorsville. Kernstown, Piedmont, Opequon, Rude's Hill, Lacey Spring, Mt. Meridian, all add luster to the genius and valor of Northern Virginia and the Shenandoah Valley.

Ashby's Cavalry, Mosby's Men, Jackson's Stonewall Brigade, Rosser's Laurel Brigade, McNeill's Rangers, Chew's Battery, Carpenter's Battery, Rice's Battery, all of the Civil War, like Muhlenberg's German Regiment and George Rogers Clark's Illinois Immortals of the Revolution, were largely recruited in this part of the State and immeasurably enhanced its renown.

The Home of Home Music

Joseph Funk, "Father of Song in Northern Virginia," lived and did his notable work as author, teacher, and publisher in this region with Harrisonburg as a responsive center. His famous music book, "Harmonia Sacra," first published a century ago, is still in wide use and has run through 18 editions.

Joseph Funk's sons, grandsons, and great-
grandsons, with pupils of his and theirs, many a score, have won distinction as singers, composers, teachers, and publishers of church and home music all over the United States and Canada. Among them are A. J. Showalter of Georgia, J. Henry Showalter of Ohio, J. D. Brunk of Indiana, E. T. Hildebrand of Maryland, B. F. Wampler of Illinois, and Will H. Ruebush of Virginia.

Literary Associations

The Shenandoah Valley and adjacent sections have a notable literary history. Lexington was the home of Margaret J. Preston, one of Virginia's most gifted writers of verse. Staunton is the home of Armistead C. Gordon, distinguished author, and an early collaborator with Thomas Nelson Page. The lower Valley was the birthplace of Willa S. Cather and Joseph G. Baldwin; the birthplace and home of John Esten Cooke, Philip Pendleton Cooke, and Samuel Kercheval. This is also the chief scene of many of John Esten Cooke's best romances, for example, "Surry of Eagle's Nest," "Days and Nights in the Shenandoah," "Leatherstocking and Silk," and "Fairfax, the Master of Greenway Court."

Frank R. Stockton was some years a resident of this region. Washington Irving was an occasional visitor and wrote of it in glowing terms. Thomas Buchanan Read found moving themes and real inspiration in Sheridan's Ride from Winchester and in Muhlenberg's call to arms at Woodstock. Sidney Lanier wrote his "Science of English Verse" at Rockingham Springs. James Hay, Jr., the well-known novelist, and William J. Showalter, popular writer and distinguished editor, are both sons of Harrisonburg. "The Long Roll" by Mary Johnston and "The Great Valley" are examples of the literary wealth of this part of the State. Ticknor's beautiful poem, "Virginians of the Valley," and Mrs. Mary A. Townsend's "A Georgia Volunteer," true history and true poetry, are known wherever the English language is studied.

Eminent Sculptors

To the history, the music, the valor, the natural wonder, and the poetry of this part of the Valley have been added the imagination and skill of two great sculptors: William Randolph Barbee and his son, Herbert Barbee. Both studied in old Florence; both have lived among and loved the Shenandoah hills; both have won honors at home and abroad; and both have places in our national encyclopedias of biography.

A Brilliant Pageant

At the foot of the campus of the State Teachers College at Harrisonburg passes the main street of the city—the Lee Highway, the Valley Turnpike, the old stage road, the "Indian Road," the "Long Gray Trail." From generation to generation, from year to year, since time unknown to the present, a ceaseless company of changing figures have passed along that way. It was once perhaps a buffalo path. It certainly was a warpath of the Indians of the North and of the South. Then came a few white men, driving packhorses. Then others, many others. It was the main trail to Cumberland Gap, to Boone's Wilderness Road, the way to Kentucky, to Tennessee, to the Carolinas—a way of danger and death, but a way of glory and opportunity.

After awhile this narrow trail was made wide enough for wagons, and then began a steady stream of white tents on wheels, arks of empire, ensigns of national daring and destiny, moving forward to the wild frontiers of prairie, mountain, woodland, and river plain. Then came the swaying stage coaches, with fleet horses oft relayed, and the strong Baltimore bell teams, laboriously drawing their heavily freighted wagons to Bristol, Blountville, and Knoxville. In years of gloom came marching men, with clanking steel, while near and far the sounds of battle smote the air. A nation's destiny was in the balance. One day a battalion of mere boys passed down the "Long Gray Trail," and soon came news of a stubborn fight, of many dead, both younger and older. Fifty years passed, and again a battalion of boys were in the pageant, this time going to celebrate the victory of '64. But soon real war called again, and again the boys came, in gray, in blue, in khaki. This time they went beyond the seas and it seemed that the destiny of the world was in the balance. When the pageant returned many of the boys were out of the lines. But their spirits march on, up and down the "Long Gray Trail."

Two hundred years and two million souls are in this pageant—statesmen like Clay and
Houston, Jefferson, Washington, and Hickory Jackson; Benton, Sevier, and Lincoln; soldiers like Ashby and Early and Stonewall Jackson, Fremont, Sheridan, Rosser, and Taylor; pioneers like the Boones, the Bryans, the Harmans, the Lincoln, the Walkers, the Gilmers, and the Harrisons; Red Men, White Men, Black Men; Germans and Scotch-Irish, French and English; Indian chiefs and Moravian missionaries; staid matrons and blushing brides; frolicking children and hoary grandsires; some with heavy burdens, many with tired feet, but most with brave hearts, and all with faces forward.

What a pageant! Still 'tis passing. Now most of the figures in the pageant are happy and speed by quickly, southward in one season, northward in another. But the stream keeps moving; it is never ceasing, never ending. It is full of color, full of beauty, full of destiny.

It passes at the foot of the campus. The "Long Gray Trail" is still a path of promise, a highway of empire.

JOHN W. WAYLAND.

**SCHOOL JOURNALISTS TAKE WARNING!**

Gold keys will be awarded to five persons, faculty advisers or school officials, who have done the most outstanding work in the school publication field during the past year, when the Columbia Scholastic Press Association holds its sixth annual convention at Columbia University March 13, 14, and 15, according to Joseph M. Murphy, director of the association. The presentation will be made at a general meeting of the convention, in the presence of more than 1,200 student delegates from all parts of the country.

The keys will be awarded by the association annually, and their number will be limited to five or six, according to Mr. Murphy, who says that the conditions under which the recipients will be chosen will vary with individual cases. The selection will be made by the association's advisory and executive boards.

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**A LIFE WORTH LIVING**

THE doors of this college open outward today. Those who have been nurtured within her walls go out to participate more actively in the society which this institution seeks to serve. Those about to depart have high ambitions and great hopes for the future. Their Alma Mater has confidence in them and in their ability to render important professional service.

The college expects much of those who are admitted into the fellowship of her alumnae today. She has high hopes for the success and happiness of you who today receive your diplomas. Your life here in the classroom, library, and laboratory and in association with your fellows and your teachers has opened up for you the paths which lead to a life worthy of the traditions of the college. Because of the opportunities which you have had here, there is the possibility for you of joy and satisfaction in the activities in which you are to be engaged in the years which lie ahead. The door is open for you to go forth to render important professional service and to develop a life worth living. Whether or not you are to realize these ends will be determined by the choices which you yourself make.

It is ordinarily proposed that those who attend a professional school are interested above everything else in preparing themselves to make a living. This ideal is not sufficient for those who would enter the profession of teaching. There are two main lines of endeavor which the graduates of a teachers college should pursue. On the one hand, this institution and the state which supports it has a right to expect from you devoted professional service. On the other hand, you must choose to participate in other activities that will add to your professional life and which will enable you to

*A commencement address delivered at the State Teachers College, Harrisonburg, Virginia, June 12, 1929.*
grow in power to appreciate the finer things of life.

The profession of teaching demands a high degree of loyalty from those who would satisfy its demands upon them. No one can become a good teacher who is not first of all persuaded that the cause of education ranks first in importance among all of the activities in which men engage. It is peculiarly true in our democracy that we are dependent as a people upon the work done in our schools. There is no ideal higher than that which proposes that through public education there shall be offered to each individual that opportunity which will enable him to make the most of himself.

But no one can require you to accept the high ideals proposed for members of our profession. You must, if you are to accomplish the purposes for which you have been educated, give willing loyalty to the service which you are about to enter. Our profession calls upon all who enter it to continue to be students. Contributions are constantly being made to the science of education and to the art of teaching. A member of our profession is under obligation to keep in touch with these developments and to modify practice in the light of scientific inquiry. Loyalty to the profession of teaching is a very practical thing. It demands the same sort of devotion as is given by the man who succeeds in law, medicine, or engineering. It grants its rewards both in satisfaction in work well done and in recognition by the public to those who continue to grow.

Teaching requires a thorough-going devotion to the profession of those who would succeed. It is not possible to divide one's loyalty between teaching and any other interest. It may be that you will leave the profession after some years of experience, but you certainly cannot be a member of it without giving yourself wholeheartedly to its service.

While you are willingly and studiously and wholeheartedly working in your profession, you must provide as well for your continued growth in appreciation of the good, the beautiful, and the true. No professional person can wholly succeed without making progress in culture as well as in professional skill. Your success in teaching will be determined in no inconsiderable measure by the use that you make of your leisure time. You may make a living and a contribution to the lives of others through your professional undertaking. You must make a life worth living by adding to your professional activities association with those persons and activities which will contribute to your enjoyment of the nobler pleasures of life.

It is important that we distinguish between the making of a living and the making of a life. We Americans have been most successful in amassing wealth. We live in luxurious surroundings. We have made the whole world tributary to our physical wants. We have so organized production as to make possible more leisure for all of our people than has ever before been known in the world. We have been most successful in making a living. And, of course, one is under the necessity in any society of being sufficiently productive to provide not only for his own wants, but for the building up of that surplus upon which progress is based. It is important in whatever calling in which one may engage that he succeed at least to the degree which renders him economically independent. But the worthwhileness of life is not to be measured by the wealth which we amass. A life worth living involves much more than provision for physical wants. Plain living and high thinking furnish a sounder basis for a worth while life than do luxurious living and that type of thinking which is measured by the number of dollars accumulated as the result of thought.

A life worth living is one in which much of joy and satisfaction comes to the individual because of the service which he is
able to render. I have in mind service above and beyond that which is required of those who merely make a living. I would have you think of service without any expectation or hope of gain other than in the satisfaction which comes from having rendered it. For one who would participate in this more abundant life, there is a fundamental requirement. He must understand, appreciate, and sympathize with those whom he seeks to serve. He must have faith in his fellowmen and have confidence in their ability to enjoy with him the nobler pleasures of life.

Matthew Arnold, in his essay on “Sweetness and Light,” gives us a most interesting suggestion of the type of service that the educated man can render to his fellows. Culture, he says, seeks “to make the best that has been thought and known in the world current everywhere; to make all men live in an atmosphere of sweetness and light, where they may use ideas, as it uses them itself, freely,—nourished and not bound by them.” This he proposes as the “social idea; and the men of culture are the true apostles of equality. The great men of culture are those who have had a passion for diffusing, for making prevail, for carrying from one end of society to the other, the best knowledge, the best ideas of their time; who have laboured to divest knowledge of all that was harsh, uncouth, difficult, abstract, professional, exclusive; to humanize it, to make it efficient outside the clique of the cultivated and learned, yet still remaining the best knowledge and thought of the time, and a true source, therefore, of sweetness and light.”

This higher type of service requires that we have respect for the truth and that we recognize that in the world in which we live truth is dynamic, changing and developing rather than static and complete. Ours is an obligation not primarily to indoctrinate others with our point of view, but to help them in so far as we can to think for themselves in order that they may get the joy and satisfaction which comes from this type of experience. We who have had the opportunity of education must be ourselves free from prejudice and from hypocrisy. Our greatest joy and satisfaction in working with our fellows should be in the discovery among them of novel ideas, of points of view which are different from those which may have prevailed. We shall not serve others, nor live the most worthwhile life ourselves, except as we are devoted to the truth and have faith that the truth will make us free.

But it is not enough that we understand our fellows, and that we strive to have the truth prevail. We must be willing to work with others for the common good. A life devoted to a search for truth may conceivably be a very selfish one. It is only as one works in hearty co-operation with his fellows, now as a leader and then as a follower, that he may hope to contribute in any significant fashion to the common good.

When we think of service, we are apt to stress the doing of those things which provide for the physical well-being of the group; the relief of those who are ill in body or mind; the protection of children from exploitation and from injury; the development of enlightened governmental service. These are the activities in which men are engaged in order to provide in their communities the conditions which make possible a happy, productive, efficient life. But there is need for much more than this. The educated man has the possibility of living a worth while life because he may enjoy the nobler pleasures. He holds the key to those satisfactions which come to one who enjoys books and pictures, who finds pleasure in music and in the beauty of nature that surrounds him, for whom the flowers and the birds speak a language of pure delight, and to whom the majesty of the mountains and of the stars are an open book. But even these pleasures take on a new significance when they are shared with others. A life worth living is one in which
we seek to interpret for others the beauty which we enjoy as well as the truth which should prevail.

If we are to render this type of service, we shall have to continue our associations with literature and music, with paintings and sculpture, with nature in her varied manifestations and moods. For our own growth will be dependent upon the continuance of these associations. One cannot share with others in the field of aesthetic appreciation except as he himself is absorbed in the beauty of that which he contemplates. There is not the slightest possibility of masquerading. Only one who genuinely appreciates and enjoys the beautiful things of the world can hope to carry their message to those with whom he is associated. One must forget self and be entirely immersed in the poem, in the symphony, in the picture depicted on the canvas or in the marble, in the beauty and majesty of the view from the mountain top, if he is to impart his enthusiasms to others. There must be a sort of abandon which permits us to express as adequately as we may the emotions which we so commonly hide. We must become, for the time being, filled with the fine frenzy of the poet and willing as we read his words to express his emotions as well as his ideas. One who seeks thus to interpret the pleasure which he feels may hope not only to add to his own satisfaction, but to increase it by the measure of the response which he secures from others.

Do you enjoy the flowers which carpet the earth in the springtime? Have you ever thought of the joy and satisfaction which they have given you not only as you have reveled in their beauty as you walked among them, but also in the memories which you have of these golden hours? It was my privilege one day in May to walk from Windermere to Keswick. I shall never forget the treat which I had when I came to Wordsworth's cottage. There was a path over the hill and down to the lake which he had followed so often; there were the daffodils "fluttering and dancing in the breeze." I understood, as I had not before, something of the joy that was in his heart when he wrote that immortal poem. I would like to share it with you, and in the sharing seek to have you understand something of the possibility of joy that there is in sharing the things of the spirit with each other.

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed—and gazed—but little thought
What wealth the show to me had brought:
For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

—William Wordsworth.

But it is not only in the field of aesthetics that we may hope to share our experiences with others. Appreciation of the achievement of men, whether in the past or in the present, carries with it possibilities for the inspiration of our own lives and of those with whom we are associated. Leisure which is devoted to a study of those whose lives have meant much in the development of our civilization is time well spent. To know of the struggles of those men and women who, with what seemed a meager opportunity or possibly a genuine handicap, contributed largely to human welfare and human happiness, is to go forward with renewed determination to lead a worth while life. To become acquainted with the devotion of those who are willing even to lay down their lives that the truth might prevail.
is to gain a new insight into the meaning of life. The world is a better place in which to live because of the revelation of beauty that was furnished to us by Stevenson and Lanier. The quality of devotion to science and to the common good which led Major Reed to lay down his life in order to establish the fact of the transmission of yellow fever by the mosquito is of even greater importance in the world today than the elimination of that scourge which his investigations and sacrifice made possible.

It is most worth while to share with others the story of achievements of men whose lives furnished the inspiration for all that is best and noblest in our civilization. There may be less of emotional appeal, but certainly there has been no less of devotion shown in the lives of men who have contributed to the development of that organized body of knowledge which makes possible the manner of life which we today lead. There is an opportunity for appreciation of the logic of mathematics, or for the statesmanship which made possible this republic. Those who have spent their lives conducting researches in science offer as noble examples of devotion to the common good as do those who have sacrificed themselves for the alleviation of human suffering. It is worth while to live with these heroes, to follow in so far as we may the story of their lives and achievements, and to participate in the ideals which actuated them.

Our society needs men and women who will teach all of us to make better use of our leisure time. The craze for amusement has in it the possibility of degeneracy, both for the individual and for society. Recreation is much more certainly to be found in association with the beautiful in art, or in nature, or in investigation or inquiry in a field remote from one's daily task, than in the sort of entertainment commonly provided for the great masses of our people. Our modern industrial civilization has provided most generously for our physical wants. It has developed men and nations who are greedy for power. It has placed in our hands materials and methods of warfare by which we may destroy each other. Having survived this catastrophe, it offers us leisure which holds the possibility of the destruction of our moral fibre. Surely those of us who have had an opportunity for education should contribute to the cultivation of the things of the spirit. It is our obligation to show how leisure may be used for true recreation and to share with others the satisfaction which comes from this use of life.

A life worth living is one in which we are associated with the great men and women of all time. It is one in which we enjoy that which they may have contributed in song, in story, in scientific formulae, or in social institutions. If our leisure hours are devoted to these nobler pleasures of life, we cannot help but influence others to share with us these satisfactions of great worth.

Your Alma Mater sends you forth today with the ideals and enthusiasm of youth. She hopes that you will find time in the years which lie ahead to cultivate the things of the spirit. It is popular in these days to belittle the significance of those things which do not directly contribute to our economic well being. The cynic is abroad in the land and he is everywhere pointing the finger of scorn at those who are less materialistic than himself. But the cynic is an old man. He has nothing in common with youth, and youth and a life worth living may be had for a price which even as it is paid enriches the one who pays it. For loyalty to the ideals of those whose lives have made the world a brighter, happier, more beautiful, more truthful place in which to live has but one result and that the transforming of the one who is loyal into the very embodiment of his ideal. It is to such a fellowship of statesmen, artists, scholars, teachers and those who love their fellowmen that this college bids you welcome. Her one high hope for you is that you may enjoy, in the years which are to come, a life worth living.

George D. Strayer
THE INDIVIDUAL CONFERENCE IN A DALTON SCHOOL

THE average teacher in the typical American classroom is perhaps the clearest example in modern society of the autocrat. The average pupil is a member of the Third Estate. We are faced with the anomaly of training for citizenship in a democratic society through the medium of an autocracy. When theory and practice are at odds, practice as an educational means has the better of it.

Education on the Dalton Plan is an attempt to harmonize theory and practice by giving to the pupil freedom with responsibility. This is in keeping with the environment of boys and girls outside the school, for the cardinal fact in that environment is freedom. Throughout the field of contemporary human experience, as we know it, the tendency seems for the child to be more and more distantly removed from localized centers of authority. He has more leisure time. He has fewer specific, routine duties to perform in the home. Parents, as well as teachers and preachers, pierce the circumference of his conduct circle at fewer points than they did a generation ago. Aside from any consideration of the elements in that soil from which this growing body of freedom derives its nourishment, the challenge to the school is to provide the child with an opportunity to train for freedom,—for its enjoyment and right uses. That is what the Dalton Plan attempts to do by grants of freedom with commensurate responsibilities to the child in his school life.

In the organization set up to achieve this end the Dalton Plan depends upon many things among which are teacher guidance and leadership, the workshop, the written unit assignment, the group conference, and the individual conference. The individual conference may be defined as a conference between a pupil and a teacher for a purpose which involves the use of subject-matter.

Individual conferences may be classified in a number of ways, but one of the most convenient is on the basis of the source of their aims. Broadly speaking, there are two such sources. These are the pupil and the teacher. From this viewpoint one is justified in speaking of the pupil-teacher conference and of the teacher-pupil conference, meaning on the one hand that the pupil sought the teacher and on the other hand that the teacher sought the pupil. In the first instance the pupil is engaged in the pursuit of knowledge, in the second he is observed in partial or utter rout. Happy is that teacher whose pupil seeks her out as one act involved in his task of problem-solving!

Again individual conferences may be classified according to the character or types of their aims, aside from the question of the source. Any effort to present a classification of this sort would necessitate a discussion out of proportion to the space restrictions which modify a representation such as that to which this article belongs. Broadly speaking, however, the character of all aims may be summarized in the statement that the purpose of the individual conference is to provide an opportunity for the learner to learn and for the teacher to teach. The use of the individual conference for any purpose not in harmony with this general principle of learning and teaching is open to serious question. For example, the use of the individual conference as a testing device is in violation of the spirit of the Dalton Plan.

This calls attention to one of the danger points in the Dalton Plan for that teacher whose tendency it is to reduce teaching to a system. For her the individual conference is likely to have but two enumerators and these are "helping" and "testing." The distribution formula may be "helping" conferences for the pupil until he has completed
his preparation on a given assignment and a "testing" conference at the end of his preparation period. Upon close examination the inadequacy of any conference schedule which approximates this outline is clearly established because it has all of the faults of over-emphasis as well as those of the absence of emphasis. For example, helping and testing conferences literally defined fail to include those other purposes in education which possess powers of elevating the pupil's ambitions, of stimulating more profound pupil interests, and of effecting freer and more comprehensive pupil activities than follow upon the teacher supplying the pupil with a quantity or body of help on a given problem or upon the teacher discovering the accuracy and scope of a pupil's mastery of subject-matter.

This is not to gainsay the fact that the use of the individual conference is largely of teacher determination. On this account it is desirable to raise the question of the teacher's relationship to it. The answer may most readily be expressed in terms of teacher functions. Incidentally these provide, though inadequately, a classification of individual conferences on the basis of the character of their aims.

As an approach to the statement of teacher functions it may be well to place emphasis on the fact that in the pupil-teacher conference the teacher occupies a position different from that of the teacher before her class in the traditional school. Intimacy succeeds remoteness: conversation supplants the lecture, or the formal question-answer method; professional dignity surrenders something of itself to friendship. There is no passing on of questions to the next pupil. There can be no pupil evasion of the issue. The tendency for the teacher "to tell" is greatly diminished and for the pupil to talk correspondingly increased.

Hence as one of the functions of the teacher we have that of conversational guidance. The thought of the pupil-teacher conference needs to have intrinsic worth. Immediately this raises the issue of subject-matter content and the teacher is face to face with the fundamental problem of curriculum making. It is true that the teacher gave a partial answer to this problem in the contract (the written unit assignment), an answer containing a broad outline dotted with suggestive minutiae. But at its best the contract is an incomplete answer. In the conversations between the pupil and the teacher there will always occur contract supplementations which involve new subject-matter materials or old subject-matter materials realigned and polished and joined in new patterns. These constitute a very real and important study for the teacher and in conversational guidance it is the teacher's responsibility to guarantee the integrity of the materials employed in problem-solving. This is but another way of saying that the conversation should develop along lines of thought that are worth while. In the entire venture of conversational guidance it is important that the teacher-talk, as a general rule, be sparse and scattered. It must needs be pointed, weighted with meaning, penetrating, burdened with the power to stimulate the person to whom it is directed. With respect to pupil-talk, there should be the maximum of it. The best teacher-guidance will be the maximum of pupil-guidance. Again it should be borne in mind that the conference conversation should center around problems that are definite and challenging. If these problems originate with the pupil the teacher who hears them as a friend and companion is indeed on the threshold of a teaching period promising an adventure that is golden for the pupil and profoundly inspiring to himself. The opportunity is worthy of the artist.

Another function of the teacher in the individual conference is to discover "the pupil's interests, aptitudes and abilities." There is little hope of reducing exploratory activities to formulas due to the complex character of the mental processes involved,
the wide differences in types of subject-matter and the failure of situations to repeat themselves. Exploratory efforts will tend in conversation to take the form of questions such as “What did you most enjoy doing on this contract?” Furthermore the teacher may undoubtedly secure fairly reliable information by observing the pupil at work on a specific task assigned him to do in the individual conference. The presence of satisfaction is significant; its absence, equally so.

The exploratory function suggests another. This is the function of pointing out for the pupil, after his interest and abilities are known, the approach to those activity channels or avenues which promise growing satisfaction. An ambitious member of the Senior Class possessed a keen interest in the Spanish language. On one occasion his teacher asked him if he would enjoy an outline study of Spanish architecture or of Spanish literature. After thinking about the question for a day, he reported a preference for Spanish literature. This suggests the parallel between the discovery and settlement of a new country and the exploration and development of a pupil’s interests.

Another teacher function in the individual conference is interpretation. There is no doubt that often a pupil meets with a problem he fails to understand. His failure may be due to a number of things, sometimes to indolence. But as a general rule the failure may be properly charged to a faulty background of experience. The problem may be one involving the square of the sum of two numbers, the definition of a word, or the difference between the English and colonial views on representation. Whatever the problem and whatever the pupil’s background of experience may be it is the function of the teacher to bring the two into a state of harmony. In doing this the controlling principle for the teacher should be the minimum of assistance in order that the pupil may enjoy the widest possible latitude in the exercise of his own interests and abilities.

Closely associated with the function of interpretation is that of discovering, analyzing and improving the pupil’s habits of work. Indeed it is open to question whether there is a more vital task before the teacher than that of directing attention to this matter. Reduced to its simplest terms the approach to the problem is a question which elicits a pupil answer. If that answer be inadequate the teacher is charged with finding the cause. It is in this process that the teacher will discover the particular habit employed by the pupil. Sincere teacher effort directed without bias toward a study of pupil habits will often reveal that the industrious workman is not always the efficient workman. Frequently it may show that the “bright” pupil is not efficient. The first is like the machine that produces little because of excess friction while the second is too frequently operating on a part-time basis. The teacher’s objective is to discover the pupil’s technique; subject-matter is a tool to assist in doing this. Once discovered and understood the teacher is charged with the responsibility of aiding the pupil improve his working skills. The only justification for the teacher who performs a task for a pupil rests on the ground that it is a technique example, other involved elements being in correct balance. On any other occasion the teacher’s business is not that of answering the pupil’s question or solving the pupil’s problem but instead is that of assisting the pupil to build a plan of work by following which he will secure the answer or solution. It is therefore clear that the way a pupil budgets his time, the frequency with which he seeks the teacher’s assistance, the degree of accuracy he possesses in performing operations, the character of his written work, as well as many other factors are of the utmost concern to the teacher as so many ways of approaching the task of habit recognition, of habit analysis, and of habit improvement.
No doubt testing should be given a place as a teacher function in the individual conference. The formalities of testing should not have a prominent part in the program. The fact seems to be established that in the traditional school the blue-book examination tends positively and immediately to emphasize subject-matter mastery as an end when as a matter of fact the most fundamental things in life, habits and attitudes and interest cultivation, are passed over as incidentals. If testing emphasis could be placed on these things, there would be improved means of justification where it is resorted to in a large way. However the emphasis should be on the end and not on the means which is the function of subject-matter, on the outcome and not on the tool. It is unfortunate that the formal testing plan has made teachers generally successful in teaching many boys and girls they are failures. The professional eye scanning the composition paper reflects an inner satisfaction when the misplaced comma is recorded as a subtraction from one hundred. Pupils will always be tested by teachers just as persons in the different walks of life are tested. But it is to be hoped that a more humane way of treating the "failure" will be developed for classroom use. Under any consideration, as between the teacher and the pupil in their conference, testing should be unobtrusive and incidental to the learning process. Whether it should ever be accorded a place within the range of pupil consciousness is a question that is being raised more frequently than before.

R. B. Marston

A headquarters staff of 125 members conducts the business of the National Education Association in an office building owned by the Association in Washington, D. C.

A teacher's faith in his procedures is a very potent factor in determining his success.—Walter S. Monroe.

AIRPLANES

A Second Grade Unit in Transportation

I. Generalizations
A. Airplanes are an important means of transportation today.
B. Our airplanes are very different from the first ones made.
C. Success in flying depends to a great extent upon weather conditions.
D. Some areas are better suited for landing fields than are others.
E. Some pilots have become famous.

II. Attitudes to be Encouraged
A. A feeling of joy in independent, original work.
B. A curiosity about new inventions.
C. Respect and admiration for air heroes and pioneers.
D. Friendliness toward people of foreign lands.

III. Pupil Activities or Jobs
A. They will set up and answer problems about airplanes. The following problem questions are suggestive:
   1. In what different ways are airplanes used?
   2. What are the different kinds of airplanes?
   3. Who made the first successful airplane?
   4. How do winds and clouds affect flying?
   5. What sort of a place makes a good landing field?
   6. Who made the first trip across the Atlantic?
   7. How long did it take Dr. Eckner to go round the world in a zeppelin?
B. They will make trips to landing fields, museums, exhibitions, and demonstrations.
C. They will make a model landing field:
   1. Airplanes and zeppelins.
   2. Apparatus of ropes and pulleys for flying airplanes.
3. Hangars for the planes
4. Hitching masts for zeppelins
D. They will play with airplanes in their toy aviation field.
E. They will work out original rhythms based on the movements of zeppelins and airplanes.
F. They will collect pictures, souvenirs, and interesting bits of information about airplanes. They will preserve some of this in booklets, along with their original stories and poems.
G. They will use maps to trace mail and passenger airplane routes.

IV. Assimilative Material
A. Airplanes are an important means of transportation today.
   1. Airplanes are used extensively for carrying mail.
   2. Airplanes furnish a rapid means of transportation for passengers.
   3. Airplanes are used for conveying provisions and other supplies to people in distress in isolated places.
   4. Airplanes are necessary in exploring new lands, as in the Byrd Antarctic expedition.
B. Our airplanes are very different from the first ones made.
   1. The Wright brothers’ plane.
   2. Lindbergh’s “Spirit of St. Louis.”
C. Success in flying depends to a great extent upon weather conditions.
   1. Heavy winds and dense clouds are unfavorable for flying.
   2. Compasses are useful in guiding planes; lights help planes in keeping to a course and in landing; radio is fast coming to be used to direct airships.
D. Some areas are better suited for landing fields than are others.
   1. A smooth level surface is preferable.
   2. Extensive ground free from any obstacles is needed.

3. Hangars, mooring masts, landing crews, and proper equipment for care of planes are all needed at a good landing field.
E. Some pilots have become famous.
   1. Lindbergh made the first solo flight across the Atlantic Ocean; Amelia Earhart was the first woman to fly across.
   2. Byrd made an expedition to the North Pole and to the South Pole.
   3. Dr. Eckner guided the Graf Zeppelin in the first rigid airship trip around the world.

V. Related experiences in other school subjects
A. Industrial arts—working with pasteboard, beaverboard, and wood.
B. Fine arts—making and decorating planes and zeppelins.
C. Reading—using books, stories, poems, bulletin board notices, posters, and titles to pictures.
D. Composition—writing words for songs, stories, letters, and poems; telling stories or interesting bits of information. This gave practice in penmanship.
E. Number work—finding cost of materials; measuring; estimating mileage and time schedules of airplanes.
F. Geography—tracing mail and flight routes; locating landing places.
G. Music—singing songs about airplanes; composing melodies for original songs.

VI. Materials
A. For Teacher and Children
   3. Aircraft Radio Equipment. Radio
Corporation of America, Washington, D. C.

4. Air Travel. Air Travel News Corporation, 1500 Buhl Building, Detroit, Michigan. $2.00.


8. My Weekly Readers. 40 S. Third Street, Columbus, Ohio. 75 cents.


B. For Teacher Only


1. An Airplane Ride. Reid, Helen S.—Chas. Scribner's Sons, New York City. 60 cents.

2. Aviation Alphabet. Jones, Paul—Smith and Sale Co., 45 Exchange Street, Portland, Me. $2.00.


1. Balloons ........... page 87

2. Fly, Kite, Fly! page 85

3. Jack's Kite ........... page 86

4. Jack Makes an Airplane ........... page 95

5. Making Balloons page 90

6. The Airplane ........... page 93

1. The Airplane Ride… page 9
2. The Classroom Teacher. The Classroom Teacher, Inc., Chicago, Ill.
7. A Long Ride… page 135

D. Songs

SOME NEW READERS FOR CHILDREN

1. Social Science Readers. By Helen S. Read. Chas. Scribner’s Sons. A Story about Boats; An Airplane Ride; An Engine Story; Grandfather’s Farm.
Supplementary reader for second grade based on community life. A good variety of interesting material.

Supplementary material for second grade based on health. It emphasizes health, habits, and attitudes rather than knowledge relating to health.

A delightful tale translated from the French classic and adapted for the fourth grade. The illustrations were made in France.

The title speaks for itself. The story of an interesting adventure for children in the adventurous age.

The author in the foreword of this collection says, "In order to help you find the way to the treasures that lie in books, I am introducing to you some of my own very best book friends." An excellent collection for the third grade.

Interesting and entertaining stories for children who have not had much experience in reading. Cleverly illustrated.

Children will read this in spite of themselves. Splendid for beginning reading.

17. Peggy Stories and Topsy Turvy Tales. By Mildred Batchelder. Charles Scribner's Sons.
Of these books Dorothy Canfield says, "One of the great difficulties in the path of the child who is not a natural reader, has been the absence of any good interesting reading matter easy enough for him to begin with. In these stories Miss Batchelder has put her love for children as well as her intimate knowledge of them, and the result is these volumes which will lead many a child into the kingdom that is rightfully his.

Interesting stories with interesting checks for first grade children.


The experiences of two children. Good reading for the second grade.

A collection of short interesting stories for the younger reader.

HE HADN'T READ IT
An incident of the ways of ignoble politicians with textbooks comes forcibly to our attention. During the efforts of the Thompson ring, in Chicago, to dislodge Dr. William McAndrew from the superintendency of schools, one John J. Gorman, a former congressman, testified that he had read the textbook in American history used (with Dr. McAndrew's approval) in the schools and that he found it "an insidious, vile lot of pro-British propaganda, utterly unfit to be put in the hands of our school children." This was on August 24, 1927. Dr. McAndrew was dislodged. The text was American History, by Professor David S. Muzzey, of Columbia University. It is published by Ginn and Company. Educators know it as an excellent textbook, widely used. Now, under the stimulus of a libel suit instituted by Professor Muzzey, the tool of the gang abjectly retracts. On October 11, 1929, he writes, "I had not at the time read your book. ... I now realize that I had no basis for casting aspersions. ... I consider (your book) well adapted to use in the public schools."—Peabody Journal of Education.

ADULT EDUCATION AND RADIO BROADCASTING
Announcement has been made by the American Association for Adult Education, 41 East 42nd St., New York, that a six-months' survey has just been undertaken to determine the possibilities of radio broadcasting as a mechanism in adult education. This study has been made possible by funds supplied by the Carnegie Corporation of New York. The survey is a part of the Association's general policy of fostering the wave of public interest in educational opportunities for those of mature age and is the latest of many which the Association has undertaken in the adult education field.
The nation-wide survey of secondary education, for which Congress authorized an appropriation of $225,000 and appropriated the first instalment of $50,000 for the fiscal year 1930, is proceeding under the direction of the Commissioner of Education. Dr. L. V. Koos, of the University of Chicago, was appointed some weeks ago as an expert assistant to give his full time and attention to the work shortly after the first of the year. The consulting committee appointed last October has met, organized and defined the field of work.

The Secretary of the Interior has now selected a group of advisers consisting of some thirty educators to assist the survey staff in combing the nation for information. In the near future, a second group, consisting entirely of laymen, will be chosen. To this group will be presented the work of the survey commission as it proceeds, and they will criticize it from the point of view of the average citizen. Both educators and laymen will review the final reports.

The personnel of the advisory group represents all sections in the United States, as well as a large variety of educational interests. In it are specialists in state-school administration, city-school administration, state-university administration, relations of colleges and secondary schools, relations of elementary and secondary schools, Negro education, the junior high school, the senior high school, the junior college, the large city high school, the small high school, high-school libraries, the curriculum, extra-curriculum activities, school counseling and guidance, and vocational education.

VIRGINIA EDUCATIONAL SURVEY COMMISSION RECOMMENDS IMPROVEMENT OF RURAL SCHOOL LIBRARY FACILITIES

The school library activities of the state department of education of Virginia and the library extension department of the state library should be merged and lodged in the state department of education and the establishment of county libraries should be encouraged by state grants for the purchase of books for such libraries. These recommendations affecting the extension and improvement of library service for rural schools are made by the Educational Commission of Virginia in its report of a survey of the public educational system.

At the present time the school library activities of the state department of education are performed by an official whose chief duties are those of a purchasing agent for textbooks and school libraries. The library extension division of the state library supplies schools with traveling libraries and gives advice to communities concerning the establishment of county and other public libraries. Merging the activities of the two agencies in the department of education would bring about a more effective correlation of the work and serve to emphasize the close relationship of the public library to education.
The General Assembly of Virginia passed a county library law in 1924 and one county library has been established. As a stimulus to more rapid development of county libraries the Commission recommended that beginning with the biennium 1928-30 the sum of $50,000 be apportioned from the educational fund to be expended under the direction of the board of education for the purchase of libraries in the rural districts if and when such libraries are established and their maintenance assured by the several counties.

SORBONNE COURSES

The 1930 French Summer Courses at the Sorbonne have now authorized the admission of American teachers whose school duties in June prevent their arriving in Paris for the opening of the Courses on June twenty-ninth. Such teachers will receive every possible assistance. Their credits, which are evaluated for transfer to other universities and colleges, will be in no way affected; they will be eligible for the final examination leading to the diploma. This favorable decision applies to persons registering for either graduate or undergraduate work. Full details may be had by addressing inquiries to M. L. Boss, 717 South Beech Street, Syracuse, New York.

THE READING TABLE


This manual should undoubtedly give superior results as a guide in observation and participation for preparation towards high school teaching. Provision is made for a study and an evaluation of all the bigger problems which the high school teacher will meet, from the problem of getting acquainted with the school itself—furnishings, equipment, lighting, ventilation, etc.—to those of management, types of teaching, directed study, and the like.

The organization is excellent—of the unit type—and the manual itself of a size that is easily handled and that will accommodate extra sheets if needed. The references listed are largely of recent date and give the newest as well as the best in secondary practice. It commends itself to the instructor who would put something tangible into the hands of the students. B. J. L.


This is a welcome contribution to the unit plan, of which type of text there are, as yet, too few. It restricts itself to the methods of learning and teaching a specific unit in junior high school mathematics. These methods are based upon scientific investigations, and the procedure here developed may be applied to other subject matter as well. One item of outstanding value presented is the analysis and interpretation of pupil difficulties in securing mastery of the unit, which should prove enlightening to that teacher who has been unable to find a solution for this particular problem. This study is followed by the development of techniques to care for such situations; these should be equally valuable. It is a book that will be eagerly received by the development of techniques to care for such situations; these should be equally valuable. It is a book that will be eagerly received by those who are interested in the unit plan of organization. B. J. L.


Miss McGregor speaks from first-hand knowledge and her book, therefore, is a valuable addition to the literature in this field—this newest of our public school movements. Because of its significance in American education, prospective teachers should become acquainted with both the underlying and guiding principles of junior high-school teaching. From no other source can they derive better understanding than from the worker in the field. Miss McGregor carries her reader from the desirable school setting, through the duties of the teacher both in the school and the community, to the compensation found in the work; and, in so doing, lays down those principles necessary to the orientation of the teacher, as well as the pupil, relative to this movement. B. J. L.


A book of ten charming little stories, delightfully told and illustrated, each with a basic principle of health, whose lesson will be doubly learned because of the element of adventure which it accompanies. It is of third-grade level in vocabulary and should afford keenest enjoyment as well as valuable instruction. B. J. L.


What boy or girl who loves the things of nature would not be interested in this delightful supplementary reader for upper grades? The fact that they are really true stories and out of the experience of one who was at the time a shut-in—and who, therefore, must needs invite the birds to come to him—gives to them added interest and attractiveness. In them live the joys and
sorrows, the fun and the tantrums, the tragedies and comedies that visit our feathered friends, as well as ourselves; also, we find the thief and the robber, as well as the gentleman and the worker among them. Many of the illustrations are photographs made by the author. It is a book to be recommended to teachers who are looking for "something different." B. J. L.


As to whether or not one should enter the field, this pamphlet offers a real and worth while challenge to the prospective public school teacher. It clearly points out the fact that teaching is not an easy job, nor one to be lightly undertaken; only those, therefore, who are vitally interested should consider it. It defines those knowledge, activities, and traits which are expected of the teacher and explains why many fail to secure positions. Suggestions for the latter problem are offered by showing opportunities in the profession and giving combinations of subjects called for. B. J. L.


More and more educators are trying to find what factors are necessary for success in teaching. This book describes a piece of research undertaken in an effort to collect data which might help to answer the questions: "Which persons should become teachers?" and "How may they be selected?" In choosing successful people for the teaching profession the results of this study bring out the importance of considering a number of measurable traits, not as isolated factors in an algebraic sum, but as complex interrelated factors which make up the whole personality. The Trait Index, developed in this study to be used with intelligence tests, seems to furnish a more nearly scientific measure of teachers than do rating scales. Superintendents, principals, and supervisors would do well to familiarize themselves with Miss Morris' study. L. E. J.


As is suggested in the Foreword, the author attempts two things in this book: an analysis of the technique of study, and a description of the development of personality. The study process is developed in a clear-cut, logical way, beginning with the purpose and value of study, and gradually leading up to creative thinking through a number of well organized chapters built around principles of study practically applied. The chapter, "Acquiring a Personality," will at least make one realize that he is himself responsible in a large measure for the personality he possesses. The book is written in a simple, non-technical style, and may be used with profit by high school students and college freshmen alike. L. E. J.


This book is written in a simple non-technical style. It is intended as an introductory text for students just beginning a study of educational psychology. In his treatment of the subject the author has very fittingly combined the element of measurement with certain psychological topics of value to teachers, for the learning process cannot be correctly studied without some measure of attainment being taken into consideration. The various chapters are amply illustrated by means of tables, graphs, charts, and other figures as well as photos. A very few well-selected readings appear at the close of each chapter, along with summaries and true-false statements which may be helpful for review purposes. A general bibliography occurs at the end of the book. L. E. J.


Recognizing the growing interest in a sociology of education, the author has worked over and added to his original text and has succeeded in bringing to it many of the newer concepts of sociology in their relation to education.

The book is divided into two parts: part one being a discussion of the sociological foundations of a study of the fundamental sociological principles, and part two applying these principles to educational problems. Mr. Smith never strays far from the educational point of view even in the early discussions of sociological foundations and the applications to education are simply and clearly made. C. P. S.


This is a manual for the use of students who are doing observation work in connection with their preparation for teaching. It is made up of twenty-four units for observation; additional pages are provided in the back of the manual for other units. Each unit is divided into three parts: Introductory Study, Observation Record, and Problems. Under the introductory study there is a very well chosen bibliography of from two to five books relating to the problem to be observed. The units while not original are treated in a scientific manner and accompanied by very significant questions. C. P. S.


This book is a valuable contribution to educational psychology. While the greater portion is concerned with the application of psychological principles to the learning of the elementary school subjects, a careful analysis is made of two major problems of educational psychology: individual differences and learning. Several of the important angles of individual differences are discussed,
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such as the cause of individual differences and the measurement of individual differences. The primary principles of learning, special abilities and disabilities in learning, and how learning may best be motivated are considered before the learning of the school subjects is attempted.

This book reflects years of painstaking research. It is thoroughly up-to-date, interesting, and readable. The application of the major principles of psychology to teaching is accomplished here with unusual skill. Teachers and students of elementary education who are desirous of increasing the effectiveness of their work will find in this volume a fund of well-tested information.

W. B. V.


Vicarious travels for the children of upper grades, wherein they see how man in all parts of the world builds his home. Children become acquainted with different types of homes, from the tent of the nomad to the skyscraper of New York; with materials used, tracing them from their sources through various stages of manufacture; with equipment and furnishings. Mr. Carpenter introduces them to primitive man; also to ancient man, through relics and ruins left behind. He has, as well, furnished illustrations and maps which intensify interest. The book is recommended for both interest and instructional value.

B. J. L.


A geographical reader organized on the unit plan. Good balance between the old and the new in transportation and communication; the last unit is on the radio! An abundance of illustrations, suggestions for pupil activity, and a booklet of check tests add to the value of the book.


An account of the Eastman Kodak Company's carefully controlled experiment to measure the value of motion pictures as a supplement to regular classroom instruction. The Appendix contains suggestive study outlines and tests for the units of instructions used in the experiment.


This, the second of a two-volume series on methods in arithmetic, is the practical kind of material which classroom teachers really use. Especially significant just now when the new Yearbook of the National Society for the study of Education is on arithmetic.


The teacher's book to accompany the first and second books of the Music Hour series. In addition to duplicating the material from the children's texts the book contains a discussion of method in music, detailed monthly outlines, type lessons, and suggestions for correlating music with other subjects.


Here is a manual fitted well for high school and secondary school use. A great number of the experiments contained in this manual could well be used in first-year college chemistry, more especially in the laboratory classes of the sections containing students who have had no chemistry in high school.

Although the book was written to accompany a certain text, it is so general that it will fit also any standard textbook in general chemistry written for the beginner.

There are several features embodied in this manual that make great appeal to the reviewer. First of all, with very few exceptions, the experiments listed can be performed with ordinary chemical apparatus. In other words, the book was written to suit the apparatus that one finds in any modest general chemistry laboratory, and was not modeled after the apparatus contained in any special laboratory with which the authors were familiar. In the back of the book, the apparatus and materials for each experiment are listed.

This is of great aid to the instructor in selecting those experiments best suited to the equipment at hand, and aids the laboratory assistant in preparing the reagents, apparatus, etc., to be used. The book is of loose-leaf construction, and all instructions, questions, drawings, etc., are contained on these pages, which can be detached and handed in after the laboratory period. Too, the majority of the seventy-six experiments listed are on one page.

This manual should make a great and deserved appeal to many teachers of students taking chemistry for the first time.

H. G. P.


The reviewer likes the plan of this book in having the first chapter deal with physical chemistry in its relations to physiological chemistry. Such material is essential for students who have not had physical chemistry, and for those who have, it constitutes a concise review of essentials.

In addition to 245 pages of descriptive and theoretical matter, the book contains 100 pages of directions for laboratory experiments, together with directions for making up special reagents (4 p.) and a list of classified references.

Both the mechanical make-up of the book and the illustrations are good. Most important of all, the treatment is modern, and written in a clear, attractive style.

F. C. M.


Before one has turned half a dozen pages of Rines' book, one is eager to get pencils and paper and try out a hand. His brief instructions on lead pencil drawing are as concise and sparkling as his sketches. A most helpful book to the student.

G. M. P.

Educational Biology. By John C. Johnson. New York: The Macmillan Co. 1929. Pp. 360. Intended as a textbook in biology, this volume is a real contribution to both biology and education. It is study of biology from the educational point of view. Professor Johnson deals with such topics as the basic laws of biology, biological adaptation, selection, eugenics, etc., with their educational application. Valuable not only in biological studies, but in such courses as educational psychology, child psychology, and principles of education. A unique and welcome book. W. B. V.

Education in a Democratic World. By Ernest D. Burton. Chicago: University of Chicago Press. 1927. Pp. 165. $2.00. Addresses delivered by a former president of the University of Chicago. Among the topics discussed are education in a democratic world, student habits, the obligations of the educated, the ideals of a university, the business of a college, education in religion, business and scholarship. This book will find a welcome with all those interested in higher education in a democratic society. The book reflects the personality of a truly great man. It is scholarly, inspiring, and informing. W. B. V.

COLLEGE NEWS

The honor roll for the fall quarter as announced follows:

Seniors
Edythe B. Monahan, Blackstone, Va. Annie Preston Starling, Leakesville, N. C.
*Mary Irene Garrison, Harrisonburg, Va.
*Elizabeth Lee Kaminsky, Norfolk, Va.
Elizabeth Larned Knight, Westfield, N. J.

*These students received the highest possible grade (A) in each class.

*Sallie Bronner Leach, Somerset, Va.
Phyllis Peyton Palmer, Greenville, Va.
Mina Graves Thomas, Richmond, Va.
Mary Brown Allgood, Petersburg, Va.
Maude Forbes, Washington, D. C.
Margaret E. Ford, Alexandria, Va.

Juniors
Carrie Louise Dickerson, South Boston, Va.
*Anne R. Trott, Fort Defiance, Va.
Mrs. Mary H. Woodward, Harrisonburg, Va.
Rebecca Beverage, Monterey, Va.
Annie Mae Brown, Winfall, Va.
*Jane E. Campbell, Old Church, Va.
Sadie S. Finkelstein, Winchester, Va.
Elizabeth Anne Kagey, Mt. Jackson, Va.
Gertrude V. Rust, Flint Hill, Va.

Sophomores
Garnet L. Hamrick, Winchester, Va.
*Gladys Gertrude Charlton, Norfolk, Va.
Lelia Rose Kearney, West Haven, Conn.
Marjorie Lavinia Poole, Norfolk, Va.
Catherine L. Markham, Portsmouth, Va.
Katherine Pochontas Smith, Charlottesville, Va.

Freshmen
Sydney Aldhizer, Broadway, Va.
Mary Katherine Lee, Richmond, Va.
Dorothy Alice Martin, Norfolk, Va.

*Varsity basketball has been attracting much attention since the Christmas holidays. Playing the girls' team from Bridgewater College at the beginning of the season, the locals accumulated a score of 64 to 4. The second game, on February 8, was played at Slippery Rock, Pennsylvania, against the State Teachers College there—a team undefeated for four years on their home floor. Although it was a difficult fight, brilliant team work and clever floor maneuvers brought a victory of 37 to 25 to Harrisonburg—in the last half. Playing on the team were Esther Smith and Anna Lyons Sullivan, forwards; Elsie Quisenberry and Frances Ralston, centers; Mary
Farinholt and Evelyn Bowers, guards. Substitutes were Julia Duke and Jacquelin Johnston. Others in the squad are Bowen, Leith, Wilson, Gifford, Burnette, Haga, Roach, Hoff, English, Clark, Lucy and Nellie Coiner.

An attractive student activity of the month was the musical comedy, "The Belle of Bagdad," presented by the Athletic Association February 1. With Helen Line-weaver once more directing, Sadie Finklestein having charge of the musical arrangements, the Art Club providing what proved to be the most attractive stage scenery had here for any performance given, and a splendid cast in an interesting plot, the show was a decided success. Mildred Coffman and Phyllis Palmer carried the leads, Rebecca Holmes the "character" role, Kitty Wherrett one of the second leads; the rest of the roles were taken by Emily Wiley, Evelyn Bowers, Dot Petty, Irene Garrison, Iva Lou Jones, Mina Thomas, Anna Mendel, Virginia Thomas, Dorothy Needy, and Catherine Markham. Oriental and American choruses gave clever, entertaining, and well-planned dances.

Six girls have recently been admitted into Le Cercle Francais. They are Elizabeth Thomas, Janet Lowrie, Katherine Smith, Louise Wine, Martha Boaz, and Nancy Carter Lambert.

ALUMNAE NEWS

WEDDINGS

Mr. and Mrs. Thomas Hale announce the marriage of their daughter, Ruby Alice, to Mr. Raymond Shrader on Thursday, December 26, at York, South Carolina. At home 216 Virginia Heights, Roanoke.

Mr. and Mrs. Joel Cox announce the marriage of their daughter, Dorothy Rebecca, to Mr. Charles Silverthorne Yates on Wednesday, November 26, at Elizabeth City, North Carolina.

Dr. and Mrs. J. D. Burkholder announce the marriage of their daughter, Bertha Catherine, to Mr. Paul Bender on Wednesday evening, December 29, at their home, Edge Lawn Crest.

PERSONALS

Dr. Wayland recently received a letter from Mary Settle, class '13, who is now Mrs. C. P. Amory, Box 112, Hilton Village, Va.

Mrs. Josephine Bradshaw Rea of Gilroy, California, has recently moved into a beautiful new home. Mrs. Rea attended the alumnae reunion here on the campus last June. She is a Life Member of the Alumnae Association.

ALUMNÆ COMMITTEE MEET AT RICHMOND

Miss Elizabeth Joyner, representing the Portsmouth Alumnæ Chapter; Mrs. James Scott, representing the Petersburg Alumnæ Chapter; Misses Margaret Herd, Ruth Paul and Virginia Drew, representing the Richmond Alumnæ Chapter; and Mrs. Harry Garber, representing the Harrisonburg Alumnæ Chapter, met in Richmond recently to discuss the part that the alumnae should take in urging Harrisonburg as the site for the proposed liberal arts college in Virginia.

SUPERINTENDENTS OF THE STATE WRITE CONCERNING WORK OF H. T. C. GIRLS

"It is a real pleasure to report that the Harrisonburg girls teaching in our schools are making excellent records in the teaching profession."

"My belief is that Harrisonburg gives its students all that can be offered, except what is obtained by experience only."

"The graduates from your college who are teaching here are doing very nicely. I feel that from their attitude toward the profession, willingness to take suggestions and conscientious endeavors they will make very worth while teachers."

"One of your graduates is by far the strongest teacher we have; she is teaching
in. . . School and putting over a program not equalled in any other school in the state, I believe. She is strong in executive ability, discipline, correlation and co-operation, as well as knowledge of subject matter taught; her influence is felt in the community at large as well as in the school in which she teaches. During the last fifteen years we have had a great many Harrisonburg girls in our department, and I have no hesitancy in stating that your girls compare most favorably with those from similar institutions of learning."

“All of your girls teaching in this county this session are doing fine work on the whole. I have no grumble coming from the training these secured while at your splendid institution.”

“Every one of H. T. C. girls is making good here. Not only that, they rank among the upper half. I wish I had more Harrisonburg girls.”

LETTERS FROM ALUMNÆ

FROM KATHLEEN WATSON, 411 Broad St., Charleston, W. Va.: Any alumna who can ignore those attractive “duns” you have been sending out for the last few years is certainly hard-boiled. The only reason I didn’t respond each time was that I was dead broke just at the time they arrived. Consequently, I am sending a check for four dollars to cover the last four years. Best wishes to our Alma Mater!

FROM HELEN WARD: We are having our county teachers’ meeting next week, at which time the Harrisonburg Alumnæ will meet.

All of us are busy, but have an occasional chance to write or see old friends. Coming home from Cornell last summer, I stopped to see Mabel Kendig Timberlake, in Fredericksburg. She is fine and they have a most attractive daughter, Joan by name. Yesterday’s mail brought me a letter from Hazel Cole Davis and Emily Haldeman Beck. Hazel had a real Christmas gift this year—

a son born on December 25. “Meg” is living in Bristol now and wrote me a happy letter about her family and their activities.

Salome Moomaw Dobbs is living in Charlotte, N. C. and writes that her sister Kathleen (Mrs. William Gilliam) has a son, born the last of December.

Frances Cole has just completed a new home in Chester. It is a most attractive Dutch colonial.

FROM CATHERINE ELLIS, 107 Washington St., Portsmouth, Va.: I am not a schoolma’am yet, but I have been involved in my next best desire—being employed in newspaper work.

At present I am unemployed and am missing the dear days at H. T. C. Isn’t it queer that one never really appreciates what she has until it has passed on? Well, let’s not let that upset the fact that some day I intend to be back in the Valley, living over some of the good times there.

Everything and everybody at H. T. C. holds a place in my heart, and to prove it I am going to strive to be a splendid “cornerstone.”

Watch me take more interest in my local Alumnæ Chapter!

OUR CONTRIBUTORS

SAMUEL P. DUKE is now completing his eleventh year as president of the State Teachers College at Harrisonburg.

JOHN W. WAYLAND is professor of history in the State Teachers College at Harrisonburg, and secretary of the faculty. Dr. Wayland is author of A History of Rockingham County, A History of Shenandoah County, How to Teach American History, A Boys’ and Girls’ History of Virginia, History Stories for Primary Grades, and many other volumes.

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R. B. MARSTON is superintendent of schools in Sistersville, West Virginia. He has contributed other important articles on the Dalton plan to this magazine.

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