3-1-1931

Virginia Teacher, March 1931

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

Follow this and additional works at: http://commons.lib.jmu.edu/vateacher

Recommended Citation
Virginia Teacher, March, 1931, XII, 3, Harrisonburg, (Va.): State Normal School for Women at Harrisonburg.

This Article is brought to you for free and open access by the JMU Special Collections at JMU Scholarly Commons. It has been accepted for inclusion in Virginia Teacher by an authorized administrator of JMU Scholarly Commons. For more information, please contact dc_admin@jmu.edu.
CARTER V. GOOD
Offers a Resume of Early School Practices and Hints at Modern Developments

EDWIN A. HOADLEY
Illustrates the Translation of Sense Impressions Into Design

CARRIE BELLE PARKS and CONRAD T. LOGAN
Present a Series of Four Tests of Literary Vocabulary

SAMUEL P. DUKE
Outlines Plans for Dedication of Woodrow Wilson Hall
ATTENTION OF TEACHERS AND PRINCIPALS

We carry a complete line of School Furniture, Auditorium Seating, Blackboards and Accessories. School Supplies, Maps, Globes and Charts, latest publications. Kindergarten Supplies, Teachers Supplies, Playground Equipment, Gymnasium and Athletic Goods. Any special catalog or prices mailed on request. Write us today.

VIRGINIA SCHOOL SUPPLY CO.
Box 1177
2000 W. Marshall St.
Richmond :: :: Virginia

A FOOD AND AN ENERGY BUILDER

IMPERIAL
THE CREAM of all ICE CREAMS

Manufactured in Harrisonburg, Va.

and sold by all leading Ice Cream dealers throughout the Shenandoah Valley

TOWNS BUS LINE SERVES

THE SHENANDOAH VALLEY

Good Transportation From Winchester to Roanoke

SPECIAL RATES FOR PARTIES

Phones 323—636-J
Harrisonburg :: :: Virginia
NEW SCHOOLS FOR OLD

New leaven is at work in education at all levels of instruction—elementary, secondary, and higher. This force has been known by various terms such as progressive education, the new education, the child-centered school, the activity program, etc. An examination of the titles of books describing the new methods discloses the elements emphasized, for example, Cobb’s The New Leaven, Ferrière’s The Activity School, Rugg and Shumaker’s The Child Centered School, and Washburn and Stearns’ New Schools in an Old World and Better Schools.

Claims of the Old School

The elements of this new movement in education are six in number—individuality, freedom, self-directed learning, expression through both manual and mental activities, group consciousness or social adaptation, and parent education. Students of education and alert teachers and administrators in general are convinced that the new education is much superior to that of a generation or two ago. However, there are still those who claim that the sort of training given in the so-called little red schoolhouse was superior to that offered in modern schools. Incidentally, the old building characterized as red in color was only a rusty brown due to weathering of the elements rather than to application of paint. As evidence of the effectiveness of the teaching in the school of a generation or two ago some point to great leaders in government, business, and other walks of life who attended this little one-room school. There is a fallacy in this argument, since many men who have become great within the last score of years have had to go through the old school. Therefore, they may have succeeded in spite of the one-room school, rather than because of it. In comparing the new school with the old in terms of its human products it is only fair to wait another generation until the children of the progressive school have grown up and have had time enough to achieve the greatness in public life which requires chronological maturity.

In view of the claims made by the so-called progressive workers in education for the new school and by an older generation for the school of a half century or more ago, it seems desirable to make comparisons in terms of teachers, methods of teaching, discipline, pupils, textbooks, organization and administration, and buildings and equipment. Since there is first-hand opportunity for visiting modern schools and observing the methods and materials in use, more attention in this comparison will be given to the old schools. Teachers, of course, are or can be in direct contact with the modern movement, and parents through visiting schools and through their children, who are in attendance, easily may become acquainted with the new education.

Teachers of Another Century

What were the old teachers like? The elementary-school teacher of today has evolved from the weaver, blacksmith, carpenter, wheelwright, artisan, cripple, old room school. There is a fallacy in this argument, since many men who have become great within the last score of years have had to go through the old school. Therefore, they may have succeeded in spite of the one-room school, rather than because of it. In comparing the new school with the old in terms of its human products it is only fair to wait another generation until the children of the progressive school have grown up and have had time enough to achieve the greatness in public life which requires chronological maturity.

In view of the claims made by the so-called progressive workers in education for the new school and by an older generation for the school of a half century or more ago, it seems desirable to make comparisons in terms of teachers, methods of teaching, discipline, pupils, textbooks, organization and administration, and buildings and equipment. Since there is first-hand opportunity for visiting modern schools and observing the methods and materials in use, more attention in this comparison will be given to the old schools. Teachers, of course, are or can be in direct contact with the modern movement, and parents through visiting schools and through their children, who are in attendance, easily may become acquainted with the new education.

Teachers of Another Century

What were the old teachers like? The elementary-school teacher of today has evolved from the weaver, blacksmith, carpenter, wheelwright, artisan, cripple, old


dame, sexton, chorister, beadle, shoe-maker, tailor, barber, pensioner, invalid, church sexton, bell ringer, or grave digger, who did a little teaching in his spare moments to help make a living. The assumption is that except in case of epidemic certain of these groups were not busy all the time. In 1738 in Prussia the tailoring monopoly was granted to elementary teachers in order to help them make a living. Later, Frederick the Great ordered that his crippled and superannuated soldiers be given teaching positions in the elementary vernacular schools of Prussia. It is not likely that soldiers of two centuries ago were appropriate teachers and guides of youth. The character of the teachers in the colonial period was not all that might be hoped, although religious qualifications were stressed especially in New England. In some instances the men transported to the colonies because of convictions for small crimes were sold for periods of greater or less length; when one of these unfortunates could read and write he sometimes was purchased for a school master and teachers of this kind were common in the southern and middle colonies. Not infrequently they were coarse and degraded, and did not always stay their time out as evidenced by advertisements like the following in the newspapers of the period: “Ran away: A servant man who followed the occupation of a school master, much given to drinking and gambling.” It is said of one of the colonial school masters, that he was fined twenty shillings by the court for cursing.

Methods of Teaching

What about the method employed in the old school as compared with the new? The method of teaching used throughout the eighteenth century was what was known as the individual method. A teacher was a hearer of lessons who tested the memory of the pupils and kept order. Pupils came to the master’s desk one by one and recited what they had memorized, being called upon probably once a day or less. Of course, this method was quite wasteful of both time and effort. The time of the teacher was so occupied with hearing lessons, setting copies, making quill pens, dictating exercises in arithmetic, and keeping order, that work as a class group in discussing a topic or engaging in any creative activity was unknown.

Discipline

The chief qualifications of the school master of a century ago were to manage the big boys and to rule the school with an iron hand. Discipline everywhere was severe. Two of the favorite pedagogical maxims of the time were: “Spare the rod and spoil the child.” “A boy has a back; when you hit it he understands.” Pictures of the old school show whipping posts set up in the classroom and a bundle of switches within reach of the master. A German schoolmaster of more than fifty years’ experience estimates that he gave more than two million blows and raps with rod, cane, book, ruler, and hand on the head, ear, mouth, and other vulnerable parts of the body. He made boys kneel on peas
and a triangular piece of wood, wear the "jackass," and hold the rod up. Imagine the spice added to domestic life by his vocabulary of 3,000 scolding expressions, two thirds of which were German and one thousand of which were invented.

It became necessary in bringing about reform in the German schools in 1783 to forbid teachers to put irons around the boys' necks, cover them with mud, make them kneel on peas, or brutally to beat them. Even the poets of the time expressed in rhyme the current attitude toward discipline. In England the poet Crabbe (1754-1832) put these words in the mouth of an early school master:

Students like horses on the road,
Must be well lashed before they take the load;
They may be willing for a time to run,
But you must whip them ere the work be done.

A colonial school master named Dove who was teaching in Philadelphia about 1765 was quite a humorist in employing a variety of methods of discipline. Instead of using the birch in the regular way he stick it in the back part of the collar of the culprit, who was compelled thus to stand in plain view of his fellows. He employed a unique device in preventing tardiness. The late comer was met and escorted to school by a committee of five or six pupils with a bell tingling and a lighted lantern. As a just and fair man, Dove himself, when late one morning, was met in the same way to the great gratification of the boys and entertainment of the spectators.

Since there was a time when young men were publicly whipped in colleges, it is not surprising that discipline was severe in the lower schools.2

One New York master had a short ladder beside his desk, and when he called forth a culprit for punishment, the boy had to step up on the ladder to receive his caning. It is related of a certain rustic schoolmaster that he kept a long birch rod with the butt-end resting on his chair, so that he could use it without rising. Another master would sit with his feet on the table and call up all the boys to march around the table in single file. As they passed in front of him he hit them each in turn with his ruler. In this way, though some of the innocent may have suffered, he made sure that none of the guilty escaped. But not all the discipline in the old schools was muscular. Instances are recorded of an offender's being ordered out to cut a small branch from a tree, and when he returned with it, the teacher squared and partially split the larger end and fitted the cleft on the culprit's nose. Pinched and ridiculous, the boy was forced to stand in full sight of the school until the teacher relented.

In the dame schools premiums of gingerbread were now and then bestowed for good behaviour, but these were not a chief reliance in the cultivation of virtue. Most dames had great faith in a thimble tapped sharply on the delinquents' craniums. Whisperers were sometimes compelled to silence by having inserted in their mouths a short stick, like the bit of a bridle, with strings at the ends which could be tied at the back of the head. There were schools where transgressors were made to stand on the benches and wear dunce caps, or huge leather spectacles; or they might have pinned to their persons large labels lettered, "Lying Ananias," or "Idle Boy," or whatever the teacher thought was appropriate to the case.

Pluck and courage were of superlative importance, since a muscular clash with the big boys was almost inevitable and the master who lacked either courage or physical stamina was likely to meet with abject failure. After the big boys had put out of school two or three masters in succession, the school got the name of being "hard" and it was necessary to offer comparatively liberal wages for a new teacher who could overpower the young savages. The record in the state of Massachusetts shows that in 1837 more than three hundred schools were broken up by mutinous pupils or by the incompetence of teachers. However, parents were in general sympathy with the application of the rod and, unless the children were receiving chastizement regularly, felt that they were not learning much. The prevailing belief was that it did not matter what a pupil studied so long as he hated it hard enough. There were a few rare cases when the teacher would not punish by main strength, but resorted to moral suasion. When the pupils of one master became noisy, he would stamp his foot and cry out, "Children, if you do not behave better, I will go right off and leave you," and the pupils would be frightened to orderly quiet-

2Clifton Johnson, op. cit, pp. 43-45.
ness. The writer has never had the courage to try this method in his own classes. One master, like Samson of old, threatened to extend his arms and push over the walls supporting the roof when pupils were disobedient.

Interesting bits of warfare between pupils and teachers took place in some instances. One master, when he found the doors and windows of his school barricaded against him, climbed to the roof and placed a board over the chimney opening. Within ten minutes the building filled with smoke and pupils were glad to make terms with the teacher.

Pupils

The number of pupils to be accommodated in a district usually was large, although it was never thought necessary to provide more than one teacher. Sometimes schoolrooms not more than thirty feet square accommodated a hundred pupils. Boys and girls were seated on separate sides of the room.

In a winter school of forty pupils there might be a dozen young men and women who were practically grown up. On the other hand, quite a group of the youngest could not read, and several had not mastered the alphabet. The little scholars were most of the time "busy" keeping still. The backless benches they occupied were commonly far too high for them, leaving their feet dangling in mid-air. Of course they would get to knocking the shins of one another, a whistle of laughter would escape, and the noise would increase until it attracted the attention of the master. Then down would come the pedagogue's ferule on his desk with a clap that sent shivers through the little learners' hearts to think how it would have felt had it fallen somewhere else. "Silence!" commanded the master, and he gave them a look that swept them into utter stillness.3

Interestingly enough there is other evidence that at heart these children of a century ago had much the same mischief-making spirit as those of today. Here are a few of the choice scribblings, which they wrote on the fly leaves of their textbooks:4

If this book should chance to roam
Box its ears and send it home.

Steal not this book, for if you do,
Tom Harris will be after you.

Steal not this book for fear of strife
For the owner carries a big jackknife.

Steal not this book my honest friend
For fear the gallos will be your end

The gallos is high, the rope is strong,
To steal this book, you know is wrong.

One of the ditties was considered a very fitting characterization of the school history of a century ago. The writer has always hoped fervently that it would not be applied literally to his own college classes of today.

If there should be another flood,
Then to this book I'd fly;
If all the earth should be submerged
This book would still be dry.

A somewhat sentimental pupil wrote this in a book:

You give your heart
to me and I will give
mine to you we will lock them
up together and throw away the key.

Textbooks

Teachers and parents of today are familiar with the very attractive books and other instructional materials used in modern schools. Let us examine the textbooks of a century or more ago. One of the best known of these old books was the New England Primer with its great stress on religious aims and materials. The edition of 1727 contains the alphabet and syllables, lists of words for spelling arranged in groups of from one to six syllables, the picture alphabet with a rhyme for each letter, texts from the Bible and other sources, the Lord's Prayer, The Creed, the Ten Commandments, various religious verses, names of the books of the Bible, a picture of John Rogers being burned at the stake, and eight pages of verses supposed to have been written by Rogers to his children, and a catechism of some forty pages. Can you visualize the use of such material in teaching defenseless six-year-old children to read?

4Ibid., Ch. vi.
Noah Webster's blue-back speller, published in 1783, contains some choice bits of information. The following advice would of course be rather inappropriate for youngsters in the elementary schools of today, although it must be remembered that there were grown young men and women in the old schools.

Be cautious in listening to the addresses of men. Is thy suitor addicted to low vices? is he profane? is he a gambler? a tippler? a spendthrift? a haunter of taverns? and, above all, is he a scoffer at religion?—banish such a man from thy presence, his heart is false, and his hand would lead thee to wretchedness and ruin.

Then for married people there are suggestions of this sort:

Art thou a husband? Treat thy wife with tenderness; reprove her faults with gentleness.

Art thou a wife? Respect thy husband; oppose him not unreasonably, but yield thy will to his, and thou shalt be blest with peace and concord; study to make him respectable; hide his faults.

A portion of another speller describing child life of an early period, contains a dialogue not quite in keeping with certain present day statutes:

"Dinner is ready. Come little frozen boys, come get some pudding."

"Will mama give Charles some beer? Yes, Charles shall have some beer."

The old arithmetics placed emphasis on impractical exercises of the puzzle type often stated in the form of a verse or rhyme. This statement may be illustrated by certain examples. Those with farm experience may decide as to the practical nature of the following problem:

What length of cord will fit to tie to a cow’s tail, the other end fixed in the ground, to let her have liberty of eating an acre of grass, and no more, supposing the cow and tail to be five yards and a half? Ans. 6,136 perches.

Here is a problem in rhyme:

When first the marriage knot was ty'd
Between my wife and me,
My age was to that of my bride,
As three times three to three.
But now when ten, and half ten years
We man and wife have been,
Her age to mine exactly bears,
As eight is to sixteen;
Now tell, I pray, from what I've said,
What were our ages when we wed?

Even the answer is in verse form:

Ans. (They age, when marry'd must have been just forty-five; they wife's fifteen.)

Much of the material in the old geographies was untrue and based upon the fanciful tales of travelers. Natural curiosities and miscellaneous bits of information were stressed. Examples may be given as follows:

Grey squirrels sometimes migrate in considerable numbers. If in their course they meet with a river, each of them takes a shingle, piece of bark, or the like, and carries it to the water; thus equipped they embark, and erect their tails to the gentle breeze, which soon wafts them over in safety; but a sudden flaw of wind sometimes produces a destructive shipwreck.

In California, there falls in the morning a great quantity of dew, which, settling on the rose-leaves becomes hard like manna, having all the sweetness of refined sugar, without its whiteness.

The foregoing might be adjudged propaganda from the Pacific Coast except for the date of publication, 1784.

A geography published in 1795 in the form of questions and answers gives information of interest to modern golfers.

Q. What are the diversions of the Scots?
A. They are all of the vigorous, athletic kind; such as dancing, goff and curling. The goff is a species of ballplaying performed with a bat and a ball, the extremity of the bat being loaded with lead, and the party which strikes the ball with fewest strokes into a hole prepared for the purpose wins the game.

Here is a geographical riddle:

Three men went on a journey, in which, though their heads traveled 12 yards farther than their feet, all returned alive, with their heads on.

The answer is that they walked around the world, the space traveled by the head exceeding that traversed by the feet.

The writers of histories of a century ago placed major stress on biblical events and other miscellaneous items in the absence of any well-organized body of historical fact. The titles of two of these early books were Noah Webster's volume of 1832, History of the United States, to which was prefixed a brief account of our English ancestors from the dispersion at Babel to their migration to America, and Butler's History, Sacred and Profane, from the Creation of the World, to the year 1818, of the Christian Era. A quotation from one of these old histories...
illustrating the miscellaneous character of its content is as follows:

The negroes of the Congo affirm that the world was made by the hands of angels, excepting their own country, which the Supreme Being constructed himself; that he took great pains with the inhabitants, and made them very black and beautiful; and when he had finished the first man, he was well pleased with him, and smoothed him over the face; and hence his nose, and the noses of all his descendants became flat.

**School Administration, Buildings, and Equipment**

The organization, administration, and supervision of the old schools are in marked contrast to that of the new schools. In one of the New England schools in 1645, during the warmer part of the year, school was in session between 7 a.m. and 5 p.m.

The clergy were actively concerned with school supervision. Their visits to the school were frequent, where they examined the children in terms of their knowledge of the catechism, Bible, and sometimes the sermon of the preceding Sunday.

Of course there is a decided contrast between the buildings of the old and the new school. For a hundred years in colonial records there is frequent mention of keeping schools in the meeting house or church.

The first schoolhouses in the Middle colonies were of logs almost exclusively. Such school buildings were common in many sections for at least fifty years after the Revolution, and among the mountains they have lingered in use until quite recently. The earlier ones had a rough puncheon floor, if they had any floor at all. Often there was only the bare earth which the children's feet soon rendered very dusty. On occasion the youngsters would purposely stir up this dust in clouds to annoy the teacher and amuse their fellows. Sticks were inserted between the logs around the sides of the room at a convenient height, and boards were nailed on them to serve as desks. Roofs were of bark, and at one end of the building was a chimney of short logs laid up cob-house fashion and daubed with clay.

Many of the school-houses, even to the borders of the nineteenth century, had no glass in their windows. The paper that served instead was greased with lard to make it transparent and less easily affected by wet.

In some instances many district meetings were required to determine the location of one of these small buildings. Usually a spot, valueless for any other purpose, was chosen and the school erected near the road so as to occupy a minimum of space.

The equipment of the old schools was especially meager. There was the horn book, a slab of wood on which was fastened a sheet of paper covered by a transparent sheet of horn; a revolving alphabet, which exhibited one letter at a time through an opening in a disc; and the ink stand, sand box, ink powder, and quill pens. The master spent much of his time in making quill pens. Paper was rough and dark and because of its cost many pupils ciphered on birch bark.

The colonial schools had no blackboards and no maps, but once in a while a schoolroom in the more flourishing communities would possess a globe. Slates did not come into general use until about 1820, and lead pencils not for a good many years after that. In filling the pages of their manuscript "sum-books" and "copy-books," the children were in the habit of using pen and ink exclusively.

An interesting recipe for making ink, which probably could not be used safely and legally today is as follows:

In hard frosty weather, ink will be apt to freeze; which if it once doth, it will be good for nothing; it takes away all its Blackness and Beauty. To prevent which put a few drops of brandy into it, and it will not freeze. And to hinder its moulding put a little salt therein.

The foregoing rather lengthy description of the old schools is intended to bring them into sharp contrast with the modern school, which is available for visiting and observation on the part of those interested in educational procedure. Many other interesting characterizations of the old school may be found in Clifton Johnson's *Old Time Schools and School Books*, from which many of the foregoing examples have been taken. The comparison made is intended in no way to minimize the influence of the old school and certain readers and textbooks in the development of sterling moral qualities. However, the fact remains that fully two-

---

5 Clifton Johnson, *op. cit.* pp. 36-37.

6 Ibid., pp. 37-38.
thirds of the time in schools of a century and a quarter ago was wasted. It is estimated that the child of a well-taught fourth grade of today is better educated in the real sense of the word than the pupil of 1800 who had been exposed to eight or more abbreviated school sessions or winters.

**Problems of the New School**

Have the new schools any pressing problems to solve? It may be repeated that the six essential characteristics of a program of progressive education are: (1) individuality, (2) freedom, (3) self-directed learning, (4) use of manual and mental activities for expression, (5) group-consciousness or social adaptation, and (6) parent education. Of course the problem which looms largest is to strike an appropriate balance between individuality and freedom on the one hand and social adaptation or conformity to the admittedly desirable institutions of society on the other hand.

It is also true that the need for experimental measurement and scientific evaluation in the new schools is imperative. Apparently the progressive-education movement is in what may be considered its second stage of development. First, there was vigorous opposition to change, which has swung to uncritical acceptance of the so-called new methods in many quarters. The foregoing statements in no way detract from the fine spirit and bright promise of the new education.

It is not desirable to accept new methods simply because they are recent in origin. Fads come and go in the evolution of public education. Charters suggest that widespread national interest in educational ideas has a span of three or four years. The project method was at the height of its popularity as a subject of discussion from 1917 to 1920; curriculum construction was the most popular subject from 1924 to 1927; and at present, character education and progressive education seem to be holding the center of the educational stage. Individual instruction (of a poor quality, to be sure) more than a century ago was followed by the popular monitorial system, which gave way to the improved Pestalozzian methods, and in turn many of the practices of Pestalozzi, Herbart, and Froebel have been discarded. Individual instruction is again in favor. In the classrooms of the monitorial schools of a century ago there were as many as 500 or even 1,000 children. Now Hudelson at Minnesota and others have concluded after extensive experimentation that a greater or less advantage—at least, no disadvantage—accrues to students in large sections in college and high school.

The classroom teacher necessarily plays an important part in the testing out of new methods. No student of educational research or public-school worker should hesitate to conduct needed studies in the evaluation of teaching and learning procedures for fear that a major discovery will not result. It is by the accumulation of small advantages that master methods in education are discovered. It has been stated that one of the greatest wastes in education results when administrators and teachers who have had good training in the college and graduate school fail to continue their investigations and studies after entering teaching work in the field.

It is recognized also that different kinds of workers are needed in education. Not all teachers and administrators are expected to do research. In addition to scientists and students of measurement, there is need for educational innovators, administrators, and interpreters.

A word concerning the type of research most needed in education is in order. The pure scientist in laboratory or field may be concerned only with two factors—search for truth and absolute honesty in reporting truth. The teacher in service must add to

(Continued on page 85)

---

TRANSLATING SENSE IMPRESSIONS

The average art school exhibition today reveals to the thoughtful observer examples of technical skill, but also much poverty of thought. If art is the expression of life, these express life long since dead.

In years to come people will look back on this time as a most thrilling age, an age of strange adventures in speed, in little known elements, and in new points of view. Our young artist must sense that this is so and acquire skill in translating these new ideas.

A different approach also opens up new vistas. Old and tried principles will be repeated, clothed in a modern setting. The art teacher should lecture less, but should instead create situations calling for judgment and action on the part of students. The class will learn how to think, not what to think.

The student considers four things. First: What is intended? Second: How this result may be secured? Third: Was the desired result obtained? Fourth: Can the work be rendered more beautiful?

Most of the impressions of which we are conscious come through the sense of sight, yet the senses of hearing, taste, smell, and touch should—if studied—lend themselves to translation. A person who has developed a keen appreciation of the value of these sense impressions will surely have a better chance of success than the one with dull or apathetic senses.

The same stimulus may produce very different reactions depending on which of the senses respond. A blow on the eye produces light—one “sees stars.” A blow on the ear produces a sound. With the telephone and radio setting an example of how vibrations are translated and changed back to their original form, the artist, in his field, may follow with a translation of sound or feeling impression into one of sight, which in turn may so effect the observer as to give some idea of the initial stimulus. This ability to translate distinguishes the artist from the copiest, the artist from the craftsman and technician.

The following is an example of observation and consideration of the process of translation. Sounds give an idea of area, because of duration; of shape, being sound and full or flat and thin; of rhythm, color, and light and dark. Odors, because of lasting or fugitive quality, intensity, subtlety, and associations, do the same. Analysis of touch impressions will seem to show reactions not unlike those of sound and smell, but having their own associations.

The accompanying sketches were made from designs made in a few moments by pupils in my freshman class.

Figure 1 represents the sounds of a spring morning, the throb of new life, wind, rain and the song of a bird.

Figure 2 translates the smell of a wild rose, not clearly defined yet with certain clear cut associations.

Figure 3 represents the impression of touching rough sand paper with the attending unpleasant opposition of area mass.

Figure 4 represents the sound of a small waterfall, with its dull murmur, lighter rush of water and overtones.

Figure 5 is another sound impression, that of an auto horn, strident and insistent with a hint of real danger.

Figure 6 is the impression of the smell of talcum powder. The smell fills all space, suggesting an all-over pattern, dainty, yet positive.

Figure 7 represents the impression produced by drawing the finger very carefully along the edge of a razor blade.

Figure 8 is a taste impression, that of biting into a juicy slice of lemon.

The real artist is not the one who copies nature most carefully, but the one who most skillfully translates his impressions. He must talk a language that is understood. He must think deeply. Shallowness or poverty of thought never make for profound art.

Edwin A. Hoadley
Fig. 1
Heavy Spring Morning

Fig. 2
Smell of Wild Rose

Fig. 3
Touch of Rough Sandpaper

Fig. 4
Hearing a Waterfall
Fig. 5  
**Sound of Auto Horn**

Fig. 6  
**Smell of Talcum Powder**

Fig. 7  
**Touch of Razor Blade**

Fig. 8  
**Taste of Juicy Lemon**
LITERARY VOCABULARY TESTS

STUDENTS are aware, it is assumed, of the well-established theory of "levels of usage," distinguishing between words which are formal or literary and those which are informal or colloquial. Because literary words may sound affected for the language situations of daily life, there is sometimes a tendency on the part of students to ignore the niceties of accurate definition of such words. And yet an appreciation of literature often depends on an understanding of the special significance of these literary words.

The following exercises are designed, therefore, to stimulate an alert interest in the distinct vocabulary requisite to an understanding of literature. Exercises A and B are meant to give practice in finding not any meaning of these words, but rather the one special meaning which seems most significant in the given context. Oftentimes the spirit of an entire passage may depend on the student's accurate response to the contextual meaning of a word.

Exercises A and B are designed for use with the dictionary, while C and D are to be used rather as tests. It is not expected that there is sometimes a tendency on the part of students to ignore the niceties of accurate definition of such words. And yet an appreciation of literature often depends on the students' accurate response to the contextual meaning of a word.

Readers who may be interested in the answers to these tests will find keys printed on page 86 of this issue of The Virginia Teacher.

EXERCISE A. LITERARY VOCABULARY—IN CONTEXT

Consult a dictionary as to the meaning of each of the italicized words in the following passages. Then in the corresponding space below, underscore the best definition.

1. I am poor brother Lippo, by your leave!
   (1) You need not clap (2) your torches to my face.
   Zooks (3), what's to blame? You think you see a monk.—Browning's Fra Lippo Lippi.

2. A gentle knight was pricking (4) on the plaine,
   Ycladd (5) in mightie armes and silver shieldc.—Spenser's The Faerie Queene.

3. Some words are to be culled (6) for ornament and colour, as we gather flowers to straw (7) houses, or make garlands; but they are better when they grow to our style......—Jonson's Timber.

4. Alas! what boots (8) it with incessant care
   To tend the homely, slighted, shepherd's trade.
   And strictly meditate (9) the thankless Muse—Milton's Lycidas.

5. In all our journey from London to his house we did not so much as bait (10) at a Whig inn.—Addison's Sir Roger de Coverley Papers.

6. Now swarms the village o'er the joyful mead (11).—Thomson's Seasons.

7. Sometimes the pencil, in cool airy halls,
   Bade (12) the gay bloom of vernal (13) landsips (14) rise,
   Or Autumn's varied shades imbrowm (15) the walls.—Thomson's Castle of Indolence.

8. The vulgar (16), who are always mistaken, look upon a speaker and a comet with the same astonishment and admiration, taking them both for preternatural (17) phenomena.
   —Chesterfield's Letters to His Son.

9. I'll tent (18) him to the quick: if he but blench, (19) I know my course.—Shakespeare's Hamlet.

10. Never did sun more beautifully sleep (20)
    In his first splendor valley, rock, or hill.—Wordsworth's Upon Westminster Bridge.

1. leave: permission, departure, absence, let
2. clap: applaud, strike together, bring close, clash
3. zooks: a proper name, hooks, an oath, indeed
4. pricking: riding, sticking, fighting, piercing
5. ycladd: carrying, small lad, dressed, recognized

1 These four exercises are part of a series of work sheets and tests in literature to be published under the title Study Tests for Literary Understanding by D. C. Heath & Co.

2 For this purpose Kennon's Literary Vocabulary Test (Forms A and B) is available through Teachers College Bureau of Publications, New York.
EXERCISE B. LITERARY VOCABULARY—IN CONTEXT

Consult a dictionary as to the meaning of each of the italicized words in the following passages. Then in the corresponding space below, underscore the best definition.

1. If, where the rules not far enough extend,
   (Since rules were made but to promote their end)
   Some lucky license (1) answer to the full
   Th' intent proposed, that license is a rule.
   Thus Pegasus (2), a nearer way to take,
   May boldly deviate (3) from the common track.—Pope's Essay on Criticism.

2. She stood in tears amid the alien (4) corn.—Keats's Ode to a Nightingale.

3. We start out of Nothingness, take figure (5) and are Apparitions; round us, as round
   the veriest (6) spectre, is Eternity; and to Eternity minutes are as years and aeons (7).
   —Carlyle's Sartor Resartus.

4. Here—a cow and rabbit couchant (8) and coextensive (9)—so objects show, seen through
   the lucid (10) atmosphere of fine Cathay.—Lamb's Old China.

5. No jutty (11), frieze
   Buttress, nor coign (12) of vantage, but this bird
   Hath made his pendent (13) bed and procreant (14) cradle—Shakespeare's Macbeth.

6. "Hold off! unhand me, gray-beard loon!" (15)
   Eftsoons (16) his hand dropt he.—Coleridge's Rime of the Ancient Mariner.

7. The youngster was clothed in scarlet red,
   In scarlet fine and gay;
   And he did frisk it over the plain,
   And chanted (17) a roundelay (18)—Robinhood and Allan a Dale.

8. High-hearted buccaneers (19), overjoyed that they
   An Eldorado (20) in the grass have found.—Lowell's To the Dandelion.

   1. license: question, chance, deviation, excess
   2. Pegasus: a hobby, a Dickens character, an island, a horse symbolizing poetic inspiration
   3. deviate: turn away, race, trot, divers
   4. alien: green, friendly, called, strange
   5. figure: face, shape, size, food
   6. veriest: loneliest, thinnest, truest, coldest
   7. aeons: weeks, months, eras, ages
   8. couchant: lying down, eating, standing, running
   9. coextensive: long, of equal length, co-operative, cohesive.
   10. lucid: light, clear, murky, hazy
   11. jutty: black, a projection, window, support
   12. coign: corner, penny, ring, mint
   13. pendent: swinging, falling, soft, precarious.
   14. procreant: Procrustean, generating, summer, eager
   15. loon: bird, lout, shadow, weaving rack
   16. eftsoons: first, at once, often, therefore
   17. chanted: intoned, whistled, sang, hummed
   18. roundelay: hymn, nine-line poem, song with refrain, dirge
   19. buccaneers: profiteers, pirates, scythes, deer
   20. Eldorado: Far West, plenty, adventure, place abounding in gold
EXERCISE C. LITERARY VOCABULARY

Underscore the definition that best fits the italicized word in the phrase at the left. Then place in the blank space at the left of each line the number corresponding to that definition.

1. the quick and the dead (1) dull, (2) alive, (3) unborn, (4) new
2. widow's weeds (1) plants, (2) tears, (3) clothing, (4) sorrow
3. the Spanish main (1) agreement, (2) majority, (3) difference, (4) variety
4. without let or hindrance (1) rent, (2) help, (3) permission, (4) interference
5. rime of the ancient mariner (1)诗词, (2) kindling, (3) desolate, (4) sailor
6. by my troth (1) truth, (2) self, (3) marriage, (4) aid
7. what boots it? (1) boosts, (2) shoes, (3) protects, (4) profits
8. it behooves me (1) behaves, (2) places, (3) is to the interest of, (4) pleases
9. archaic words (1) chance, (2) ancient, (3) kingly, (4) made
10. to play the hoyden (1) tomboy, (2) devil, (3) flute, (4) ponies
11. halcyon days (1) holy, (2) peaceful, (3) summer, (4) short
12. by my troth (1) truth, (2) self, (3) marriage, (4) aid
13. shades of Arcady (1) rustic simplicity, (2) Arcadian ghosts, (3) shades from Arcades, (4) cool tombs
14. had as lief (1) surely, (2) well, (3) leave, (4) gladly
15. hoi polloi (1) police, (2) the masses, (3) elite, (4) bourgeoisie
16. at one fell swoop (1) complete, (2) fallen, (3) cruel, (4) sudden
17. in a brown study (1) calmness, (2) deep thought, (3) a dark room, (4) the evening
18. a harbinger of good news (1) forerunner, (2) antecedent, (3) sign, (4) assurance
19. go to rack and ruin (1) fire, (2) decay, (3) wreck, (4) sea-weeds
20. to leave in the lurch (1) bulrushes, (2) extreme, (3) church, (4) embarrassing position
21. loath to go (1) averse, (2) excited, (3) sure, (4) eager
22. his hounden duty (1) bounding, (2) accepted, (3) binding, (4) certain
23. days of yore (1) old time, (2) chivalry, (3) yesterday, (4) B.C.
24. in a parlous state (1) wordy, (2) pleasant, (3) perilous, (4) dry
25. in a truce (1) tree, (2) village, (3) eagle, (4) country, square
26. in a parlor state (1) tree, (2) village, (3) eagle, (4) country, square
27. in the crux of the matter (1) conclusion, (2) climax, (3) beginning, (4) main difficulty
28. at first blush (1) trial, (2) dawn, (3) glance, (4) confusion
29. at one fell swoop (1) complete, (2) fallen, (3) cruel, (4) sudden
30. at last (1) fully, (2) finally, (3) indeed, (4) presently
31. at first blush (1) trial, (2) dawn, (3) glance, (4) confusion
32. at first blush (1) trial, (2) dawn, (3) glance, (4) confusion
33. at first blush (1) trial, (2) dawn, (3) glance, (4) confusion
34. at first blush (1) trial, (2) dawn, (3) glance, (4) confusion
35. at first blush (1) trial, (2) dawn, (3) glance, (4) confusion

EXERCISE D. LITERARY VOCABULARY

Underscore one of the four definitions for each word; then place in the blank space at the left of each line the number corresponding to that definition.

1. heather (1) plant, (2) field, (3) desert, (4) tree
2. blithe (1) reckless, (2) joyous, (3) sane, (4) frosted
3. cynosure (1) guiding star, (2) punishment, (3) a soft snap, (4) certainty
4. rue (1) long for, (2) shorten, (3) replace, (4) regret
5. thorp (1) tree, (2) village, (3) eagle, (4) country, square
6. toiled (1) called, (2) clipped, (3) shortened, (4) heard
7. eke (1) nevertheless, (2) however, (3) but, (4) also
8. nonce (1) reward, (2) past, (3) future, (4) present
9. pain (1) angry, (2) glad, (3) should, (4) slept
10. meed (1) pleasure, (2) reward, (3) meadow, (4) a drink
11. eschew (1) eat up, (2) avoid, (3) choose, (4) omit
12. brae (1) hillside, (2) field, (3) small stream, (4) dale
13. fen (1) a window, (2) a protection, (3) a precipice, (4) a swamp
14. genre (1) type, (2) catalog, (3) eugenics, (4) photograph
15. wist (1) knew, (2) told, (3) heard, (4) wished
16. sight (1) called, (2) delighted, (3) decorated, (4) pleased
17. sooth (1) fortune-teller, (2) truth, (3) composure, (4) calmness
18. mephants (1) I believe, (2) he tells me, (3) metempsychosis, (4) he thinks of me
19. burn (1) hillside, (2) brook, (3) mountain, (4) open field
20. euphemism (1) inoffensive expression, (2) a sorrow, (3) happiness, (4) radicalism
21. puissant (1) clever, (2) tired, (3) powerful, (4) different
WHY SHOULD OUR SCHOOL GET OUT AN ANNUAL?

I WELCOME this opportunity to speak to a group who, as Dr. Fretwell tells me, are anxious to consider all sides of the question. In what I have to say, I recognize that I am presenting my own ideas, and that these ideas may or may not be the same as those of your instructors.

The answer to any question depends largely on the spirit in which it is asked. To the closed mind, no answer can be convincing—not even answers to those taxpayers who ask, “Why should our high school have an expensive new building?”—“Why should we pay our principal more money than I make myself?”

In the open-minded consideration of the school annual, it is necessary to consider not only what it has been, but also what it can be. It will be well, however, first to take a brief look at the history of the case, to see how it all came about.

Since the most frequent objection to the annual is its cost, it will startle many to hear that the original reason for its existence was to save money. The “halftone” engraving, making possible the reproduction of photographs, did not come into general use until the early ’90’s. Because school days are and always have been among the happiest and most memorable epochs of a normal life, students had always made more or less elaborate collections of photographs, programs, and other momentoes. Some enterprising genius saw that with these new-fangled halftones it would be cheaper to make a book than these collections of photographs. As the idea spread and took form, it was also observed that the yearbook was more complete, better organized, more convenient, and more permanent than the awkward, bulky memory books or loose collections.

These factors still remain the essential services of the yearbook, and they will always continue to be important. Except in the very small schools, the annual still costs less to produce than individual memory books.

The motive behind it all grows out of an instinct which is a fundamental of human nature. It seems to be a fashion, in certain ultra-smart teaching circles, to deride it as cheap and silly; but if it is, so also is every monument erected by the human race, from the pyramids of ancient Egypt down to our own Lincoln Memorial and Tomb of the Unknown Soldier. It is one of the primary ways in which man differs from the beasts of the field. Teachers and others who get bored with school routine should remember that it is once-in-a-lifetime experience for the average individual. Nor is it likely to build up future esteem for the schools and

This article is reproduced from a lecture delivered before classes in Extracurricular Activities of Teachers College, Columbia University, during the summer session of 1930.
the teaching profession if teachers depre-
ciate and ridicule youthful efforts to pre-
serve schoolday memories.

The annuals of the past have had plenty
of faults, goodness knows; but they were
not and are not inherent faults, any more
than automobile accidents prove that auto-
mobiles should be prohibited. The fault is
not with the car, but with the way it is
operated; and the same is true of school
annuals. It is the step-child, the Cinderella
of the family of school activities, the only
important one without advisers of special-
ized training. In fact, the annual is the sole
surviving extra-curricular—the only 100%
amateur. It is an interesting conjecture as
to how well athletics or music or debate
would have fared if they had been admin-
istered in the haphazard way common to
annuals.

This much at least is sure—that when the
annual is given interested, constructive
thought and capable supervision in some-
what the same spirit and measure as other
activities, it returns rich rewards, as a good
many schools and school administrators
have learned.

But the greatest interest and significance
to be found in the annual today are in
latent powers which have long gone un-
realized and unused. Produced primarily
for the graduating class, its influence upon
the underclasses, and upon the parents and
the community, has been thought of only
in a negative way. Yet the yearbook has
values along these lines which are unique.

In promoting a better understanding of
the school and its work in the community,
and especially of the need for adequate
financial support, the great need and the
great difficulty are the same. That is to
present the whole school program—to give
a real idea of its scope. It is, of course, far
more diversified than the average adult
realizes, basing his notions on school experi-
ence of ten to fifty years ago.

Speeches won't do it—people won't listen
now-a-days. Being a "good fellow," be-
longing to a luncheon club, or singing in a
church choir, won't do it. Evening demon-
stration sessions are too artificial and limit-
ed to be convincing. Some have turned to
the school newspaper with this objective in
mind; but the newspaper is weakest at the
most essential point—it can only show a
little at a time. Only in the annual, teem-
ing in interest, can the myriad phases of
the school's work and life and service go
by in one mighty parade.

The fact that this has been done so little
by the annuals of the past is of no more
consequence than the lack of use of elec-
tricity in Ben Franklin's day; and we are
already in the process of turning these la-
tent powers of the annual to good account.
A new type of school annual is making its
appearance, which gives a better-rounded
picture of high school life as it really is,
and which is therefore a better memory
book as well as more representative of the
school.

These new-type books take varying
forms, and it is desirable that they should;
but all grow out of the same basic process—
the cutting away of traditional concepts of
the form and content of the yearbook; a
fresh appraisal with clear eyes of what
makes up a year of school; and the selec-
tion of material on the basis of the facts re-
vealed by the appraisal. The inevitable re-
sult is emphasis on the school's work rather
than on its play aspect.

Pictures strangely foreign to the conven-
tional type of annual, yet as familiar to the
eye as one's own mirror, take a large place
in the new book—pictures of classrooms and
homerooms, of laboratories and shops, of
the library, the assembly, the office, the
gymnasium, and even of the cafeteria and
the lines of lockers in the halls. Further-
more, these pictures are not merely empty
"views," but are filled with life and action,
showing the classes in session, the labs and
shops going full tilt, the assembly crowded.
The “write-ups” give the meaning and purpose of all this activity. The pictures of the superintendent, the principal, and the school board are not accompanied by stereotyped “greetings,” but tell of their working functions and how they prepared for them.

Naturally, this new content requires new groupings. One plan of organization divides the major portion of the book according to departments of study—Science, Foreign Languages, English, etc.; and places the extra-curricular activities with the subjects out of which they grow—Le Cercle Francais with Foreign Languages, for example. This leads to one interesting and healthy grouping—the placing of athletics under physical education, with a resulting tendency to give girls’ athletics, intramural leagues, and gym classes a truer importance.

In fact, this new atmosphere of realism has several odd but highly desirable results. It tends to restore scholarship to its place at the top of all other school achievements. It gives a new spontaneity to the writing—and incidentally, the new idea is to have this done by a great many students, or by English classes, instead of by a very few staff members. Curiously, too, the “art work” of opening and division pages—so often an ill-balanced source of cost and grief—become matters of far less consequence against this background of realism; while good taste in arrangement and proportions take on added importance. Above all, the book has a greater vital interest for every member of the student body, no matter how humble.

All of which suggests another major service which the annual can render in a quiet, inconspicuous way which is essential to the purpose. It registers its judgments of the importance of things, or their lack of importance, in an air of considered finality which is tremendously if subconsciously effective with students. It is a tool ready to the hand for adjusting student values, for emphasizing those things that have been under-rated, for letting down those that need deflation.

The “mysteries” of technical matters in the production of the book have been eliminated by the services and counsel provided by modern specialists in these matters. They may be mastered in a single year’s experience by an intelligent adviser who actively uses his opportunities to learn. Almost any bright student knows more about these things at the end of his editorship, than does the adviser who doesn’t want to learn.

In any question of cost, the real issue is relative value—what do you get for your money? The individual student gets more for his money out of the annual than out of any other activity. It is certainly the only one out of which he gets anything tangible, objective, definitely permanent. A play, concert, athletic event, or a club meeting give the participants good training and the audience a pleasant evening—but nothing that can be weighed or measured; whereas the annual gives its buyer something which he can see and handle, and add to his possessions. Putting it on a basis of hours, the annual gives him not just one or two, but ten or twenty hours of immediate pleasure, and more in the future. To get at the real value of an annual, try to buy it from him twenty years after. Dollar for dollar, the average student, the bulk of the school, gets more for his money out of his annual than out of any other activity.

But the annual does not compete with other activities. It promotes them all, and it extends their benefits by recalling them to memory over and over, when they would otherwise be forgotten. Most of all, however, the annual serves the school as a whole.

A good school deserves a good, yearly, permanent record. How else—save by the annual?

R. R. MAPLESDEN.
THE PRESIDENT'S COLUMN

The College will celebrate on May 15 an event that has been looked forward to for many years—the dedication of the main administration building and the completion of the inner quadrangle of buildings on the campus. Before the first building was constructed, the original governing board of the institution planned a very definite and complete group of buildings that would represent an ideal college plant. These original plans have been adhered to very closely.

In order to fittingly observe the dedication of Wilson Hall, the College is inviting its many friends to join in the celebration. Among these are the parents of the students, the alumnae, the State Board of Education, the Commission on the Liberal Arts College for Women, members of the General Assembly, representatives from the colleges of Virginia and from the teachers colleges of Maryland, West Virginia, Kentucky, Tennessee, and North Carolina. Representatives from several other institutions that have made notable contributions to the faculty of the institution will also be invited to attend. In addition to these friends, there will also be present many people of Harrisonburg and Rockingham County, who have taken a great interest in the establishment of the College and in its welfare.

The dedication exercises will be held at 11:00 a.m. on May 15, at which time the visiting educators, the faculty, and students will proceed to the new auditorium in academic costume. Governor John Garland Pollard and former Governor Harry F. Byrd will present greetings to the College and Dr. Julian A. Burruss, the first president of the institution, will deliver an address on "The Contribution of the College to Virginia." President Edwin A. Alderman, of the University of Virginia, will deliver a eulogy on Woodrow Wilson, for whom the building has been named.

The President of the College will doubtless outline, in conclusion, the plans for its future development. The college orchestra and the glee club will furnish special music for the occasion.

In the afternoon will be held the annual May Day exercises of the student body, and in the evening a concert will be given in the auditorium by Richard Crooks, tenor, and Albert Spalding, violinist.

The College is endeavoring to make this one of its great days, and it is sincerely hoped that many alumnae will arrange to be present.

Of special interest to the alumnae will be the completely equipped modern stage, and the new auditorium seating fourteen hundred persons in comfortable auditorium chairs—quite in contrast with the old hard seats that have been used for years in our various temporary auditoriums. The College would be especially pleased, on this occasion, to have many of its loyal daughters come back for a brief visit. A definite program of the events of the day will soon be ready for distribution.

Samuel P. Duke

1930's "TEN BEST" FILMS

All Quiet on the Western Front has been awarded first place by newspaper, trade paper and fan magazine critics in the annual poll conducted by The Film Daily, which represents the ninth contest in this series. The other selections are: Abraham Lincoln, Holiday, Journey's End, Anna Christie, The Big House, With Byrd at the South Pole, The Divorcee, Hell's Angels, and Old English.

"America is the only country left where we teach languages so that no pupil can speak them. It is also the only country where you cannot tell by the way a college graduate speaks and writes whether he is educated or not."—John Erskine.
IN MEMORIAM

The death of Ann Virginia Harnsberger, librarian at the State Teachers College in Harrisonburg since 1924, brings a sense of personal loss to students and faculty of the College. Her fineness of character, her willing acceptance of responsibility, her quiet but kindly sense of humor, her un-failing interest in advancing the intellectual life of the community—these are but a few of the reasons why Miss Harnsberger's personality will remain fresh in our memory through the years.

But her interests were wide and far-reaching. From its organization she had served as secretary of the Rockingham Library Association; and the Virginia Library Association had selected her as its president in 1928.

There follows a notice of Miss Harnsberger's death, as it appeared in the Harrisonburg Daily News of February 10. To this are added a set of resolutions adopted by the American Association of University Women, Harrisonburg branch, and a statement from the college faculty.

Miss Ann Virginia Harnsberger, aged 38, librarian of the State Teachers College and daughter of Charles G. Harnsberger, president of the Rockingham National Bank, died at Rockingham Memorial Hospital last night at 7:10. She was a patient at the hospital several weeks, undergoing an operation two weeks ago Monday.

Two blood transfusions were resorted to in an effort to save her life. The last was completed only a short time before her death, Dr. C. H. Huffman, of the State Teachers College faculty, giving the blood. The first transfusion was performed last Friday with Dr. Ruth Phillips, also of the college faculty, giving the blood.

Miss Harnsberger grew weaker for days and little hope was entertained for her recovery. She showed some signs of rallying Sunday, but later appeared to steadily lose her strength. The second blood transfusion was decided upon as a last resort.

Miss Harnsberger was born on the River Bend farm of her parents on the Shenandoah river, near Elkton, October 16, 1892. She was graduated from the Harrisonburg High School in 1910. The family moved here three years previously.

She was graduated from Randolph-Macon Woman's College at Lynchburg in 1914 and then completed a postgraduate course in library science at Pratt Institute, N. Y. Before the World War, she taught special classes at the Harrisonburg High School, and during the war she held a government position at Washington.

Secretary of Library Board
Miss Harnsberger was librarian of the Montclair, N. J., State Normal School in 1923. She came to the Harrisonburg State Teachers College the following year and since has held the post of librarian. She was a member of the Phi Beta Kappa honorary fraternity. She was secretary of the Rockingham Library Association and a former president of the Virginia Library Association.

Miss Harnsberger was president of the Harrisonburg branch of the American Association of University Women and was active in affairs of Massanutton Chapter, Daughters of the American Revolution, and of the Business and Professional Women's Club. She also was a member of the Methodist Church.

She is the second member of the faculty of the State Teachers College to die since the establishment of the institution 21 years ago. Prof. James C. Johnston was the other. He died four years ago.

Besides her parents, Mr. and Mrs. Charles G. Harnsberger, she is survived by a brother, Thomas K. Harnsberger, chief geologist and manager of the Tulsa, Okla., branch of the Roxana Petroleum Co.; and two sisters, Miss Elizabeth, director of religious education of the Dallas, Texas, Presbytery, and Miss Grace, until recently head of the mathematics department of Parkersburg, W. Va., high school.

Funeral services will be held from the home on South Main Street on Wednesday at eleven o'clock, Dr. G. G. Martin and Dr. B. F. Wilson officiating.

Pallbearers will be J. Frank Blackburn, Dr. J. H. Deyerle, Raymond C. Dingledein, Samuel P. Duke, George S. Harnsberger, Conrad T. Logan, Charles H. Mauzy, and Dr. J. L. Wright.

RESOLUTIONS
Ann Virginia Harnsberger, librarian of the State Teachers College and President of the Harrisonburg branch of the American Association of University Women, died on Monday, February 9, 1931, at the Rockingham Memorial Hospital.
March, 1931] THE VIRGINIA TEACHER 75

Miss Harnsberger was largely responsible for the organization of the local branch of the A. A. U. W. She presided at the first meeting of the fifteen charter members on April 15, 1929, in the faculty sitting room of Alumnae Hall, State Teachers College. At a second meeting on April 23, Miss Harnsberger was elected president and in the spring of 1930 was unanimously re-elected.

During the two years of Miss Harnsberger's presidency, the Harrisonburg branch has carried out a definite program of study, has entertained the girls in the Harrisonburg High School graduating classes, has sent delegates to state and sectional meetings, has shared in the welfare work of Harrisonburg, and by sponsoring an appearance of the Denis-Shawn dancers, has begun raising its quota of the National Fellowship Fund.

We, as a group, have at all times felt the fine quality of Miss Harnsberger's leadership. Her enthusiasm and vision have inspired us; her courtesy, sense of humor, and joy in living remain with us as a cherished memory.

Be it resolved, that these resolutions be incorporated in the minutes of this branch, published in the Breeze, and sent to her family.

Katherine M. Anthony
Althea L. Johnston
Nancy Byrd Ruebush, Chairman

Ann Virginia Harnsberger, librarian of the State Teachers College at Harrisonburg for the session of 1921-22 and continuously since 1924, throughout her periods of service was always a fine influence for right-mindedness, for fidelity to duty, for integrity of character, for joyous and complete living. But she was more than a college official. Long a resident of the city, she was a bond between the college and the city, more especially in civic and social affairs.

Her keen interest in the intellectual life was constantly manifested, as in her leadership of the college and university women of city and county; her community interest led her to labor hopefully and wisely in behalf of the newly organized Rockingham Library Association.

Because years of gallant living have gone before, the final weariness that took her can never rob her friends and colleagues of a lasting and precious memory. Of her, in all faith, they will feel that

"The sun moves always west;
The road one treads to labor
Will lead one home to rest
And that will be the best."

EDUCATIONAL COMMENT

MEETING NEW LIBRARY STANDARDS

There are between 15,000 and 20,000 high schools in the United States without library facilities as compared with slightly more than 3,000 in which some type of library service is available.

Many high schools are, however, expected to establish or improve library service during 1931 in order to meet the requirements for accredited standing set up by the Southern, North Central, and Northwestern associations of colleges and secondary schools. This action is also being stimulated by grants from educational foundations to aid the development of library service in all types of schools from elementary grades to universities.

Recent grants totaling over $1,000,000 include $460,000 from the Carnegie Corporation to increase book collections in colleges and universities and $300,000 for training librarians; $80,000 from the General Education Board for training school librarians; and more than half a million dollars from the Julius Rosenwald Fund to aid book service in rural districts. These grants, in many cases, have been given with the understanding that they are to be matched locally.

Much interest during 1930 centered in the South where 898 high schools in eleven states faced the necessity of meeting new library standards set up by the Association of Colleges and Secondary Schools of the Southern States. To maintain their standing on the accredited list of the Southern association, these schools, only one-third of which are listed as having library service at present, must obtain, before 1933, trained librarians and organized book collections to enrich the work of the classroom and to stimulate independent reading and study. Some 2,500 high schools in these states not now accredited are also striving to meet these standards.

Schools in the North and West will also be confronted with the need for extending library service when the North Central Association of Colleges and Secondary Schools puts into effect the revised standards now in preparation and the Northwest Association of Secondary and Higher Schools
adopts the library requirements which are now being formulated.

In order to help schools meet the situation created by this new and active interest in school libraries, the American Library Association has completed during the year two studies of school library problems and two basic lists of books, one for grade school and one for high school libraries. "The Library in the School," by Lucile F. Fargo, is a general discussion of methods and techniques used in school libraries. "The Program for Elementary School Library Service," also by Miss Fargo, deals with the larger aspects of library administration in grade schools. Standards as adopted by the several accrediting bodies will make up a large part of the "School Library Yearbook, No. 4," which will be published by the association in the spring of 1931.

Another activity of the American Library Association in the school library field during 1930 was a survey of school libraries and training agencies in 13 southern states made by Sarah C. N. Bogle, assistant secretary of the association, at the request of the Southeastern Library Association. Recommendations resulting from the survey will be used together with standards adopted by the Association of Colleges and Secondary Schools of the Southern States in formulating a program for training school librarians.

**KINDERGARTEN ENROLLMENT INCREASING IN UNITED STATES**

More children go to school today before they are six years old than ever before, and, in spite of decreased birth rates, statistics show approximately as many children in kindergartens as in third grade, according to "Kindergarten-Primary Education," a bulletin just issued by the U. S. Office of Education.

An increase of more than fifty per cent. has been noted in kindergarten enrollment throughout the United States during the past ten years, showing the growing acceptance of the desirability of pre-first grade training for children before they reach their sixth birthday, the bulletin prepared by Mary Dabney Davis, nursery-kindergarten-primary education specialist of the Office of Education, discloses.

Kindergartens are now regarded as an integral part of the United States school systems, the study shows. They are an accepted part of eight out of ten school systems in cities of 30,000 or more population, and in five out of ten cities and towns having populations of 2,500 or more.

The average kindergarten child is five and one-half years old the latter half of the school year. He is one of a class of fifty-two, taught by one person, and is in school three hours a day. His mental age slightly exceeds his chronological age.

The average first-grade pupil is six and one-half years old the latter half of the school year, and is in school from four to six hours daily. There are forty in the first-grade class, on the average, taught by one person.

There is a great deal of overlapping in potential ability of children enrolled in kindergartens and first grades, Dr. Davis shows in her study, which is a challenge to those in charge of curriculum planning for these two grades.

Size of cities, budgets, transportation facilities, and various other factors affect the establishment of kindergartens, the study reports graphically and statistically.

More than 2,000 children from two to five years old were in attendance at pre-kindergarten schools when the survey was made. These schools furnish early training and excellent opportunity for observation of behavior and adjustment of boys and girls before they reach kindergarten or primary-school age.

Nearly three and a quarter million children between five and nine years old enrolled in kindergarten-primary schools are represented in the Office of Education study.
RESPECT FOR OTHERS

Specific do’s and don’t’s are offered to school children who wish to learn by practice a respect for others, in a recent issue of New York State Education (xvn, 886). They follow:

1. If you want to speak to someone who is already talking to another person, wait until he finishes.
2. When you are asked to do something by an older person, do it right away and do not grumble about it.
3. If you do not agree with someone, do not contradict him, but ask why he thinks as he does.
4. Address people to whom you wish to speak.
5. When your teacher is talking to a supervisor or some one else in your room, be quiet so that they are not disturbed.
6. Listen attentively while your classmates are talking.
7. Get up in the morning when you are called the first time.
8. Be on time. Don’t make your mother push you off to school.
9. Go to bed when asked to. Don’t cause your parents to nag.
10. When leaving a friend’s home, say “Thank you for a nice time.”
12. Occupy only half of the sidewalk.
13. Offer help to others when they are in need of it.
15. Be quiet in halls and never look in classroom windows.
16. Keep your place in line, noiselessly, without pushing.
17. If you must eat candy, be sure that every boy or girl in your group at the time has some to eat too.
19. Close doors quietly.
20. If other children seem to have funny clothing, do not laugh at them or make fun of them.
21. Keep your feet out of the aisles, so that others will not trip over them.
22. Move about your classroom very quietly.
23. Use paths and sidewalks; do not walk on the grass.
24. Keep your hands off things that do not belong to you.
25. If you find someone else’s clothes on the floor in the cloak room, pick them up.
26. Say “Excuse me” when you must pass in front of others.
27. Pass behind others whenever possible.
28. Always speak quietly and pleasantly.
29. If it is necessary for you to leave the table before all are finished, say “Excuse me, please.”
30. Remain at the table until all are finished, if possible.
31. Stand up at the table until elders are seated.
32. Pass the food to your elders first.
33. Open and close doors for people older than yourself.
34. Give the easiest chairs to the older people.
35. If you are seated, stand when greeting an older person.
36. Do not chew gum at any time at school.
37. Do not pick other people’s flowers.
38. Do not say, “Someone took my pencil!” unless you are sure that someone did take it.
39. Do not complain about your food.

Education to accomplish the good ends of government should be universally diffused. Open the door of the schoolhouse to all the children in the land. Let no man have the excuse of poverty for not educating his own offspring. Place the means of education within his reach and if he remains in ignorance, be it his own reproach.

—Daniel Webster.
Dear Editor:

We want to start an activity program in our school.

That doesn't mean that we want to express more activity in our thinking, or in the preparation of our work, or in anything.

It's a name, you know for a new style of teaching, that's popular now.

At our last principals meeting the Superintendent said he wanted each school to have an activity; so, of course, we'll have to have one.

After the principals meeting I got my teachers together, and I said, "Mr. Jones, our superintendent is very anxious that we start an activity in our school. Can't some of you plan an activity for the coming term?"

Then I leaned back, and waited for someone to volunteer, but would-you-believe-it? Nobody said a word. They all sat there, looking at the ink well on their desk.

So finally, I said, "Miss Ross, can't you do it? I hear you received your M. A. degree this summer. You must have learned a lot about activities." And she said, "Oh yes, I had several courses in which they were explained, but the Course-of-Study takes up all of my time. I can't teach my 8a all they should know in history, and fool around with an activity!"

Then I said, "Mrs. Brown, you have such a nice group of girls in your 9b class, can't you plan an activity with them?"

But Mrs. Brown is treasurer for the P.-T. A. this year, and is taking two extension courses, and that takes up all her spare time. Then I said, "Miss Smith, your class made such lovely castles out of soap, last year, can't you handle an activity?"

But Miss Smith said, "Good gracious no!" She's very out-spoken is Miss Smith, on account of getting the highest salary of anyone in the system.

I waited awhile, and everybody still looked at their ink wells; Then I said, "Can't somebody take a slow group, and start an activity?" But all my highly-trained teachers still sat and looked at their ink wells.

Then up spoke Miss Blossom, a new teacher without any college degree or anything to recommend her except that the Superintendent said she knew how to teach school.

Miss Blossom stopped making silly marks on a piece of paper with a pencil, and she looked right at me, and said, "What is an activity anyway?" and, of course I had to dismiss the meeting.

Yours very truly,

Marian Gregg.

Santa Rosa.

—Sierra Educational News.
**THE READING TABLE**

**BOOKS FOR A LIFETIME’S READING**

“These are not the 100 books to take to a desert island. For a desert island library one man might choose astronomy, another natural science, another poetry. But in order to stay at home he must know the common heritage of human society. He must be able to speak the language of civilized mankind, or he is virtually on a desert island. And these books are, in our judgment, those which will put that language most completely in his possession.” So explain the editors and advisory board of *The Golden Book*.

The books and their authors in chronological order are as follows:

1. **The Bible**
2. **The Iliad**—Homer
3. **The Odyssey**—Homer
4. **Fables**—Hiob
5. **Prometheus Bound**—Aeschylus
6. **Ediphus Tyrannus**—Sophocles
7. **Medea**—Euripides
8. **Histories**—Herodotus
9. **Dialogues**—Plato
10. **Politics and Poetics**—Aristotle
11. **On the Nature of Things**—Lucretius
12. **Aeneid**—Virgil
13. **Poems**—Horace
14. **Histories**—Tacitus
15. **Lives**—Plutarch
16. **Morals**—Epictetus
17. **Meditations**—Aurelius, Marcus
18. **Arabian Nights’ Entertainment**
19. **The Song of Roland**
20. **Nibelungenlied**
21. **Mahabharata**
22. **The Divine Comedy**—Dante
23. **The Decameron**—Boccaccio
24. **Canterbury Tales**—Chaucer
25. **Morte d’Arthur**—Malory
26. **Gargantua and Pantagruel**—Rabelais
27. **Essays**—Montaigne
28. **Don Quixote**—Cervantes
29. **Essays**—Bacon
30. **Selected Works of Shakespeare**: Hamlet, Macbeth, King Lear, Othello, Henry IV, Tempest, Much Ado About Nothing, Romeo and Juliet, Merchant of Venice, As You Like It, Twelfth Night.
31. **Collected Poems**—Milton
32. **Letters**—Pascal
33. **Diary**—Pepys
34. **Tirrouin’s Progress**—Bunyan
35. **Gil Blas**—Le Sage
36. **Essay on Criticism**—Pope
37. **Speculator Papers**—Addison
38. **Robinson Crusoe**—DeFoe
39. **Gulliver’s Travels**—Swift
40. **Candide**—Voltaire
41. **Tom Jones**—Fielding
42. **Tristram Shandy**—Fielding
43. **Vicar of Wakefield**—Goldsmith
44. **Autobiography of Benjamin Franklin**
45. **Confessions**—Rousseau
46. **Letters of Horace Walpole**
47. **Life of Johnson**—Boswell
48. **Critique of Pure Reason**—Kant
49. **Household Tales**—Grimm Brothers
50. **Fairy Tales**—Andersen
51. **Faust**—Goethe
52. **Collected Poems**—Wordsworth
53. **Collected Poems**—Byron
54. **Collected Poems**—Shelley
55. **Collected Poems**—Keats
56. **Collected Poems**—Browning
57. **Collected Poems**—Tennyson
58. **Collected Poems**—Arnold
59. **Ivanhoe**—Scott
60. **Pride and Prejudice**—Austen
61. **Essays of Elia**—Lamb
62. **Heroes and Hero Worship**—Carlyle
63. **The French Revolution**—Carlyle
64. **Poems and Tales**—Poe
65. **Essays**—Emerson
66. **Scarlet Letter**—Hawthorne
67. **Walden**—Thoreau
68. **Leaves of Grass**—Whitman
69. **Moby Dick**—Melville
70. **Pere Goriot**—Balzac
71. **Les Miserables**—Hugo
72. **Three Musketeers**—Dumas
73. **Madame Bovary**—Flaubert
74. **Vanity Fair**—Thackeray
75. **David Copperfield**—Dickens
76. **Pickwick Papers**—Dickens
77. **Middlemarch, or The Mill on the Floss**—Eliot
78. **Ordeal of Richard Feverel**—Meredith
79. **The Way of All Flesh**—Butler
80. **Tess of the D’Urbervilles, or The Return of the Native**—Hardy
81. **Alice in Wonderland**—Carroll
82. **Virgin Soil**—Turgenev
83. **Crime and Punishment, or The Brothers Karamazov**—Dostoevsky
84. **Anna Karenina**—Tolstoi
85. **Ghosts, or The Wild Duck**—Ibsen
86. **The Cherry Orchard, or Short Stories**—Chekhov
87. **Huckleberry Finn**—Twain
88. **Appreciations**—Pater
89. **Essays**—Stevenson
90. **Thus Spake Zarathustra**— Nietzsche
91. **Penguin Island**—France
92. **Kim**—Kipling
93. **Arabia Deserta**—Doughty
94. **The Golden Bough**—Frazer
95. **Man and Superman**—Shaw
96. **Nosromo**—Conrad
97. **The Forsyte Saga**—Galsworthy
98. **Jeau Christophe**—Roland
99. **My Antonia**—Cather
100. **An American Tragedy**—Dreiser
especially appealing to that school population for which they are designed—the junior-high-school boys and girls. The appendix is also valuable because of its list of popular biographies and its questions and topics for discussion.

B. J. L.


The author has designed this for use as a basal text in training courses. It represents an integration of psychological principles underlying the learning process with desirable modern methods used in carrying on the process. It gives, as well, case studies or diary reports, which give practical value to the application of principles and methods.

Some of the materials incorporated, in addition, are an introduction to the teacher's problem, a brief historical sketch, and the relation of the child's apperceptive background to the reading problem. In tying up the primary, middle-grade, and junior-high-school periods, it gives one a full perspective of the whole reading situation from a scientific viewpoint, which renders it valuable as a text and a guide.

B. J. L.


This book is fourth of the series, "The Earth and Its People." From its use as a text, pupils should get basic principles, so they will know the how and why rather than attempting to add more unrelated facts. The large-size, well-selected, attractive and distinct illustrations are an advantage. Many other features commend the text, among which should be mentioned the discussion of the use of the recreation areas, as such material needs emphasis in geography. The topical organization is desirable. If every elementary teacher would master the sixteen pages in the chapter, "The Climates of the United States," many mistaken ideas would be corrected, and the material by which that improvement would be accomplished is written in seventh grade vocabulary.

R. M. H.


This is a delightful group of short biographies of outstanding individuals in various fields of endeavor—people who are still with us or who have so recently passed on that one still has the feeling of their presence. This gives a reality

BOOKS OF INTEREST TO TEACHERS


This record book for home economics students is for use as a guide in working out and recording their home practices and home projects.

The specific aims set up are good and serve as goals toward which students may work and teachers may check. The suggestions worked out for students and teachers should be of great value both in planning and in carrying on the project. The score cards and rating scales will stimulate interest and foster independence on the part of the student as the work progresses.

Since this record book is an outgrowth of the need for promoting and recording home practices and home projects, it should prove to be valuable in this connection.

P. P. M.


This book deals with the principles of diet in health and disease. A very brief discussion of the essentials of the diet is presented in a non-technical way. For more detailed study, students of nutrition will seek other sources of information for food under normal conditions of health. About half of the book is given over to those conditions and diseases in which diet demands special consideration. Like most books of this nature, it follows the usual plan of giving diet lists, typical menus, and foods to be avoided. Some of the special diets which are familiar to physicians, dietitians, and nurses are included. In my opinion, this book will make its strongest appeal to student nurses.

P. P. M.


A clearly written practical discussion of the teacher's extra-instructional activities. Among the topics treated are: Establishing Classroom Routine, Teaching Pupils to Control Themselves, Reducing Juvenile Delinquency, Directing Extra-Curricula Activities.

K. M. A.


A text for a fundamental course in biology for prospective teachers. The work is strictly on col-
An investigation of the problems confronting a representative group of American college women with a critical study of the agencies used in counseling. Chapter VI contains some valuable case material.

The third and final book of this excellent new series in arithmetic.

NEWS OF THE COLLEGE
Harriet Ullrich of Norfolk was elected president of Student Government at the general election held on February 19, at which time Pauline Efford, of Farnham, was elected president of the Y. W. C. A., Martha Warren, of Lynchburg, president of the Athletic Association, Margaret Moore, of Norfolk, editor-in-chief of the Schoolma'am, and Catherine Howell of Low Moor, editor-in-chief of the Breeze.

The complete ticket, as voted on, was as follows: President of Student Council: Harriet Ullrich, Kitty Wherret, Kitty Bowen; President of Y. W. C. A.: Pauline Efford, Louise Harwell, Pauline Carmines; President of Athletic Association: Anna Lyons Sullivan, Mary Haga, Martha Warren, Frances Ralston; Editor of Breeze: Betty Bush, Christabel Childs, Catherine Howell; Editor of Schoolma'am, Margaret Moore, Catherine Markham.

Seven girls have been elected to the Schoolma'am staff this quarter from the classes and the literary societies. They are Mary Holter, senior; Martha Boaz, junior; Martha Ellison, sophomore; Madeline Newbill, freshman; Margaret Eure, Page; Jeanette Ingle, Lanier, and Olive Roberson, Lee.

Presenting two one-act plays, "Grandma Pulls the Strings" and "Modesty," on February 12 the Stratfords and the Expression students celebrated National Drama Week here. For the first play the cast was: Pauline Efford, Margaret Moore, Sarah Dutrow, Laura Purdum, Donalene Harvey, Florence Dickerson; for the second: Maxine Karnes, Elizabeth Plank, Catherine Bard.

Catherine Howell has been appointed to the Executive Committee of the Virginia Intercollegiate Press Association which sponsors the yearly conventions. Harrisonburg is one of the nine colleges in the state to be represented on this committee.

Dr. Robert E. Blackwell, president of Randolph-Macon College at Ashland, spoke on Modern Russia February 6 in Chapel. "If only American students were as interested and enthusiastic about any good thing as Russian students are about the success of the Russian experiment, we should have no need for fear for the future."

The Y. W. C. A. sponsored a Christian World Educational Conference here on February 9 and 10 in connection with Bridgewater College. Miss Helen Hill Miller, Mr. Claud Nelson, Rev. Edmund D. Lucas, Mr. Clarence E. Pickett, Mr. M. Laidler, and Mr. Matios Cuadra visited the campus and spoke in many classes, on various subjects having to do with problems of world peace and economic harmony. Particularly interesting was Mr. Matios Cuadra’s speech at chapel, when he appeared in native Philippine costume, and told of his growth into the Christian religion.

Shirley Miller and Dorothy Cornell gave a two-piano recital January 30, assisted by Nellie Cowan, soprano. They later repeated parts of their program during a chapel period for the whole college.
assisted by many faculty members and Alumnae, the annual Alumnae minstrel show held February 6 was an uproariously funny hit.

"The Romance of the Reaper," a historical movie showing the development of the reaper, especially its invention by Cyrus McCormick in Rockbridge County, Virginia, was given February 17 under the sponsorship of the Social Science department.

Miss Katherine M. Anthony, director of training, Miss Florence Boehmer, dean of women, and Dr. W. J. Gifford, dean, attended meetings in their special fields held by the N. E. A. and related associations in Detroit during the last of February.

The Varsity team whipped the Alumnae team with a score of 21-10, in an exciting Alumnae-Varsity game held here February 14. Those who returned for this annual occasion include: Ida Hicks, Evelyn Bowers, Esther Smith, "W" Doan, Elizabeth Miller, Jesse Rosen Shomo, "Cotton" Heizer Miller, Martha Brame, "Jimmie" Knight, and Gertrude Younger Dowdy.

The Bluestone Orchestra under the direction of Mr. Harmon appeared January 30 in chapel in their first public performance of the year.

Dr. W. J. Gifford, dean, gave a report of the committee on College Educational Research and Service, at the annual meeting of the Association of Virginia Colleges held February 13 and 14 in Richmond. Also in attendance at the Richmond meeting were President S. P. Duke, Registrar H. A. Converse, and Professor J. N. McIlwraith.

The annual mid-winter dance, sponsored by the Bluestone Cotillion Club, was held February 28 with the Virginia Cavaliers furnishing the music.

THE LADY OF THE LAKE

High school teachers of English who have the opportunity of presenting moving pictures in their schools will find unusual interest in the very complimentary review of a new film version of "The Lady of the Lake," a six-reel picture produced by the FitzPatrick Pictures Corporation, 729 Seventh Avenue, New York. The review is taken from The Educational Screen for February.

It is a pleasure to call our readers' special attention to a new production that is very nearly ideal for educational and non-theatrical use. The Lady of the Lake is a feature-length film, built faithfully on Walter Scott's famous poem, and presents this classic with the dignity, restraint and beauty that the subject deserves.

The picture was made where it should be made, in the actual Highlands of Scotland. Loch Katrine is Loch Katrine—not some substitute California lake. The locations were chosen on its shores to eliminate all jarring modern notes and to show the native wildness of the country as it must have been in the period depicted by the poem.

Professional quality is attained in the picture, as has seldom been true of such productions in the past. The able cast includes Percy Marmont (once so prominent on the American screen) who plays FitzJames, with the lovely English actress, Benita Hume, as Ellen. Costumes, sets and photography combine to make a film of real beauty and cinematic charm. The castle interiors are as true and interesting as are the exterior background and Scottish landscape.

The narrative is clear and smooth, carried by the fine continuity of the picture and by the generous reading titles, all quotations from the poem itself. There is no spoken dialog, but the sound accompaniment is excellently done, consisting of famous tunes and songs selected from the Scotch music, and much of it composed especially for the picture by Nathaniel Shilkret in the Scottish mood and spirit. This charming musical accompaniment will enhance the enjoyment of the picture for school and social groups fortunate enough to have sound equipment. But run as a silent film, The Lady of the Lake is still delightful.

This picture should have wide showing throughout the non-theatrical field, and will be particularly enjoyed by students who have finished their reading and study of the poem. Congratulations are due to the FitzPatrick Pictures Corporation for giving the field so fine a screen version of one of the English classics. May others follow fast.

High school and college debating in their worst aspects represent not a search for truth, but a desire to win.

—Clyde R. Miller.
ALUMNAE NEWS

Rowena Lacy writes: "I am still teaching in the Portsmouth schools and enjoy my work. Tomorrow night (February 2) the Harrisonburg Alumnae Chapter meets in our apartment. Ruth Rodes, Audrey Chewning, Nettie McNulty, and I all keep house together. Nettie is a Farmville girl, but the others you recognize as former H. T. C. girls."

The alumnae secretary has completed data on the counties of Virginia that employ former students of H. T. C. The list below contains the name and address of each alumna teaching in that county. The list will be continued in future numbers of THE VIRGINIA TEACHER.

ACCOMAC COUNTY
Lula Phipps—Chincoteague High School
Ruth McCorkle—Chincoteague High School
Henrietta Jacob—Chincoteague High School
Doris E. Kelly—New Church High School
May Matthews—Temperanceville High School
Kathleen Parks—Parksville
Mrs. Doris Nock—Bloxom
Mrs. Maude Trader—Parksville
Virginia Budd—Accomac High School
Maude Nicholson—Accomac High School
Velma Wessells—Onancock High School
Lillian Doughty—Accomac
Mrs. Catherine Stock—Painter

ALBEMARLE COUNTY
Jennie W. Jones—Coesville
Elizabeth Sutherland—Boonesville
Malinda Maupin—North Garden
Clotilde Rodes—Greenwood
Mrs. M. B. Washington—Crozet
Annie K. Moon—Earlysville
Elizabeth L. Davis—Earlysville
Sadie Beddow—Batesville
Sarah T. Dunn—Free Union
Clara R. Hancock—Free Union
Florence Lane—Charlottesville
Virginia Hughes—Greenwood
Mrs. Ralph Adams—Charlottesville
Mabel Adams—Charlottesville
Margaret Clarke—Decca
Haseline E. Durrer—Earlysville
Mary Clarke—Profit
Annie E. Delvin—Profit
Mary E. Bibb—Scottsville
Mrs. Nelson Mahone—Charlottesville
Erma E. Martin—Profit

AMELIA COUNTY
Estelle Crockin—Amelia
Mrs. Patty G. Jackson—Amelia

AMHERST COUNTY
Sarah Hartman—Amherst
Virginia Reynolds—Amherst
Margaret Heatwole—Amherst
Frankie Passagaluppi—Madison Heights
Annie Campbell—Madison Heights
Pearl Smith—Madison Heights
Mary Ramsey—Madison Heights
Mary R. Fuller—Charlottesville
Sadie S. Williams—Washington-Lee High School
Lena Artz—Washington-Lee High School
Mary M. Aldhizer—Washington-Lee High School
Coralie Greenaway—Washington-Lee High School
Madeline Whitlock—Washington-Lee High School
Elizabeth Beale—Cherrydale School
Lenore Thomas—Cherrydale School
Nan Henderson—Cherrydale School
Mary L. Fuller—Cherrydale School
Willie Kidwell—Cherrydale School
Ellen Hopkins—Cherrydale School
Daisy H. West—Ballston
Hazel Groton—Ballston
Thelma Lewis—Ballston
Lucile Rogers—Arlington
Dorothea Pretty—Arlington
Irene Rogers—Arlington
Charlotte Hagen—Claretown
Anna K. Mendel—Arlington
Olivia Thomas—Cherrydale
Gertrude Kidwell—Alexandria
Elizabeth Knight—Alexandria
Emily Tysinger—East Falls Church
Mary Smith—Henry Clay School
Lillian Farnham—Stonewall Jackson School
Arabella Waller—East Falls Church
Dic Fishback—Barcroft School
Elizabeth Ramsburg—Woodmont School
Gertrude Smith—Supervisor

AUGUSTA COUNTY
Annie C. Palmer—Beverly Manor School
Margaret Stoutamery—Beverly Manor School
Ella Rosen—Beverly Manor School
Pearle Kibler—Beverly Manor School
Ann Palmer—Beverly Manor School
Ella Reeves—North River High School
PERSONALS

A letter was received recently from Doris Persinger, who is on the faculty of the McGuffey School, Charlottesville. Mrs. Annie B. Adams, Mrs. Magde Bryan Burnett, Helen Browne, Thelma Gochenour, Emma Pettit, Emily Pugh, Helen Sadler, Magde Trevillian, and Janie K. Werner teach in the same school.

Betty Davis, Lena Gochenour, and Lorayne Osborne teach in the Venable School, Charlottesville. Ada L. Berrey is the only H. T. C. alumnae teaching in the High School at Charlottesville.

Suella Reynolds who is teaching in Alexandria visited the College the latter part of January. Suella is planning to organize the H. T. C. Alumnae in Alexandria.

Gertrude Drinker who teaches Home Economics in Atlee, Virginia, called a meeting of the alumnae of Hanover County which met at the John Marshall Hotel, Richmond, at 11 o'clock, Feb. 21.
Helen M. Lee, of Norfolk, collected dues from the following H. T. C. alumnae teaching in her school and sent the money to the alumnae office: Gladys Goodson, Bessie Taylor, Edna Phelps and Mrs. A. T. Warwick.

Alice Denby, Norfolk, sent in her dues to the Alumnae Association.

Rebecca Jennings and Carrie Dickerson, South Boston, plan to organize the H. T. C. Alumnae of Halifax County.

Juanita Beery, now Mrs. E. L. Houck of Blackstone, Virginia recently wrote the alumnae office and sent check for dues.

Margaret Ford, Norfolk, collected dues from the alumnae in her school and sent check to alumnae office. Mabel Rawls and Elizabeth Terrie teach in the same school.

Mary B. Hinton, a four-year graduate, sent dues to the alumnae office Jan. 29. Miss Hinton is teaching in Roanoke.

Doris T. Shotwell of Emporia; Mrs. Virginia Mecartney Barrow of Alberta; Mrs. Margaret Lewis Wise of Harrisonburg and Edith Glick of Mt. Crawford recently sent in their dues to the alumnae office.

Mrs. Harry Garber, alumnae secretary, has planned meetings of the alumnae in the following cities: Richmond, Petersburg, Norfolk, Portsmouth, Hampton and Newport News. President S. P. Duke will be present at these meetings to address the alumnae. The presidents of the above alumnae chapters are: Gladys Lee, Richmond; Helen Bowman, Petersburg; Isabel DuVal, Norfolk; Mattie Worster, Portsmouth; Charlotte Wilson, Hampton; Emily Wiley, Newport News.

Ruby Walton, Burkville, has been appointed to organize the H. T. C. alumnae in Nottoway County.

Most crime would disappear if there were high schools adequate to meet the needs of the United States of today and tomorrow. One good teacher is worth a platoon of policemen.—THOMAS H. BRIGGS.

“We expect an airplane generation to be pushed around in moral oxcarts.”

—GOODWIN WATSON.

Youth, which is forgiven everything, forgives itself nothing; age, which forgives itself everything, is forgiven nothing.

—BERNARD SHAW.

Boy scouting means something very real to a boy. The loyalties of youth are the strongest loyalties that we have, and if we can develop them in this particular way we should do so.—RAY LYMAN WILBUR.

The standards which teachers are required to maintain are continually rising. Their work takes on a new dignity. It is rising above a calling, above a profession, into the realms of an art. . . . It is not too much to say that the need of civilization is the need of teachers. The contribution which they make to human welfare is beyond estimation.—CALVIN COOLIDGE.

NEW SCHOOLS FOR OLD
(Continued from page 63)

these a third control—interpretation of truth to the learner—and the last of these is not the least.

Teaching viewed from this angle well may be considered one of the most attractive callings. As Buckingham quite appropriately has pointed out, the educational worker deals with living children, who are constantly changing and always in some interesting stage of development. He does not experiment with sticks, stones, fossils, or bugs as do scientists in certain other fields. If teaching of children is to include study of them, then it well may be thought of as one of life’s great adventures.

CARTER V. GOOD.

TWO AMERICAN EDUCATORS HONORED BY LEAGUE OF NATIONS

Two members of the Educational Committee of the League of Nations Association have recently been accorded an international honor. Dr. Stephen P. Duggan, Director of the Institute of International Education, originally Chairman of the Educational Committee of the League of Nations Association and still active in this Committee's work, has been appointed a member of the League of Nations' Sub-Committee of Experts for the Instruction of Youth in the Aims and Organization of the League of Nations.

Miss Helen Clarkson Miller, present Chairman of the Educational Committee of the League of Nations Association and Headmistress of the Spence School in New York, was named as substitute for Dr. Duggan in the event he should be unable to attend some of the Sub-Committee's meetings. The work of this Sub-Committee, authorized by the Sixth Assembly of the League in 1925, is admirably outlined in the Assembly resolution: "to familiarize young people throughout the world with the principles and work of the League of Nations and to train the younger generation to regard international co-operation as the normal method of conducting world affairs."

OUR CONTRIBUTORS
CARTER V. GOOD is professor of education in the School of Education of the University of Cincinnati and is a widely known author of textbooks and contributor to the magazine. His most recent volume is Teaching in College and University. Dr. Good is a "native son" of Rockingham County, having been born at Dayton.

EDWIN A. HOADLEY is connected with the Massachusetts School of Art in Boston.

CARRIE BELLE PARKS is professor of English in the State Teachers College at Indiana, Pennsylvania. An edition of David Harum edited for schools by Miss Parks has just been issued from the press of D. Appleton and Company.

CONRAD T. LOGAN is head of the English department in the State Teachers College at Harrisonburg.

R. R. MAPLESDEN is in business in Kansas City.

SAMUEL P. DUKE is president of the State Teachers College at Harrisonburg.

KEY TO EXERCISES IN LITERARY VOCABULARY

<table>
<thead>
<tr>
<th>Exercise A</th>
<th>Exercise B</th>
<th>Exercise C</th>
<th>Exercise D</th>
</tr>
</thead>
<tbody>
<tr>
<td>permission</td>
<td>deviation</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>bring close</td>
<td>a horse, etc.</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>an oath</td>
<td>turn away</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>riding</td>
<td>strange</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>dressed</td>
<td>shape</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>chosen</td>
<td>truest</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>scatter about</td>
<td>ages</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>profits</td>
<td>lying down</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>consider</td>
<td>of equal length</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>feed the horses</td>
<td>clear</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>meadow</td>
<td>projection</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>ordered</td>
<td>corner</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>spring-like</td>
<td>swinging</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>landscapes</td>
<td>generating</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>make brown</td>
<td>lout</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>common people</td>
<td>at once</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>abnormal</td>
<td>sang</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>probe</td>
<td>song with refrain</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>flinch</td>
<td>pirates</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>soak</td>
<td>place abounding in gold</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>
WE PROTECT YOU. We are big enough to take care of your wants. If you see anything advertised by any firm in the Valley of Virginia, we believe we can furnish it for the same price—or less. Send us the advertisement and we will see that you get it through our Mail Order Department. Write us for prices and samples. Special prices to the Faculty and College Students.

B. NEY & SONS
Harrisonburg, Va.

BURKE AND PRICE
FIRE INSURANCE
AUTO INSURANCE
Phone 16

S. BLATT
FINE MERCHANT TAILOR
CLEANING DYEING PRESSING
NEW MODERN MACHINERY
East Market St. Harrisonburg, Va.

HARRISONBURG BUILDING and
SUPPLY CO., INC.
Contractors and Builders
Harrisonburg, Virginia
O. M. Masters, President
W. E. Fry, Gen'l. Mgr.

S. BRADLEY & SONS, INC.
Iron Founders and Machinists
240 S. High St. Harrisonburg, Va.

Your Prosperity is Important to This Bank

We want every member of this community to prosper.

Even though you may do no business with us direct, your prosperity is an advantage to the community and consequently to us.

If we can help, with advice or service, please remember that we are cheerfully at your command.

You may correctly count us YOUR FRIEND.

The Rockingham National Bank
Harrisonburg, Virginia
Established by the General Assembly 1908.
Annual enrollment, 1,300.
Faculty of 60 well-trained and experienced college teachers.
Located in the Shenandoah Valley.
Elevation 1,300 feet.
Campus of 60 acres.
Beautiful mountain environment.
Fifteen college buildings.
Total value college plant, $1,200,000.
Both city and rural training schools.
Athletic field and tennis courts.
Two gymnasiums. Nine-hole golf course.
Two swimming pools (indoor and outdoor).

Harrisonburg is a delightful and progressive city of 7,000 inhabitants, people of culture and refinement, deeply interested in the welfare of the College and its students.

Apply to THE PRESIDENT