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

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A Series of Papers by Members of the Faculty Attempting to Recall the Origins of the College at Harrisonburg, to Portray the Gratifying Improvement in its Academic Standards and the Attendant Growth during the First Twenty-Two Years of its Life, and to Suggest What this Progress Means in the Education of the Women of Virginia.
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The Vision of the Builders
SIGNIFICANT INCIDENTS IN THE EARLY LIFE OF THE SCHOOL

A NEED that had long existed in Virginia for more facilities to train women for the schools and homes was recognized by the state government on March 14, 1908, in the act establishing the Normal and Industrial School for Women at Harrisonburg.

The first faculty meeting was held at 11 o'clock on Wednesday, September 22, 1909, in Maury (Science) Hall. In addition to President Julian A. Burruss, who had been on the scene for a year or more, the following were present: Cornelius J. Heatwole, professor of education; John W. Wayland, professor of history; Elizabeth P. Cleveland, professor of English; Natalie Lancaster, professor of mathematics; Yetta S. Shoninger, supervisor of practice teaching; Althea E. Loose (Mrs. Johnston), professor of physical education and Latin; Margaret G. King, professor of geography; and Lida P. Cleveland, professor of school music.

Six other teachers also served the first year: Evalina M. Harrington, kindergartener; S. Frances Sale, professor of household arts; Mattie A. Speck (Mrs. Speck Lowman), professor of drawing; Annie V. Cleveland, assistant in languages; Mary I. Bell, registrar and librarian; and Mrs. R. B. Brooke, matron.

Other faculty meetings followed the first one in quick succession, ten in all being held within the first month.

On Monday, September 27, 1909, students came in from 34 counties, and on the two days following they were registered for their respective courses. At 8:30 a.m., on Thursday, September 30, teachers met the first classes; and two hours later the same forenoon the new school came together in its first assembly.

At that time only three buildings were in use—Maury Hall, Jackson Hall, and Cleveland Cottage, the last being then the unchanged Newman farm house. Library, classrooms, and the president's offices were all in Maury Hall; also, the assembly room. For the last, two class rooms at the northeast end of the building, on the second floor, rooms 27 and 28, now the chemical laboratory, were thrown into one by rolling up the partition. Therein daily assembly and all general meetings of the school were held until 1915. To all members of the institution in the early years, teachers and students, that old "chapel" is rich in cherished associations.

To all, that first assembly was vibrant with joy and hope. President Burruss was, of course, in charge. Besides faculty and students, distinguished friends of the new institutions were present: Hon. George B. Keezell and Hon. P. B. F. Good, members of the General Assembly; E. W. Carpenter, Rockingham County treasurer; George H. Hulvey, county superintendent of schools; Joseph G. Myers, county surveyor; and William H. Keister, principal of the Harrisonburg schools. All were recognized, and Mr. Keezell, among others, made a brief address. He and Mr. Carpenter were members of the board of trustees. Mr. Keezell and Mr. Good, ably supported by Dr. H. M. Rogers, Mr. A. H. Snyder, Mr. George N. Conrad, and others, had led the fight in the General Assembly and over the state for the establishment of the school.

That first session, 1909-1910, was of course a time of beginnings; and, judging from the history of twenty-two years, we may say that foundations were well laid. Besides the regular classes, various cultural auxiliaries were set on foot. A branch of
the Young Women's Christian Association was organized; two literary societies, the Lanier and the Lee, were founded; the Glee Club began its notable career; Arbor Day was observed on April 7, 1910; dramatic performances were staged; excursions were carried out; an honor system was inaugurated; and the first volume of the Schoolma'am, the college annual, was published and paid for. The one thing that means most to some of us, still vital through the shine and shadows of more than two decades, is the good fellowship, the comradeship, that was established. Teachers and students were much as one big family. Personal touch and sympathetic cooperation cemented strong bonds. And it may be said with truth and thankfulness that this same spirit has continued to be one of the college's best traditions.

On October 18, 1909, Governor Swanson, who had just pride in the institution he had helped to establish, paid us a visit. This was a real red-letter day, and it also set a precedent. Every governor of Virginia, since the school has been in operation, has made us a visit or two during his term of office. On October 21, 1909, school colors were adopted—violet and gold: the former from the violet and white of the Lanier Society; the latter from the gray and gold of the Lee Society. Time and other factors have somehow changed the violet on our banners to purple. This can hardly be charged to color-blindness, but rather perhaps to the fact that purple is a more aggressive shade and easier to obtain in college fabrics. Following the first Christmas, President Burruss reported a visit from Santa Claus, who left two school songs, "Shendo Land" and "Blue-Stone Hill."

From the beginning the students had the frequent privilege of hearing distinguished speakers and accomplished entertainers, among others, Dean Southwick of the Emerson College of Oratory, Professor Charles A. Graves of the University of Virginia, and Walter B. Tripp of Boston. Mr. Tripp, who was a real artist in the portrayal of Dickens characters, was at the school in 1910, 1914, and 1916. On May 18 and 19, 1910, the Coburn Woodland Players gave us their first delightful performances. From that year until 1916 they came to us annually, specializing in plays of Shakespeare and in the classic Greek tragedies. On November 14, 1910, a splendid music program was rendered by the Bostonia Sextette. On the 30th of the same month Governor Bob Taylor of Tennessee was heard in one of his inimitable lectures. A year later Arthur Conradi, violinist, and his brother, Austin Conradi, pianist, charmed the college and city with their artistic numbers. In February, 1912, they came again. A perennial favorite with music-lovers was Jules Falk, violinist, who had enthusiastic audiences in 1914, 1915, 1916, and 1917. On November 12, 1913, Norman Hackett lectured on Shakespeare, and the next day Dr. Henry Louis Smith spoke on "Stepping Stones to Good Teaching." In May, 1915, Ben Greet and his company of actors gave Shakespeare plays in the outdoor auditorium; and again, on January 4, 1930, the same distinguished exponent of English drama visited us with his company, this time presenting Twelfth Night and Everyman.

Within the year 1915-1916 two of Verdi's operas, Il Trovatore and Rigoletto, were given in Harrisonburg, and were well patronized by college folk and the people of the surrounding communities. On January 12, 1911, we heard Creatore and his band. On the night of March 31, 1916, college students, with several members of the faculty and a few Harrisonburg singers, gave Pinafore in a manner that would reflect credit on professionals. A preacher and teacher who won the attention and affection of students and faculty in the early years was Bishop Arthur S. Lloyd of New York City. Dr. B. F. Wilson and other Harrisonburg pastors were frequent speakers in chapel.
On June 13, 1911, the first diplomas were delivered to a class of twenty graduates, and the same day the Alumnae Association was organized with Amelia H. Brooke as first president. Ever since that time the Alumnae Association has been a source of strength and inspiration to the school. Twenty years of loyalty, twenty years of service, and twenty years of growing friendships have distinguished the organization.

In the graduating class of 1914 were eight young women who had been students in the school here for five years, having been among the original matriculates of September, 1909, and having finished their high-school work here before entering upon the regular normal courses. The same year, June, 1914, our special board of trustees was abolished and the management of the several normal schools of Virginia was turned over to a general board, consisting of twelve members.

The same year, 1914, was signalized in other ways. On the morning of May 4 the officers of the graduating class, with the faculty and student body assembled, broke ground for Harrison Hall, and early the next year the building, which has held such a prominent place in the life of the school ever since, was put into service. On the night of June 7, 1915, the alumnæ banquet was held for the first time in the splendid new dining hall. The offices and the library (which up to that year had been in Room 9, Maury Hall) were moved into the new building. On May 13, 1914, the girls in white welcomed the cadet battalion from V. M. I., as it marched down the pike to celebrate the 50th anniversary of the battle of New Market. During that same spring, also, a committee of the faculty and students collected and arranged a lot of pictures and charts, showing the life and history of the school, which were sent to California and put on exhibit in 1915 at the Panama-Pacific Exposition in San Francisco.

Late in the summer of 1914 came news of the outbreak of the World War. From the beginning President Burruss, seconding the pleas of the government at Washington, counseled neutrality, but it was easy to see that our students were keenly alive to the situation, and it was not long until some of the girls declared that they were ready to offer themselves as nurses or other helpers. When, in 1917, the United States formally entered the war, the loyalty and activity of the faculty and student body in various forms of civilian service were conspicuous and untiring. It was in the spring of 1917 that President and Mrs. Burruss presented to the school the life-size statue of Joan of Arc that may be seen in the lobby of Harrison Hall. What it meant in those tense days cannot now be appreciated adequately. And many of us still recall the occasion, at the end of the war, when Julia McCorkle, one of our own girls who had served heroically in the hospitals in France, spoke in assembly.

Our most trying experience, in those years, was in the autumn of 1918, when so many of our teachers and students were suddenly stricken with the terrible influenza that the school had to be closed from October 7 to November 6. But, by a great mercy of Providence, no member of the school died within that period. On Sunday, November 10, at 11 a.m., a special thanksgiving service was held in the college “chapel.” Silent gratitude broke into hilarious joy on the following morning at daylight, when bells and shouting voices acclaimed the armistice.

One of the most significant phases of our college life has been found in student self-government, which came as a progressive evolution from the honor system inaugurated the first session. On February 25, 1915, the Student Association was formally organized, with Agness Stribling (Mrs. Dingedine) president of the executive board. Since then the machinery of gov-
ernment has been improved and the essential spirit has been maintained.

In March, 1917, three sections of the frieze, portraying Alexander's triumphal entry into Babylon, were placed in the lobby of Harrison Hall; and in June following five of the buildings were given the names by which they are now familiar. The original main building on the hill, first known as Science Hall, was renamed Maury Hall. Dormitory No. 2 was called Ashby Hall; Dormitory No. 3, Spotswood Hall. The cottage on the hill, which has gone through various stages of remodeling, was named Cleveland Cottage in honor of Miss Annie Cleveland, a beloved teacher who had died in December, 1916. The service building, known during its first two or three years as the "Students' Building," was named Harrison Hall, in honor of Gessner Harrison, a great teacher who was born in Harrisonburg in 1807.

Dormitory No. 1, with the consent of the trustees, had been christened "Burruss Hall" by the class of 1913; but, in accordance with a fixed determination of the president that no building should be named for a living person, it was renamed Jackson Hall in 1918, in memory of Stonewall Jackson, whose world-famous campaign of 1862 had been wrought out to its final climax only a dozen miles away to the southeast.

The session of 1918-1919 was signalized in several notable ways. For example, during that year we had among our distinguished instructors and entertainers Major C. E. King of the British Army, Professor William E. Dodd of the University of Chicago, Hamlin Garland, Mrs. Edward McDowell, and Professor Charles A. McMurry. In June, 1919, our first college degrees were given to a class of ten.

The school's most elaborate pageant was staged during two whole days in May, 1916, commemorating the 300th anniversary of the death of Shakespeare, but every local Red Cross drive during the war, and every Armistice Day celebration since, has found the college girls in line. On May 5, 1926, they first participated in the Apple Blossom Festival at Winchester, winning second prize. Since then they have won another second prize and three first prizes.

From the first session, the college has enjoyed the cordial cooperation of the schools of Harrisonburg and surrounding communities to an unusual degree. This has made it possible for our young teachers to do their supervised work as teachers in actual schools—those of the city and the adjacent counties. This has resulted in decided benefits to all parties concerned. President Samuel P. Duke, who assumed control in 1919, like his predecessor, Mr. Burruss, has entered actively into community life and has had the constant and generous support of local business and fraternal organizations. In January, 1921, he had notable success in enlisting the faculty and the business and professional men of the city in support of an alumnae project for erecting a new building at the college. On June 6, 1921, the cornerstone of the building was laid with Masonic ceremonies, and in due time Alumnæ Hall took its place on the campus as a monument to loyalty and as the happy answer to a real need. This notable achievement was followed by others of kindred nature.

The Virginia Teacher, an educational magazine that has attracted wide notice, was set on foot by the college in February, 1920, succeeding the magazine issues of the Normal Bulletin. The Breeze, the weekly student newspaper, made its first appearance early in December, 1922. The Schoolma'am, the college annual, has taken high rank among publications of its class, almost from the first issue, in 1910.

John W. Wayland

The good education of youth has been extended by wise men in all ages as the fullest foundations of the happiness both of private families and of commonwealth.

—Benjamin Franklin
ACADEMIC GROWTH

ONE measure of the efficiency of a school or college, as with an industry, is considered to be its effectiveness in taking raw material and so handling it as to turn out a highly useful product. This concept, when applied to the Harrisonburg State Teachers College, requires us to trace three problems in its two decades of history: (1) the preparation of the students accepted by the college; (2) the preparation of the faculty and the quality of the conditions, particularly the curriculum, with which these students were surrounded; and (3) the requirements laid down from time to time for graduation, or the completion of these curricula.

At the outset it is important to note how the ideals set forth by President Burruss in the first catalog have been a perpetual tradition in the life of the school. Among these were the following: that character building was the chief aim of the school; that sound scholarship was basic to the success of the teacher; that the acquiring of knowledge was for the purpose of teaching others; and that the work and life of the school should make for the development of the professional spirit and the desire to serve the children of the state.

It was to be expected that, with the foundations thus solidly laid and with the developing standards of the teaching profession, nationwide as well as statewide, it should be found that the school needed to change its function and its title. By 1915 the first change was made. The title “State Normal and Industrial School” gave way to the title “State Normal School for Women.” In 1916 the Virginia General Assembly gave the four normal schools the privilege of granting the Bachelor of Science degree and, by an agreement of the State Board of Education, this school and William and Mary College became centers for the training of teachers and other specialists in home economics. The increasing interest of Virginia’s young women in higher education in the state schools led the legislature again in 1924 to transform the four normal schools into state teachers colleges in line with the national trend. The increasing enrollment in the junior and senior classes in the college and the increasing numbers of Bachelor of Science graduates have fully justified this step. Entrance requirements, scholastic standards, and the training of the faculty have been greatly advanced to keep pace with these changes.

When the school opened in September, 1909, a faculty of fifteen members greeted the one hundred and fifty students who came during that first quarter. By the end of the ten-year period this faculty had been increased to twenty-two, and in 1930 it had reached forty, exclusive of the School of Music and the Training School. The levels of training may be seen in the table below.

<table>
<thead>
<tr>
<th>Preparation of Faculty</th>
<th>1909</th>
<th>1919</th>
<th>1930</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holders of Doctor's degree</td>
<td>1</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Holders of Master's degree</td>
<td>1</td>
<td>4</td>
<td>27</td>
</tr>
<tr>
<td>Holders of Bachelor's degree</td>
<td>5</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Holders of no degree</td>
<td>8</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
<td>22</td>
<td>40</td>
</tr>
</tbody>
</table>

It can readily be seen that the increase in amount of training has been very pronounced. Whereas in 1909 the typical preparation was less than the Bachelor’s degree, it had come up to that level in 1919, and by 1930 the minimum and typical training had practically realized the Master’s degree level. This clearly suggests that in another decade the center of gravity will easily be the Doctor’s degree. In a similar way there has been a remarkable increase in the training of the supervisory or critic staff, members of which are employed jointly by the college and the local city or county school board. It does not appear that at the beginning there were any supervisors with the Bachelor’s degree, but now all hold this degree. Three have the Master’s degree and the majority have some work toward that degree. In other respects as well as this, it has been evident that both
President Duke and President Burruss have kept in mind the ideal stressed in the first catalog:

"In the selection of instructors the utmost care has been and will be exercised. The faculty will be composed of both men and women. Scholarship, character, personality, culture, and ability to teach have been considered. Particular care has been and will be taken to select those who know how to teach others how to teach."

In spite of the so-called "educational renaissance" of 1905, which materially extended the high school movement throughout rural sections of Virginia, there were but few good country high schools in 1909, and therefore it was necessary for the normal schools to accept students with relatively meager training. Hence the requirements at the first consisted of the completion of only the seventh grade but, in the second annual catalog, the statement of requirements for entrance into the most elementary course was as follows:

"The completion of two years of high school work, or the possession of a third grade teachers' certificate obtained by state examinations, or the equivalent, when approved by the faculty."

For several years the status of the high schools was such that students who had the fair equivalent of eight high school units were accepted. By 1919 the Normal School eliminated the courses comparable to the third year of high school work, but professional in nature, and eleven units were required for entrance into any curriculum. Actually by that time a very small number of students who were not high school graduates were coming to the college, and in 1920 the preparatory courses were eliminated entirely. Of the 209 entrants in 1909-1910, apparently not more than one in ten or twelve was a full high school graduate. With the raising of the standards, the accepted practice today is that of the other state higher institutions, namely to accept only high school graduates, except that by action of the State Board of Education teachers with a long experience and at least an elementary certificate may be entered on examination. As a result, in 1930-31, less than a score of the eight hundred students registered lack full high school graduation.

An interesting question arises as to the holding power of the school in the early days when a certificate to teach could be obtained for any one full year of work. Of the 209 students registered in the first year, 92, or 44 per cent, were registered in the second year, and many others returned later on.

With the changing needs of the state and the changing preparation of the entrants to the college, there have been important changes in the courses of instruction and in the curricula offered.

The first curricular offering was as follows:

I. Regular normal course, three to six years
II. Training class certificate course, one year
III. Professional course for four-year high school graduates, two years
IV. Household arts course, two years
V. Manual arts course, two years
VI. Rural arts course, two years

On the whole, there was relatively little change in the earlier years in the curricular offerings except that the more elementary courses were eliminated because of the improved preparation of students. In 1917 the curricula were overhauled with a view to offering degrees. Gradually the four general lines of work now offered were developed—namely, primary, intermediate (or grammar grade), high school, and home economics (industrial arts). Today the studies are organized into curricula as follows:

I. For kindergarten and primary grade teachers, two years.
II. For grammar grade teachers, two years.
III. For elementary teachers and supervisors, four years.
IV. For high school and junior high school teachers, four years.
V. For home economics teachers and specialists, four years.
Much more striking has been the change in the general content of these curricula. When the college became a member of the Southern Association of Colleges and Secondary Schools, it was found to meet fully the standard requirement of the Association that the professional content be not excessive. The proportion of professional courses at Harrisonburg was then about eighteen per cent. If one contrasts the two-year curricula open to high school graduates in 1911, he finds that from forty to eighty percent of those curricula were professional in character and that in some there were almost no generally cultural or non-vocational elements. Today every curriculum requires at least one year of science and two or three years of English training, and all students in the four-year curricula are required to have majors and minors in academic subjects.

At a very early date the faculty decided upon the use of the literal grading system, using the letters, A, B, C, D, and E, to indicate different degrees of success in academic performance. It was found at the end of the first ten years that having only three passing grades, A, B, and C, tended to develop too large a percentage of high grades. The additional letter F was added, D was made a passing grade, and E a conditioned grade. The faculty was asked to keep in mind the normal tendency of individuals to be widely distributed in any trait and the result has been that, with many changes in the faculty, the grading remains quite constant and tends to approximate the normal frequency curve.

In 1928 a new quality-point system was adopted to prevent weaker students from entering the training school and also to prevent young women from going out to teach who had barely passed their required courses. This system requires that a student make an average grade of C minus. In the meantime the college has further safeguarded its output by requiring that students of low scholastic achievement who for two quarters fail to make at least half of their subjects be dropped from the roll. The requirements in the four-year curricula have also been raised from 180 quarter hours to 186; and in June, 1933, the requirement is to become 192 quarter hours.

Progress has especially been evident in the summer school offerings. The preliminary announcement of summer school courses in 1911 indicated that from the outset there was to be a full quarter of work, an innovation at that time. Courses preparing students for the state examinations for the first, second, and third grade certificates were supplemented by courses to prepare for the new Professional Primary Certificate and by a limited number of courses from the winter session curriculum. This certificate and its successors, the elementary certificate group, were first obtainable in two six-weeks summer terms, then in three six-weeks summer terms, and still later in three eleven-weeks summer terms. After the summer of 1931 the elementary certificate will no longer be issued, and when issued this summer to new teachers it will be good for only one year. The offering of the summer sessions steadily changed until by 1921 a small number were being graduated from the two-year and four-year curricula by combining summer work and winter session credit. In recent years between forty and fifty students have completed these curricula each summer, many of them doing all the work in summer sessions. Since 1921 the standard has steadily risen until the preponderance of offerings in the summer are for sophomores and for juniors and seniors instead of for students with only a high school diploma or less than a high school diploma. Within a few years, because of the passing of the elementary certificate, it should not be necessary to offer freshman and sophomore courses in any number except for students who have deficiencies to make up, or are entering by transfer from other schools.
From the outset the school has given its graduates systematic help in locating satisfactory positions. This work has been enlarged and developed until now there are kept detailed data in regard to each graduate, ready to be sent to prospective employers on request. These consist of photographs, data that the student furnishes about her preparation and interests, and data prepared by the training school and college teachers. Much interesting evidence is had from alumni and employers that this is a most appreciated service of the college. Thus, in terms of our foreword, the raw materials carefully chosen and selectively developed, have been tested and proved, and then routed to those points where needs are urgent. Thereby the daughters of the college become the faithful servants of the children of Virginia.

WALTER J. GIFFORD

JULIAN A. BURRUS: HIS VISION AND HIS PLANS

"Where are the dreams of the dreamer?
Where is the vision? 'Twas holy;
Can it be lost in the night?
We are the dreams of the dreamer.
Think you his vision could fade?
Saw you his eyes as he journeyed?
Know you the price that he paid?"

FROM the beginning it was manifest that the eye-sweep of President Julian A. Burruss covered no less than a quarter of a century. The words "within the next twenty-five years" were repeatedly on his lips, and his large plans always included the thousand students for whom he was building. But his vision of the real and spiritual significance of the work had no bounds of time or space. He stood at the vertex of the angle, whence the scope broadened illimitably.

He was also able to impart his visions to others—to the board of trustees, to the students, to the teachers. They caught his spirit and believed in his belief. They were his fellow-workers in a high purpose. Those early faculty meetings were so stimulating that we sometimes could not sleep after their late adjournment even, but would lie awake seeing the possibilities and rejoicing in the Virginia which was to be.

And yet Mr. Burrruss's far-seeing did not prevent, but necessitated, near-seeing. "I never saw such an eye for details," declared one of the trustees. The practical man who went the rounds of inspection in the evenings after the workmen had gone, who knew how to take their tools in his own hands, if necessary, and do their job just right, was the same who had all day toiled in thought behind the president's desk. But on that desk lay a copy of Wordsworth, in which pulsed always

"Among least things
An undersense of greatest."

Immediately after his election on June 26, 1908, the young president laid down his work at Columbia University, foregoing for a while the doctor's degree almost within his grasp, in order to visit other states and take counsel of the heads of their institutions, studying plans, faculties, and equipment so as to learn what might be best to do and best to avoid in founding this new school.

His ideals and policies—living realities to those who watched him work them out—can not be better stated than in his own words, gleaned here and there, chiefly from his well-remembered talks and from his writings of the year one of this college.

"The greatest possible foresight should be exercised, and the school should be planned for the future as well as for the present . . . a large school, capable of ultimately accommodating at least a thousand students, with boarding space for about three-fourths of that number. The complete scheme should be projected now, and every building erected as a permanent part of the original plan . . . The buildings should be substantial and modern
in all respects, but simple and appropriate in design, and distinctive in type as far as practicable; and the same type of architecture must in all events be maintained throughout the group."

Accordingly, Mr. Burruss submitted to the board on September 15, 1908, the future institution as then seen by him and by the architect, Mr. Charles M. Robinson. That bird's-eye view of the complete plant is found elsewhere in this issue, entitled *The Vision of the Builders*. The original plan has been closely followed, since the purposes of President Duke have chimed in harmoniously with those of his predecessor.

But all these piles of stone and mortar are only means to an end: "The development of a strong, noble, womanly character is of first importance. . . . We believe that thought which does not function in action is largely wasted, that it is the duty of the school to teach its students to *do* as well as to *think*.

And again: "It is necessary to combine academic with professional training and to make this academic work thorough, at the same time considering every subject at every stage with reference to its use by the teacher in her practice." His hope is that "in the not very distant future it will be impossible for anyone to teach in the public schools without adequate specific preparation." . . . Then will come "better salaries and a better recognition of the teacher's work in many ways."

Our school must "meet conditions, anticipate needs, encourage everything that makes for progress."

Just here may be inserted several of the half-a-dozen "priorities" which, as Dr. Burruss recently reminded us, this college may claim:

"First, the use of the public schools, both urban and rural, for observation and practice-teaching purposes. This innovation attracted wide attention then, although now the arrangement is quite common."

"Second, the operation of a four-quarter year, including a full summer quarter. There were many objections to this at first, but it has now become generally recognized and adopted throughout the country."

"Third, the emphasis on rural-life problems and the preparation of rural school teachers. We had the first, or certainly one of the first, rural supervisors to be found anywhere in the country; and our one-room rural practice school was unique."

"Fourth, the emphasis on industrial arts. . . . It was difficult to get students in these courses at first, . . . but a remarkable success has been attained, particularly in household arts."

"Education must be brought close to the lives of the people," he had said in 1909; "it must result in industry and thrift; it must pave the way to productive work with skilled hands, clear minds, and pure hearts." Hence the insistence upon the rural, household, and manual arts.

Not only "competent teachers" but "competent home-makers" were favorite words with him. He wanted to send out young women whose husbands might safely trust in their good management and economy, so that no bank clerk might ever be tempted to dishonesty because of a wife's lack of household skill. Economy in clothing, with good taste, was emphasized at every turn. The "simple white dress" required by the president's ruling adorned many beautiful social and public occasions and has come down in campus tradition as a protest against extravagance.

Mr. Burruss was resolved that board in the dormitories should be the best obtainable at a moderate rate, the charges to be limited to actual cost—practically everything except clothing and books then amounting to only $14 a month. "It will be the aim of the management to be able to say, 'No worthy student has ever been compelled to leave the school on account of the lack of financial means to continue.'"
He boldly announced, however; "This is not a charity institution, not an orphanage, not a hospital, not an asylum, not a reformatory, but a high-class school for rich and poor alike."

His ideal for the dormitory was that it should be "as nearly as possible like a home." With this in view, he earnestly wished that the "cottage plan" of living might be feasible here, but this idea had to be abandoned because of the expense.

He was quite unafraid of the words, "suitable chaperonage," "bounds of propriety for young ladies," "social care and control," "a decided stand against questionable practices," "a careful guarding of speech and daily conduct."

To the board of trustees, in his preliminary declaration of his convictions and purposes concerning the school, he wrote:

"The social and religious welfare of the students should be guarded with the greatest care at all times. . . While carefully avoiding all sectarian bias, the spiritual side should be seriously looked after."

In 1929, ten years after he had left Harrisonburg to take up the presidency of the Virginia Polytechnic Institute, Dr. Burruss came back to join with Ex-Senator George B. Keezell and others in celebrating the twentieth birthday of this college which they had founded. His address on that occasion was full of reminiscences, affectionate and humorous, and of rejoicing at the many evidences of growth and progress within the past decade. From this talk we choose one last quotation:

"In those early days there was much of prayer. . . With profound gratitude for the blessings and successes of the past, our prayers and our hopes now are for much greater achievements in the future."

Elizabeth P. Cleveland

SAMUEL P. DUKE, BUILDER

To find as a successor to President Julian A. Burruss, a man who possessed his intimate acquaintance with public school needs, his wide experience and far-sighted vision in educational affairs, was no easy task. That the selection of Samuel P. Duke, of Richmond, was a wise choice has been constantly evident from the day when he came to Harrisonburg in July, 1919, to assume his new duties.

His teaching experience had been gained in both rural and city schools—elementary and secondary. Besides this varied experience in Virginia schools and in a western college, it later included the direction of the training school as well as a professorship of education in the oldest of Virginia normal schools, at Farmville. At the time of his appointment here he was serving as state supervisor of high schools on the staff of Superintendent Harris Hart. Earlier, his academic training had begun at Randolph-Macon College, by tradition one of Virginia's small liberal arts colleges; it had continued at Teachers College, Columbia University, where modern democratic theories of education were being expounded by great teachers like Frank McMurry, Kilpatrick, Thorndike, and Dewey.

Democratic ideals as preparation for a life of service in the twentieth century have become, through the influence of both its presidents, a strong tradition in the Harrisonburg institution. Virginia supported a numerous assortment of colleges for men, and only a single teacher-training school for its white women until 1909; it has been a natural outcome, perhaps, that higher education for women, largely in private hands till then, should have leaned toward the "finishing school" type. When the state first undertook its enlarged program of higher education for women, this added training was naturally directed toward teaching, then almost the only vocational activity of its women. But as the twentieth
century opens more and more avenues of service to women, higher education for women has extended its means of preparing for a greater variety of vocations. Under President Duke's leadership this development at Harrisonburg has quickly responded to the changing needs of the times.

Conceiving of teacher training as the primary purpose of the institution, however, President Duke has consistently held that a sound basic training is fundamental in the preparation of all good citizens, and particularly of teachers; he has therefore concerned himself with the organization of a faculty composed of experienced and well-trained teachers. Too good a business man to expect to get "something for nothing," he has been an exponent of higher salaries and correspondingly higher standards of preparation. This emphasis on quality of faculty has been an outstanding characteristic of his years here.

It is elsewhere shown in this issue how the level of academic preparation of faculty has been advanced steadily; this accomplishment has come, of course, by making the salary schedule a part of the program. While salaries are not yet commensurate with those prevailing in state-supported colleges for men in Virginia, the advance made in the last ten years is a definite testimony to President Duke's energetic efforts. Perhaps the simplest way to show this advance is to set down in parallel columns the salary scale in 1919-20 and again in 1930-31. Table I compares average salaries at the various ranks; Table II shows contrasting range of salaries at Harrisonburg at the two periods.

<table>
<thead>
<tr>
<th>TABLE I. AVERAGE SALARIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rank</td>
</tr>
<tr>
<td>Professor</td>
</tr>
<tr>
<td>Associate Professor</td>
</tr>
<tr>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Instructor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TABLE II. RANGE OF SALARIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rank</td>
</tr>
<tr>
<td>Professor</td>
</tr>
<tr>
<td>Associate Professor</td>
</tr>
<tr>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Instructor</td>
</tr>
</tbody>
</table>

The reputation of a college head must rest not merely on the academic growth of his institution, but also upon a successful business administration. In this respect the development of the Harrisonburg institution has been phenomenal. Since its enrolment this spring passed the 800-mark, it is now, in gross attendance, the largest college for women in Virginia, either state-supported or otherwise. Such growth in the short period of twenty-one years is not due to accident; it results from a carefully planned and carefully executed program. Building a strong faculty may be expected to bring about suitable curricula, designed to prepare students for the world they must live in. Building a college plant that will provide sufficient and satisfactory accommodations for daily living must of course be included in any program of development.

Although there was sentiment in the board of control in 1919 looking to the abandonment of the plan for an open quadrangle, President Duke was successful in holding to the original design of the first president and his architects. Construction on the north side of the quadrangle was continued. During the Educational Conference in Richmond in November, 1920, before a dinner of alumnae, he launched a plan—the first instance of its kind in a Virginia teachers college—to raise funds for the erection of an Alumnae-Students' Building. Success in this venture led quickly to the beginning of another undertaking, since widely followed. Instead of renting rooms in private homes when dormitory accommodations were exhausted, apartment houses built near the campus were made available through long-term leases.

Beginning in 1919, the President's Annual Report regularly contained a request for a practice house in home economics. In 1926 came the board's approval; early in 1929 the present handsome practice home was first occupied. To each General Assembly have been transmitted requests and recommendations for added dormitory space to
meet the needs of a growing student body. After 1927 Walter Reed Hall provided adequate facilities for the department of health and physical education, including an excellent gymnasium and an indoor swimming pool. At last, with the completion of Woodrow Wilson Hall, the crowning and central structure of the quadrangle, a commodious auditorium and a completely equipped stage are provided.

So brief a summary of building accomplishments can not offer in any detail the interesting story of how thrifty management made possible some of these expenditures, for by no means all the money was provided by the General Assembly. A campus tea room has helped to pay for the indoor swimming pool, and is now equipping the college camp with adequate conveniences. The construction of an excellent nine-hole golf course on the campus was the mature result of careful management. The number of volumes in the library has doubled since 1919, six dormitories have been built, classrooms have increased from thirteen to thirty-six, faculty offices from three to twelve; in brief, the total replacement value of the physical plant has advanced from $695,000 to $1,623,000.

Building a strong faculty, building a magnificent plant, President Duke has maintained also a cordial relationship between students and their college. The student government organization has been heartily supported; a wholesome, optimistic attitude has prevailed toward work and play, toward scholarship and toward athletics; sound interests have been developed in music, in dramatics, in art. The student loan fund has been greatly increased, as well as the opportunities by which students may earn their expenses. Teaching contacts have grown more extensive, and students now are offered a wide variety of conditions under which their student teaching experience may be gained. Co-operative arrangements with Teachers College, Columbia University, have brought to the campus an intelligent participation in the movement for professionalized subject matter in colleges for the training of teachers, and, latterly, supervisors for directed supervision in the Harrisonburg training schools. The interest of students after they have become alumnae is fostered by the alumnae organization with its paid secretary, first provided through President Duke's foresight.

Little wonder, with this sound and steady growth in standards, in achievement, in ideals, in cultural opportunities, that in February, 1924, the institution's name should have changed so naturally and so easily from normal school to teachers college, that membership in the American Association of Teachers Colleges should have followed. Little wonder, also, that in 1928 the Southern Association of Colleges and Secondary Schools, chief accrediting agency for Southern colleges, should have readily admitted this college into membership.

CONRAD T. LOGAN

THE DEVELOPMENT OF STUDENT TEACHING

STUDENT teaching at Harrisonburg has always been organized on certain basic principles. First, student teaching must be done under real conditions; hence the co-ordination with the city and the county public schools. Second, each student teacher must have a maximum of individual attention; hence the limited number of students assigned to one training teacher and the close contacts provided between students and director of training. Third, it is essential that the work on the campus and in the training school be closely connected; hence the participation of college teachers in supervision, in directing observation, and in organizing materials.

The new administration in 1919 felt that these beginnings in student teaching had been so thorough and so sound that general policies were modified rather gradually and only in response to changed conditions. The
first objective of the new administration was a more flexible lesson-planning scheme in keeping with the general movement at the beginning of the 1920 decade. Out of this came the emphasis on unit planning as an essential element in a progressive teacher-training scheme. Such planning was accepted as a definite training school policy in 1924-25; the Harrisonburg scheme was reported before the section of Supervisors of Student Teaching of the N. E. A. in February 1925, and was outlined in papers published in *Educational Administration and Supervision* for May and *The Virginia Teacher* for October of that year. The series of units, which appeared monthly for several years in *The Virginia Teacher* and which attracted such wide attention, was begun in April 1925 with Nancy Smith's *Knights of the Golden Horseshoe*, a fourth grade unit in Virginia history.

Unit planning with its provision for work sheets, or long assignments, always makes it possible to secure a high level of study habits. Beginning with 1928, the training school has laid special stress on directed study and the related problem of group teaching. This has proved particularly valuable because of the advocacy on the part of the Virginia State Department of Education of the hour period in high schools.

The home economics department began its stress on work sheets as an integral part of unit planning in 1926. A little later, about 1928, the department initiated its constructive program for furthering the cottage plan of teaching home economics in the high school. So successful has this been that in the summer of 1931 Harrisonburg will offer special courses for teachers of home economics in high schools and for county supervisors in home economics.

Three other distinct policies concerning student teaching have also seemed to come to a head during 1930-31. First, a rather definite technique in case studies of individual children has developed from experiments in observation of children. Second, the practice of recording observations of teaching in running notes, such notes being termed a "diary record," has been devised to give a more objective basis for evaluating student teaching. Third, co-operative efforts to improve student teaching on the part of the department of education and training teachers have prompted the drawing up of a common set of basic educational principles. These are to serve as the unifying element between different courses in education, as a connecting link between campus and training school, and as a basis for guiding and evaluating student teaching.

At the very beginning student teachers were placed in both city and county schools. The majority of the professional students did their teaching in the city schools of Harrisonburg. Elementary and junior high school majors were assigned to training teachers jointly employed by city and college; kindergarten majors taught under the direct supervision of the supervisor of kindergartens until 1924, when a kindergarten training teacher was employed. Majors in household arts and in manual training were usually placed in one of the five Rockingham county schools affiliated with the college. These students were supervised by the head of the household arts department assisted by an extension worker.

The present plan for student teaching in home economics has been a gradual evolution from this work in the county schools. By 1919 the department offered student teaching in a number of nearby county high schools. An important event of this year was the purchase by the college of two Ford cars. This made it possible for the student teachers to meet schedule requirements in these high schools without too much disruption of their college programs. In 1922 the county work was centered at Pleasant Hill and Bridgewater. In the meantime the home economics teaching begun in the upper grades of the city schools had developed to such an extent that a two-
year course for the senior high school was devised.

In 1919 use of the Ford cars made it possible to assign high school majors regularly to Pleasant Hill for student teaching, and beginning in 1920 a supervising principal has been employed jointly by county and college. Another step in enlarging opportunities for professional student teachers was taken about 1926, when, looking forward to the completion of the Harrisonburg high school building, the physical education department of the college offered student-teaching credit in physical education. Still another such enlargement was made in 1930-31 when full-time credit in student teaching in music was accepted as a regular policy.

The training school has always been open in the first term of the summer school for demonstration purposes, but student-teaching credit was offered for the first time in the summer of 1920. In 1928 the training school was kept open all summer so that the student-teaching requirement could be met in the one quarter. But the number of teachers in service applying for student teaching in the summer quarter has increased so rapidly that even the full quarter of student teaching was insufficient to care for the August, 1931, graduates. So in the spring of 1931 student teaching is being offered as extension work to a number of Rockingham county teachers. The scheme is proving very successful; it provides a means whereby a large number of experienced teachers may meet the new Virginia certification requirements while on the job, and it gives the college an increased opportunity to relate its work to the rural schools.

In the spring of 1929, the department of normal school education at Teachers College, Columbia University, sent two graduate students to Harrisonburg for practice work in supervising student teachers. The experiment was so successful that in the ensuing fall a co-operative plan for such work was definitely arranged between the two institutions. This co-ordination has brought to the college among other benefits frequent visits from the faculty of the normal school department of Teachers College, thus affording Harrisonburg the opportunity to share in their forward-looking program for teacher training.

KATHERINE M. ANTHONY

COMMENCEMENT SPEAKERS

1910—William Hodges Mann, Governor of Virginia
1911—A. P. Bourland, Field Representative of the Peabody Education Fund
1912—Henry D. Flood, Member of Congress
1913—R. C. Stearnes, State Superintendent of Public Instruction
1914—Joseph D. Eggleston, President of Virginia Polytechnic Institute
1915—Fairfax Harrison, President of the Southern Railway
1917—John R. Saunders, Member of Virginia Senate
1918—George N. Conrad, Member of Virginia Senate
1919—Henry Louis Smith, President of Washington and Lee University
1921—Westmoreland Davis, Governor of Virginia
1922—Julian A. Burruss, President of Virginia Polytechnic Institute
1923—Waitman Barbe, Professor of English, University of West Virginia
1924—Floyd W. King, former State Senator, Clifton Forge, Virginia
1925—Harry Flood Byrd, of Winchester
1926—William C. Bagley, Professor of Education, Teachers College, Columbia University
1927—Ambrose L. Suhrie, Professor of Normal School Education, New York University
1928—W. S. Gray, Dean of School of Education, University of Chicago
1929—George D. Strayer, Professor of Education, Teachers College, Columbia University
1930—E. Lee Trinkle, former Governor of Virginia

SUMMER SCHOOL

1923—G. L. H. Johnson, Superintendent of Staunton City Schools
1924—R. Gray Williams, of Winchester
1925—Hugh C. Pryor, Dean of State Teachers College, Aberdeen, South Dakota
1926—J. N. Hillman, President of Emory and Henry College
1927—Dice R. Anderson, President of Randolph-Macon Woman's College, Lynchburg, Va.
1930—Jacob A. Garber, Member of Congress


JACKSON HALL WAS THE FIRST DORMITORY. IT WAS BEGUN IN NOVEMBER OF 1908 AND WAS
completed the following summer at a cost of $23,100. The two rooms at the southwest end of the second floor were occupied by the president and his wife. The student body occupied the remainder of the second floor as well as the first floor and Cleveland Cottage. The dining room, kitchen, and furnace room occupied the basement. The Manual Training Department later occupied part of this basement, as did the Department of Biology. This building was made more nearly fire proof in 1929 at a cost of $4,300. It accommodates seventy-five students and one chaperon in twenty-six rooms.

Ashby Hall was the second dormitory to be constructed and was begun in October, 1910. It was completed at a cost of $40,996.20. It will house 109 students and one chaperon in thirty-eight rooms. The first gymnasium was located in the basement of this building and is still in use. In the east end of the basement is a large fire-proof room that is equipped for student use in ironing. This room was the furnace room for the college prior to the building of the central heating plant.

Harrison Hall was begun in May, 1914. The first unit was completed at a cost of $58,974.30. A central heating plant and laundry was begun in March, 1920, and was completed at a cost of $65,625. In the same year the basements of Jackson and Harrison Halls were remodeled. Another addition to Harrison Hall was begun March 19, 1928, and was completed by February 27, 1929, at a cost of $41,000. This includes the senior dining hall, kitchen annex, store room, and addition to the heating plant. The bakery cost $2,700 additional and the refrigerating plant $3,111.18 extra. In this building are the kitchen and laundry, equipped to serve 1,000 students. The two dining rooms are equipped to serve 850 students. Here are located the library reading rooms and stacks. More than 14,000 volumes are accessible;
1916, and was completed at a cost of $35,775.35. It contains thirty-eight rooms besides an attic and accommodates one chaperon and 115 students.

Hillcrest, the home of the president of the college, was built in 1913 and cost approximately $15,000.

Alumnae Hall was begun in July, 1921, and was built partly by state appropriation and partly by private subscription. The cost was $44,250, of which sum $12,550 was contributed by alumnae and friends of the college, $20,000 was appropriated by the Legislature, and $11,700 was transferred from the operating fund of the college. The upper floor of this building is used as a student dormitory. The first floor contains a large reception room, guest rooms, and offices for the social director and student government. The excavation was done by college employees and is not included in the above cost.

Sheldon Hall was begun June 1, 1922, the east end being completed by December 12, 1922, at a cost of $19,140.76. The first floor contained four temporary classrooms while the second floor was used as a temporary auditorium. On May 21, 1926, work was begun on remodeling the east end into a dormitory and also constructing the west end for the same purpose. This work was completed on May 16, 1927, and cost $66,288.01. These figures make a total cost of $85,824.77 which is exclusive of the excavation which was done by the college. This building contains 48 bedrooms and provides accommodation for a chaperon and 118 students.

Johnston Hall was the first completely fireproof building erected here. It was begun on March 18, 1928, and was completed on November 17, 1928, at a cost of $90,959.89 exclusive of the excavation which was done by the college. The basement houses the Department of Physics. The two main floors contain 48 rooms which provide for a chaperon and 121 students.

Walter Reed Hall, the health education building, was begun May 22, 1926, and partly completed on November 30, 1926, at a cost of $89,711.83. An additional appropriation of $6,000 made possible the completion of basement rooms by January 5, 1927. The total cost of the swimming pool was about $12,000. It is difficult to arrive at the exact cost of the complete building owing to the extended period of work and transfers of funds but it was approximately $106,000 exclusive of the ex-
cavation, which was done by the college and cost about $3,000. Reed Hall contains 18 classrooms and offices, the main gymnasium, and a large steam-heated swimming pool with locker rooms.

The practice house for home economics was begun August 1, 1928, and was completed February 27, 1929, at a cost of $24,564.96. It is a duplex house and will accommodate twelve students besides the instructor. Excavation was done by the college and is not included in the cost.

Shenandoah and Wellington Apartments were erected by private capital in 1922 and 1924 respectively and are leased by the college. Together, these buildings accommodate 122 students.

An outdoor swimming pool was built in 1926 and cost $1,500 including the bath house.

A railroad siding and trestle was built to the central heating plant in 1929 and cost $3,298.52 plus about $1100 additional for excavation that had been made by the college.

In 1927 thirty acres of land were bought from Grover Hook on the Middle River above Port Republic. This property had been improved by a substantial brick dwelling house and a barn. The college materially improved the house, built a cottage, and drilled a well. The original cost was $4,750 and the improvements approximate $5,000.

Wilson Hall was begun May 12, 1930, and is to be completed for its dedication by May 15, 1931. Its cost, exclusive of furnishings, will be $220,000. There will be transferred to this building the administrative offices that are now housed in Harrison Hall, including the post office; the rooms that are vacated in the latter building will be occupied by departments of the library. Wilson Hall will contain the auditorium of the college with a fully equipped stage, sound equipment, and a seating capacity of 1500. The first floor will be given over chiefly to offices. The telephone exchange will be associated with the post office and supply room. The treasurer's and registrar's offices will be equipped with fire proof vaults for the storage of records. The second and third floors will house the departments of Education, English, and Fine Arts.

In any growing institution there are necessarily many changes of departments from building to building. Chapel was first held in the present chemistry laboratory in the north end of the second floor of Maury Hall, which also served as a gymnasium. When Harrison Hall was built, the west end of the upper floor was partitioned off for the auditorium. As the dining hall became more and more crowded, this partition was moved further west and the auditorium was decreased in size. When the east end of Sheldon was built in 1922, the auditorium was moved to the second floor, which it remained until the completion of Walter Reed Hall in 1926. Then it was moved to the gymnasium of the latter building. The seats had to be moved out after chapel for physical education classes, often moved back for student meetings at night, moved out again in the morning for classes, and set up again for chapel. As many as four movings of the seats were often made in one day. Chapel services and assemblies have thus been held in four different buildings, the fifth (and final) location being the handsome auditorium in Wilson Hall.

The first gymnasium was in Maury Hall in the present chemistry laboratory. The second was in the basement of Ashby after 1910. This is still in use as a supplementary gymnasium, but the new and larger gymnasium located in Walter Reed Hall has been used since 1926. With the completion of Wilson Hall and the removal of the auditorium, the Physical Education Department will have exclusive use of the quarters in Reed Hall, and gymnastics will be divorced from its long association with oratory.

The library was first located in room 9 of Maury Hall and was moved to its pres-
ent quarters in Harrison Hall in 1914. On removal of the administrative offices to Wilson Hall, the whole first floor of Harrison Hall will be given over to the library.

The office of the president was first located in the present office of the Department of Biology in Maury Hall and was moved to Harrison Hall in 1914. In May of this year it will be moved to Wilson Hall.

The supply room was first located in the present science office in Maury Hall. It was moved to Harrison Hall in 1914 and will also be moved to Wilson Hall.

The dining room was first located in the east end of the basement of Jackson Hall but was moved to Harrison Hall in 1914. The studio of the Expression Department occupies the quarters of the first kitchen, which was moved at the same time as the dining room. In 1928 an additional dining room and an annex to the kitchen were added to Harrison Hall.

The first heating plant was a boiler in the basement of Jackson Hall. In 1910 this was moved to the basement of Ashby Hall where the present pressing room is located and two additional boilers were added. In 1920 the first unit of the central heating plant was constructed in the annex to Harrison Hall and two modern boilers of 150 H. P. capacity each were added. In 1928 the boiler room was enlarged and an additional boiler of 240 H. P. capacity was added at a cost of $5,000. As the new buildings were erected, the steam mains were extended to them.

The first buildings of the State Normal School were named in the early summer of 1917, at which time a special committee consisting of Dr. John W. Wayland and Miss Mary I. Bell was appointed for this purpose. From a list of fourteen names selections were made by (1) the student body, (2) the alumni who were at commencement, and (3) the faculty. From the tabulated results names were selected for the first five buildings as follows:

1. Maury Hall for the science building in honor of Matthew Fontaine Maury.
2. Ashby Hall for second dormitory in honor of Gen. Turner Ashby, who was killed near the college in 1862.
4. Harrison Hall for the students' building in honor of Dr. Gessner Harrison, a distinguished scholar who was born in Harrisonburg in 1807.
5. Cleveland Cottage for the infirmary in honor of Miss Annie Cleveland, one of the original faculty, who taught English and French and who died here in 1916.

In the spring of 1913 the class of that year had the permission of the Board of Trustees to name the first dormitory Burruss Hall in honor of President Julian A. Burruss; but Mr. Burruss objected to the precedent of naming a building after any living person. Accordingly, the building was renamed Jackson Hall in honor of Gen. Thomas J. Jackson in 1918.

Carter House was named for James G. Carter, Commissioner of Education in Massachusetts, (1795-1849), a pioneer in advocating the professional education of teachers.

Sheldon Hall was named in honor of Edward A. Sheldon, the founder of Oswego training school, which was instrumental in promoting the movement for the establishment of normal schools.

Johnston Hall was named in honor of the late Professor James Chapman Johnston, who was professor of chemistry in this college for many years and who died June 18, 1927.

Walter Reed Hall was named for the noted Virginia scientist.

Wilson Hall was named for the great war President, Woodrow Wilson, whose birthplace was at Staunton, just twenty-five miles distant.
The costs of the erection of the physical plant of the college do not reflect the present value of the plant. For this reason a careful estimate has been made of the several items and listed below in terms of their replacement value.

<table>
<thead>
<tr>
<th>Building</th>
<th>Equipment</th>
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</thead>
<tbody>
<tr>
<td>Wilson Hall</td>
<td>$220,000</td>
</tr>
<tr>
<td>Maury Hall</td>
<td>$80,000</td>
</tr>
<tr>
<td>Walter Reed Hall</td>
<td>$125,000</td>
</tr>
<tr>
<td>Harrison Hall</td>
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</tr>
<tr>
<td>Jackson Hall</td>
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</tr>
<tr>
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<td>Cleveland Cottage</td>
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<td>Carter House</td>
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<td>Grounds</td>
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<td>Heating Plant</td>
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<tr>
<td>College Camp</td>
<td>$10,000</td>
</tr>
<tr>
<td>Sundry Equipment</td>
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</tr>
</tbody>
</table>

Total: $1,417,000
Grand total: $1,623,000

George W. Chappelear

ALUMNAE AND THE ALUMNAE ASSOCIATION

In the twenty years since Harrisonburg Teachers College had its first graduating class, 2136 girls have received their professional diplomas, and since 1919, when the B. S. degree was first offered, 469 have received degrees. The constantly growing number of graduates can be noted in the tabulation arranged by the registrar and printed on page 109. See especially columns X and XII.

The Alumnae Association is the organization that holds together these graduates and other old students. Through it, love for their Alma Mater is perpetuated and the best interests of the college are furthered.

There is one day during Commencement week set apart as Alumnae Day, on which the Association meets in regular session for the election of officers and for the consideration and discussion of policies in the interest of the school. On this same day the Alumnae meet socially at the banquet with the graduating classes, who automatically become members of the Association, and with the faculty, thus keeping alive the fine fellowship they enjoyed on the campus. The work of the Association is centralized and directed by an Alumnae secretary, who has her office at the college.

The following list shows Alumnae chapters or clubs that have been organized or re-organized by Mrs. Dorothy Spooner Garber within the last four years, since she has been secretary. These clubs do a great service to the college. They stand ready to entertain representatives of the college, from both faculty and student organizations, visiting in their vicinity; they gave, with the aid of the faculty and other friends in Harrisonburg and elsewhere, approximately $13,000 to Alumnae Hall, the cornerstone of which was laid in June, 1921; they have given generously to the Johnston Memorial Scholarship Fund, the amount at present being approximately $1,000; they assist especially in sending new girls to this college.

**City** | **President**
---|---
Alexandria | Suella Reynolds
Buena Vista | Ruth Dold
Culpeper | Blanche Leavell
Danville | Susie Geoghegan
Hampton | Charlotte Wilson
Harrisonburg | Mrs. Johnston Frisoe
Newport News | Pauline Miley
Norfolk | Isabel DuVal
Petersburg | Helen Bowman
Portsmouth | Mattie Worster
Richmond | Gladys Lee
Roanoke | Mildred Reynolds Chapman
Staunton | Isla Eastham
Winchester | Charlotte De Hart

**County**
Augusta | Mattie Fitzhugh Rice
Chesterfield | Helen Ward
Franklin | Pearl Phillips
Hanover | Gertrude Drinker
Page | Gladys Brubaker
Rockingham | Gladys Hopkins Strickler
Shenandoah | Margaret Magruder

More than 1900 graduates or former students of Harrisonburg State Teachers College are either teaching or serving in the capacity of principal or supervisor in the public elementary and high schools of Virginia alone this year. Many are teaching in the
schools of various other states, for instance, Charleston, West Virginia, Winston-Salem, North Carolina, Greenville, South Carolina, Baltimore, Maryland.

The following tabulation shows the number teaching in the counties and cities of Virginia.

<table>
<thead>
<tr>
<th>Counties</th>
<th>4-yr. Graduates</th>
<th>2-yr. Graduates</th>
<th>Non-graduates</th>
<th>Total</th>
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<td>12</td>
<td>5</td>
<td>17</td>
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<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Amelia</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Amherst</td>
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King and Queen   | 0                | 0                | 1             | 1     |
King George      | 0                | 1                | 1             | 2     |
King William     | 0                | 0                | 2             | 2     |
Lancaster        | 0                | 1                | 2             | 3     |
Lee              |                  |                  |               |       |
Loudoun          | 6                | 17               | 24            | 47    |
Louisa           | 0                | 5                | 0             | 5     |
Lunenburg        | 0                | 1                | 3             | 4     |
Madison          | 4                | 12               | 7             | 23    |
Mathews          |                  |                  |               |       |
Mecklenburg      | 1                | 9                | 5             | 15    |
Middlesex        |                  |                  |               |       |
Montgomery       | 1                | 1                | 2             | 4     |
Nansemond        | 1                | 2                | 2             | 5     |
Nelson           | 1                | 7                | 14            | 22    |
New Kent         | 1                | 1                | 1             | 3     |
Norfolk          | 5                | 19               | 2             | 26    |
Northampton      | 0                | 8                | 1             | 9     |
Northumberland   | 0                | 1                | 0             | 1     |
Nottoway         | 4                | 4                | 0             | 8     |
Orange           | 0                | 6                | 12            | 18    |
Page             | 1                | 10               | 5             | 12    |
Patrick          | 1                | 0                | 0             | 1     |
Pittsylvania     | 9                | 2                | 1             | 12    |
Powhatan         | 0                | 1                | 0             | 1     |
Prince Edward    |                  |                  |               |       |
Prince George    |                  |                  |               |       |
Princess Anne    | 0                | 2                | 2             | 4     |
Prince William   | 0                | 5                | 2             | 7     |
Pulaski          | 1                | 0                | 1             | 3     |
Rappahannock     | 1                | 4                | 11            | 16    |
Richmond         |                  |                  |               |       |
Roanoke          | 1                | 8                | 8             | 17    |
Rockbridge       |                  |                  |               |       |
Rockingham       | 15               | 48               | 116           | 179   |
Russell          | 1                | 3                | 0             | 4     |
Scott            |                  |                  |               |       |
Shenandoah      | 3                | 12               | 10            | 25    |
Smyth            | 0                | 1                | 2             | 3     |
Southampton      | 1                | 5                | 6             | 12    |
Spotsylvania     | 0                | 2                | 3             | 5     |
Stafford         | 0                | 0                | 2             | 2     |
Surry            | 1                | 3                | 1             | 5     |
Sussex           | 0                | 4                | 0             | 4     |
Tazewell         | 4                | 6                | 0             | 10    |
Warren           | 2                | 7                | 25            | 34    |
Warwick          | 1                | 3                | 0             | 4     |
Washington       |                  |                  |               |       |
Westmoreland     |                  |                  |               |       |
Wise             | 1                | 5                | 12            | 18    |
Wythe            | 2                | 1                | 6             | 9     |
York             | 0                | 4                | 1             | 5     |
Cities           |                  |                  |               |       |
Alexandria       | 8                | 5                | 7             | 20    |
Bristol          | 1                | 1                | 0             | 2     |
Buena Vista      | 1                | 7                | 1             | 9     |
Charlottesville  | 4                | 6                | 4             | 14    |
The work of the following graduates will illustrate the variety of preparation for educational work offered at Harrisonburg.

Hildegarde Burton, Instructor of Latin, Maury High School, Norfolk.
Dorothy Brown, Supervisor of English, Normal School, Potsdam, N. Y.
Marguerite Cupp, Instructor in Science, New York City High School.
Lillian Derry, Special Teacher of Music, Norfolk City Schools.
Sue W. Foster, Instructor in English, Clifton Park Junior High School, Baltimore.
Virginia Good, Instructor in English, Withrow High School, Cincinnati.
Ruth Paul, Instructor in Biology, Thomas Jefferson High School, Richmond.
Preston Starling, Rural Supervisor, Frederick County.
Bertha McCollum, Demonstration Teacher, Georgetown, Del.
Mary Crane, Custodian of Materials, Raleigh (N. C.) High School.
Ruth Frankhouser, Supervisor Physical Education, Winston-Salem, N. C.
Elizabeth Ruhrman, Primary Mistress, Private Country Day School, Reading, Pennsylvania.
Mary Nuckols Hope, Mistress Private Kindergarten, Portsmouth.
Ruth Rodes, Instructor in Chemistry, Woodrow Wilson High School, Portsmouth.
Nancy Roane, Instructor in General Science, Woodrow Wilson High School, Portsmouth.
Ruth Witt, Director of Art, Roanoke Public Schools.

Moreover, all students who graduate from Harrisonburg Teachers College do not enter the field of teaching. Just a few names of the hundreds of girls engaged in other professions will give an idea of the breadth of the application of the professional education offered at Harrisonburg. Some of the students named below, of course, have taken additional professional or graduate work since leaving Harrisonburg.

DIETITIANS
Doris Woodward, The Commons, University of Virginia.
Janet Eley, Catawba Sanitarium, Virginia.
Mary Louise Yancey, Catawba Sanitarium, Virginia.
Grace Jenkins, Emergency Hospital, Milford, Delaware.
Margaret Greaves, U. S. Veterans Hospital, Coatesville, Penn.
Harriet Jacobson, Director of Nutrition in Jewish Clinic, Boston, Mass.
Evelyn Wolfe, Rockingham Memorial Hospital, Harrisonburg, Va.

HOME DEMONSTRATION FIELD
Celia Swecker, Orange County.
Stella Pitts, Campbell County.
Alice Tatum, Brunswick County.
Lillian Gilbert, Buchanan County.
Mary Fred Claytor, Rockingham County.
Orra Smith, Amelia County.

COMMERCIAL PROMOTION AND DEMONSTRATION
Virginia Campbell, Demonstrator, Power Company.
Selma Madrin, Demonstrator, Appalachia Power Company.
Vivian McDonald, Demonstrator, Virginia Public Service Co.
Rachel Rodgers, Demonstrator, Gas Company.
Grace Heyl, Public Health Promotion, Life Insurance Co.

PUBLIC SERVICE AGENCIES
Annie Council, Librarian, Public Library, New York City.
Hazel Davis, Research Assistant, N. E. A., Washington, D. C.
Juliet Gish, Director, Public Welfare Association, Harrisonburg.

IN COLLEGE WORK
Lila Lee Riddell, Assoc. Prof. Home Economics, Georgia State College for Women.
Sue Raine, Supervisor Home Economics, Elon College.
Rachel Weems, Physician, State Teachers College, Harrisonburg.
Mary Ledger Moffett, Dean of Women, State Teachers College, East Radford, Va.
Frieda Johnson, English, George Peabody College for Teachers.
Virginia Drew, Supervisor, Richmond City Normal School.
Glady Lee, Supervisor, Richmond City Normal School.
Marion Nesbitt, Supervisor, Richmond City Normal School.
April, 1931

THE VIRGINIA TEACHER

Sarah Elizabeth Thompson, Supervisor, State Normal School, New Paltz, N. Y.
Virginia Buchanan, Asst. Director of Training, State Teachers College, Harrisonburg.
Hazel Burnett, Instructor, Virginia Intermont College.
Sarah Chapin, Instructor, University of Texas.

MISSIONARIES
Mary Cook Lane, Presbyterian Missionary to Brazil.
Sallie Browne, Methodist Missionary to Poland.
Elsie Shickel, Missionary to India.
Eva Massie, Missionary to Mexico.
Vida Miller, Missionary to China.

MARGARET V. HOFFMAN

NUMBER OF STUDENTS ENROLLED AND GRADUATED, BY SESSIONS, AT THE STATE TEACHERS COLLEGE AT HARRISONBURG

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<th>Enrolment</th>
<th>Graduation</th>
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STUDENT ENROLMENT

The above tabulation gives the summary of the enrolment and the number of graduates by years since the foundation of the college and the number of counties of the state represented in the student body during the summer and winter sessions by years. The variation in attendance in the summer sessions is due largely to the change in the method of certification of teachers in the state.

Column IV shows the significant fact that except for the years immediately following the World War practically a steady increase in the number of students has taken place from year to year, and it is a notable fact that the college has built up a student body of more than eight hundred students within the first twenty years of its existence. Columns III and V show the spread of the student body over the state. Particularly in column V there is shown a steady increase in the number of counties served by this institution each year from its beginning to the present. It is noticeable that for the last four years an average of eighty-five out of the hundred counties in Virginia have been represented in the student body.

Our records show that a number of states besides Virginia have been served by this institution each year, never less than five states besides Virginia being represented in the student body in any one year and as many as fifteen states besides Virginia. In
the history of the institution we have had students from twenty-four different states, the District of Columbia, the Dominion of Canada, Cuba, and China, and the states represented are spread out from Connecticut to Florida, from North Dakota to Texas, and from Virginia to California.

Column VII shows the total number of different individuals who have been registered at this institution up to the end of each year. Including the registration for the current session the influence of this institution has been directly felt by more than eleven thousand persons.

Column VIII shows the number of students entering during each calendar year who had not formerly been registered at this institution. Columns IX and XI give the number of graduates of the two-year and the four-year courses respectively by years, while columns X and XII give the total number of graduates in these courses at the close of each academic year. Thus this institution has graduated in its twenty-one years of existence 2136 students who have completed the two-year course and received the Normal Professional certificate and 469 students who have received the Bachelor of Science degree and the Collegiate Professional certificate.

Many other interesting conclusions might be drawn from the figures in this tabulation, but space will not permit.

HENRY A. CONVERSE

The strength and security of the nation will always rest in the intelligent body of the people. Our education should implant conceptions of public duty and private obligations broad enough to envisage the problems of a great distraught world. More than anything else, men and women need the capacity to see with clear eye and to contemplate with open, unprejudiced mind the issues of these times.

—WARREN G. HARDING
The outstanding feature of this analysis is the marked increase in the percentage of those who hold the Master's degree as a minimum academic attainment, indicated by the growth from fourteen per cent in 1909 to eighty-four per cent in 1931—one-fourth of whom hold also the Doctor's degree. Accompanying the above change, there has been a corresponding decrease in those faculty members holding no academic degree since 1909, and a decrease in those holding only the Bachelor's degree since 1922. At the present time all members of the college faculty hold at least the Bachelor's degree, and only sixteen per cent do not have the minimum of the Master's degree.

This study of the growth and development of the faculty of the Harrisonburg State Teachers College does not include the faculties of the Summer School and Training Schools.

**FACULTY MEMBERS**

Arranged in the Order of Their Appointment and Showing Length of Service.

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<th>Name</th>
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<td>5. Althea Loose Johnston</td>
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<td>9. Margaret Goddard King</td>
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<td>10. Mattie A. Speck</td>
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<td>11. Lida P. Cleveland</td>
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<td>12. Evalina M. Harrington*</td>
<td>1909-1927</td>
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<td>14. Mary Isch Bell</td>
<td>1909-1916</td>
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<td>15. Annie V. Cleveland*</td>
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<tr>
<td>52. Evelyn Moss</td>
<td>1940-1928</td>
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<tr>
<td>53. Elizabeth Harmsberger</td>
<td>1941-1928</td>
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<td>54. Samuel Page Duke</td>
<td>1942-1928</td>
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<tr>
<td>55. Katherine Miner Anthony</td>
<td>1943-1928</td>
</tr>
<tr>
<td>56. Ada Lee Berrey</td>
<td>1944-1928</td>
</tr>
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</table>

*Deceased.
112

THE VIRGINIA TEACHER

58. Alice Penick Blackburn 1919-1920
59. Henry A. Converse 1921-1922 2
60. Walter John Gifford 1919-1921 12
61. Conrad Travis Logan 1919-1921 12
62. Grace Adelle McGilhrey 1919-1921 4
63. Mamie K. Myers 1919-1921 2
64. Sarah Moore Wilson 1919-1920 1
65. Virginia Brock Zirkle 1919-1920 1
66. Mrs. William G. LeHew 1920-1923 5
67. Grace Brinton 1920-1923 3
68. Myrtle Leon Wilson 1920-1921 11
69. Lotta Day 1920-1924 4
70. Anne Virginia Harnsberger* 1920-1921
71. Mrs. N. D. Hawkins 1921-1923 8
72. Elizabeth Trappe 1921-1927 7
73. Mrs. S. L. Blalock 1921-1921 1
74. Edna G. Gleason 1921-1921 1
75. Gladys Irene Scharfenstein 1921-1922 1
76. Louise B. Franke 1921-1921 1
77. Amy Jane Stevens 1921-1924 3
78. Frances M. Nunnally 1921-1922 1
79. Ruth C. Fannill 1921-1922 1
80. Allimae Aiken 1922-1922
81. Penelope Bowman Crum 1922-1923 1
82. Sarah Louise Furlow 1922-1926 4
83. Gertrude Gantz Greenawalt 1922-1928 6
84. Rosa Payne Heddleberg 1922-1923 1
85. Gertrude Venable Lovell 1922-1925 3
86. Julia Dashiell McIntyre 1922-1926 4
87. Clyde P. Shorts 1922-1921 1
88. Marjorie Bullard 1923-1924 1
89. Clara G. Turner 1923-1924 1
90. Bernice Reney Varner 1923-1930 7
91. Carolyn McMullan 1923-1924 1
92. Wallace B. Varner 1923-1924 1
93. Charles Herbert Huffman 1924-1924 7
94. John N. McElwraith 1924-1924 1
95. Mary Ellen Morgan 1924-1928 4
96. Hedwig Schaefer 1924-1925 1
97. Bertha M. Wittlinger 1924-1925 5
98. Margaret McAdory 1924-1925 1
99. Dorothy Spooner Garber 1924-1927 1
100. Margaret Lavinia Miller 1924-1929 6
101. Mary Katherine Rush 1924-1929 2
102. Marie Louise Boje 1925-1925
103. Albert Phelps Tuller 1925-1926 1
104. Rachel F. Weems 1925-1926 1
105. Augusta Kreiner 1925-1926 1
106. Winfield Liggert, Jr. 1925-1930 6
107. Mary R. Waves 1925-1926 1
108. Florence S. Milnes 1926-1930 4
109. Mary Collins Powell 1926-1927 1
110. Mary K. Venable 1926-1927 1
111. Clara W. Cournyn 1926-1927
112. Gladys E. Michaels 1926-1927
113. Emily Goodlett 1927-1929 2
114. Newton Samuel Herod 1927-1928 1
115. Bessie Johnson Laurier 1927-1928 4
116. Fred Carlton Mabee 1927-1930 3
117. Miriam Bentley Mabee 1927-1930 3
118. Helen Marbut 1927-1927 4
119. Virginia Rath 1927-1929 2
120. Alberta Louise Ross 1927-1928 1
121. John A. Sawhill 1927-1928 4

122. Laura Carbaugh Sawhill 1927-1928 1
123. Harriet Farnham Pease 1927-1928 3
124. Adele Raymond Blackwell 1927-1928 3
125. Raus McDill Hanson 1927-1928 3
126. Grace Margaret Palmer 1927-1928 3
127. Howell Grady Pickett 1927-1928 3
128. Julia T. Robertson 1927-1928 3
129. Miriam Paries 1929-1929
130. M. Dorisoe Howe 1929-1930 1
131. Lenora E. Johnson 1929-1930 1
132. Pearl O’Neal 1929-1929
133. Ruth L. Phillips 1929-1929 2
134. Nancy Byrd Ruchbus 1929-1929
135. Eunice Lea Kettering 1929-1929 2
136. Virginia Buchanan 1930-1930 1
137. Florence E. Boehmer 1930-1930 1
138. Lulu E. Cook 1930-1930 1
139. Charles E. Normand 1930-1930 1
140. Louise Hosmer 1930-1930 1
141. Annie Newton 1930-1930 1

RAYMOND C. DINGELDINE

FACULTY PUBLICATIONS

A LIST OF BOOKS AND ARTICLES

Compiled by Mary Louise Seeger

ALMAE AIKEN


KATHERINE M. ANTHONY


A Study in Meredith’s Psychology of Personality. Virginia Teacher, September-October, 1920.


Some Supplementary Reading Materials for the Grammar Grades. Virginia Teacher. September-October, 1921.

*Deceased.

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Passing the Buck—Educationally. *Virginia Teacher*, January, 1925.


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The Harrisonburg Unit Lesson Plan. Educational Administration and Supervision. May, 1926.


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MARIE L. BOJE


Satire for Freshmen. *Virginia Teacher*, January, 1929.


VIRGINIA BUCHANAN


Nursery Schools. *Virginia Teacher*, April, 1926.


GEORGE W. CHAPPELEAR

Bacteriological and Chemical Methods for Determining the Quality of Milk. Annual Report of Virginia Agriculture Experiment Station, 1912.


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"Selling" the Library to the Community. *Virginia Teacher*. December, 1925.

**MARGARET V. HOFFMAN**


**M. DORISSE HOWE**


**RUTH S. HUDSON**


**C. H. HUFFMAN**


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The Drama Notebook. Privately published. 1926.


The Types of Literature. (A syllabus and notebook.) Privately published. 1927, 1928, 1929, 1931.


A Dictionary Test for College Students (In preparation).

**ALTHEA L. JOHNSTON**

Some Aids in Physical Education. *Virginia Teacher*, March, 1921.


**JAMES C. JOHNSTON***


*Died June 18, 1927.*


JULIA ROBERTSON


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The Home Manager Speaks Her Mind. Laundry Age, February, 1929.

JOHN A. SAWHILL


Classical Bibliographies. The Virginia Teacher, June, 1929.

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Chapters on Reading and Language, Grades One to Four. State Course of Study for Rural and Elementary Schools of Virginia. Bulletin of State Board of Education, April, 1923.

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JOHN W. WAYLAND

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The German Element of the Shenandoah Valley of Virginia. 8vo, pp. 312. The Michie Company, Charlottesville, Va. 1907.


Christ as a Teacher. 16mo, pp. 70. The Stratford Company, Boston. 1919.


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FRANCES HOUCK

Do Girls Like to Repair Clothing? Virginia Teacher, April, 1930.

CALLIE GIVENS HYATT


ETHEL SPILMAN


MAMIE OMHUNDRO SWITZER


Writing News Notes for a Real Newspaper. Virginia Teacher. May, 1927.


SMITH-HUGHES TEACHER TRAINING IN HOME ECONOMICS AT HAR-RISONBURG

ON FEBRUARY 23, 1917, Congress passed the Smith-Hughes Act, which provided funds for a national program of vocational education in agriculture, trades and industries, and home economics. This was significant in that home economics was recognized as an essential part of the public school curriculum and funds were provided for developing that program.

The money appropriated was available to every state and carried the stipulation that it must be matched dollar for dollar by state or local funds. The Federal Board for Vocational Education was created and authorized to interpret the Smith-Hughes Act, to set up policies and standards, and to cooperate with states in the disbursement of funds. The appropriation for home economics was made available for all-day schools, part-time schools, evening schools, state supervision, and teacher training.

From the very beginning, Harrisonburg State Teachers College has had a broad vocational outlook. Home Economics was inaugurated here with the establishment of the college, and from the beginning the high standard of the home economics work of this institution was recognized throughout the state. It was not surprising therefore that this college was one of the two institutions in Virginia designated to train teachers for home economics in the national program under the Smith-Hughes Act.

Scholastic standards set up by the Federal Board for Vocational Education were met, and plans were made for further develop-
ing and expanding the program. One of the most significant changes in home economics was the development of the four-year curriculum leading to the bachelor of science degree in education. It was difficult in this period of transition to adjust the curriculum to meet the needs of those students who desired four years of preparation and at the same time to take care of a large number of students who wished to continue their study under the two-year plan of training. As the state program expanded, and standards for teachers were raised, there was an increasing demand for teachers with degrees. In 1924 the two-year curriculum was discontinued.

During the twelve-year period, 1919-1930, Harrisonburg State Teachers College has sent out 188 home economics majors with degrees. Most of these graduates have been placed in teaching positions in the state, a few in other states. Some have continued to study in higher institutions of learning and are now holding college positions. Others have gone into vocations which require home economics training, such as home demonstration work, institutional management positions, hospital dietetics, sales promotion and advertising, health work and commercial demonstration.

Previous to the advent of Smith-Hughes teacher-training, and for several years following, supervised teaching in home economics was done in a dozen or more nearby rural schools. The conditions for carrying on this work were inadequate, and it was impossible to give students in training the necessary supervision for making strong teachers. As the program was developed, this policy was changed. The work is now carried on in a few well-organized home economics departments in city and rural high schools under adequate supervision. Present conditions under which this teaching is done are typical of those met with in the average high schools throughout the state.

This institution was one of the first colleges in the country to recognize the value of the practice house as a means of giving home economics students the experience of supervised home-making, which is essential for successful teaching in this field. In January 1918, the first practice house in the state was opened at Harrisonburg. At that time there were only a dozen institutions doing Smith-Hughes teacher-training that were giving their home economics majors this vocational experience. For the ten years following the opening of the house here, a number of different houses and apartments were used, and it was often difficult to find a place suitable for this purpose. In February, 1929, Harrisonburg opened its own home-management house on the college campus. This provides for a more attractive home, a better arrangement for work, more household conveniences, and a feeling of ownership and permanence which adds to the efficiency and happiness of the home.

It is difficult to determine just how much is gained by the students through their experience in the home management house. In addition to the technical training, which most of them need, they get an insight into the economic and social needs of the home and the family.

In the home-management house, many students have their first practical experience in budgeting, keeping household accounts, planning adequate meals for the family at a given cost, marketing, setting up standards of living, and in making a personal contribution to the social welfare of the family.

The passage of the George-Reed Bill on February 5, 1929, provided further stimulus and financial aid to the development of home economics education in all day schools and in evening schools. The federal appropriation of $250,000 is to be doubled each year for a period of five years and, like the Smith-Hughes fund, all apportionments must be matched from state or local sources. Virginia's quota for the first year, 1929, was
$7,500 and this amount will be doubled each year, if matched.

One of the outstanding features of this program is that supervised home projects must be carried on by high school students in George-Reed schools. This gives home economics teachers new opportunities, and places new responsibilities on teacher-training institutions and on the vocational home economics program. The state supervisor of home economics has expanded the vocational program of the state by putting home economics teachers in George-Reed schools on a twelve months’ basis as a means of directing home projects in the summer months; by working out a plan for county co-ordination and supervision of home economics; by increasing the number of vocational home economics departments; by offering more evening school classes; by providing for increased state supervision and itinerant teacher-training.

The Home Economics department at Harrisonburg has realized its responsibility in meeting the increasing demands of the state and has endeavored to better prepare its graduates for work in this field.

It is impossible to think of the development of home economics in terms of numerical values. Home Economics education is a growing subject and a changing subject. It is no longer regarded as dealing with the mere acquisition of skills and the development of techniques in cooking and sewing. It has become a part of the curriculum in response to life demands. More and more work has gone out of the home into industry, thereby changing the status of the family from producer to consumer. Many social and economic conditions have brought about changes within the family which have modified the content and shifted the emphasis in the home economics curriculum. With these changes, new courses have been developed—Social and Family Relationships, Foods and Nutrition in Relation to Health, Household Economics, Home Management, and Child Care and Development.

There is an increasing demand for courses in Parent Education. Teachers must be trained to present the newer phases of homemaking in order to improve standards and develop a sense of values and appreciation of the responsibilities which are essential to successful living. What to teach has been studied through home-making jobs, thereby giving students in training the experience of adapting the program to the needs of the community. Units of work are organized around life situations, thus making home economics function for the girls not only in the remote future but in their lives today.

Pearl Powers Moody

MUSIC AT THE COLLEGE

The earliest record of a musical event at the Harrisonburg State Teachers College—then the Normal School—is dated October 21, 1909, a serenade by the Daily News Band. This serenade, it would seem, established a precedent which has been followed throughout the years by musical friends in the community, who never fail to add their part to the music of the college.

There is abundant evidence that music has been a strong factor in establishing many happy traditions of the college. After all

"It's the songs ye sing and the smiles ye wear
That's a-making the sunshine everywhere."

The school hymn, "Praise to God, Immortal Praise," the commencement recessional, "On Our Way Rejoicing," the blessing sung in the dining hall, the music of our chapel services as we pause in the midst of our busy days for a brief period of worship, carols around our campus Christmas tree—all voice a spirit of reverence, one of the ideals of this college from its beginning.

Such songs as "Old Virginia," "Blue Stone Hill," "Purple and Gold," class songs, the songs before the athletic games, and many more are so interwoven with sentiment that they will live always.
In making a brief survey of the regular class work in music, it will be interesting to note the changes which have been made to meet the increasing student needs.

In 1915 a maximum of four credits in music could be made by the general college student, while no credit was allowed for applied music. In 1931 a minor of eighteen credits in music is allowed, while it is possible for a student to make a maximum of nine credits in applied music. Five times as many music courses are offered now as were first offered. The number of instructors has increased from one to six, while there are at least ten times as many hours devoted to instruction in applied music as during the first year of the school.

At the present time we find a number of students filling special music positions. Among this group we find organists, choir singers, supervisors of music in high and elementary schools, while a much larger group are devoting part time to music in connection with their regular teaching.

There was a glee club in the school from the first session, which took part in occasional college exercises, and in 1915 it was more definitely organized. This organization was the first college glee club in Virginia to affiliate with the Federation of Music Clubs. It serves as a college choir and frequently gives programs and sacred concerts in the college and in the churches of the community. Public performances off campus include exchange programs with the University of Virginia, Richmond University, and Mary Baldwin College; appearances at Washington and Lee University, Virginia Polytechnic Institute, and Randolph-Macon College; concerts in the high schools of Winchester, Clarendon, Roanoke, Richmond, Petersburg, Norfolk, Hampton, Newport News, Leesburg, Mt. Jackson, and elsewhere; church programs in Roanoke, Norfolk, and Portsmouth; participation in state contests and choral festivals, broadcast programs, and appearances before the General Assembly of Virginia, the Thursday Morning Music Club of Roanoke, the State Rotary Convention at Lynchburg, Apple Blossom Festivals in Winchester, and various community organizations of Harrisonburg.

The Aeolian Club, organized in 1924, is a club to which students in applied music are admitted by examination. This club has done much to create a musical atmosphere in the college and is a strong factor in improving the musical standards of the general college student.

The Choral Club offers opportunity to a large number of students to participate in chorus singing. This club sponsored a county contest in chorus singing last year, and is assisting with the county and district contest held at the college this year.

The orchestra, though not large in numbers and not an organization of long standing, is growing steadily and is doing its part in meeting the musical needs of the college.

Recently the department of music has been sponsoring elimination contests in music in the high schools of Augusta, Rockingham, and Shenandoah counties. This project, authorized by the State Board of Education, gives promise of enthusiastic support and gratifying results.

On several occasions the college has entertained the district convention of the Virginia Federation of Music Clubs.

In 1927 the Virginia Music Teachers State Association held its annual convention here. It was on this occasion that the first music examinations were given by this organization under the authority of the State Board of Education.

Numberless operettas and music programs in the college have added much to student life. The students are keenly appreciative when artists appear for their entertainment.

The following musicians and others appearing at the college have offered a varied program in almost every form of musical expression. A few of these have
been sponsored jointly by the college and local organizations.


1910-1911: Serenade—Daily News Band; Bostonia Sextet; Dr. Minor C. Baldwin, organist.

1911-1912: Arthur Conradi, violinist, and Austin Conradi, pianist.

1912-1913: The Schuberts Concert Company.

1913-1914: J. C. Van Halsteyn, violinist, and E. M. Morris, pianist; Emanuel Wad, pianist, and Dr. Minor C. Baldwin, organist.

1911-1912: Arthur Conradi, violinist, and Austin Conradi, pianist.

1912-1913: The Schuberts Concert Company.

1913-1914: J. C. Van Halsteyn, violinist, and E. M. Morris, pianist; Emanuel Wad, pianist, and Dr. Minor C. Baldwin, organist.


1916-1917: Weber Quartet; Laura Combs, soprano, and Angelo Cortese, harpist; Jules Falk, violinist.

1917-1918: Chicago Orchestral Choir; Adelphi Concert Artists.

1918-1919: Mrs. Edward MacDowell in lecture recital.

1919-1920: Barbara Maurel, mezzo-soprano; John Powell, pianist; Norman Arnold, tenor.

1920-1921: Grand Opera Concert Company; Harp-vocal Ensemble; The Bostonia Sextet; Mrs. Francesca Kasper Lawson, soprano.

1921-1922: Marie Rappold, soprano; Opera, Robin Hood; Charles Wakefield Cadman, composer; Mary Potter, contralto; John Powell, pianist.

1922-1923: Russian Symphony; Lazzari, contralto, and Rafael Diaz, tenor.

1923-1924: Opéra; Don Pasquale.

1924-1925: Reinald Werrenrath, baritone; Charles Wakefield Cadman, composer; Mary Potter, contralto; John Powell, pianist.

1925-1926: Frizelley Quartet.

1926-1927: Cillan Rogers, tenor; Efrem Zimbalist, violinist.

1927-1928: Winston Wilkeson, violinist; Opera, Hansel and Gretel; Renee Chemet, violinist; Brahms Quartet and Salzedo, harpist.

1928-1929: Boston Male Choir; Leginska's Symphony Orchestra.

1929-1930: Smallman a Cappella Choir; John Powell, pianist.

1930-1931: English Singers; Richard Crooks, tenor, and Albert Spalding, violinist.

But the Ben Greet Players and the Devereux Players also offered rich and enjoyable bills.

**DRAMATIC PRODUCTIONS GIVEN BY PROFESSIONAL COMPANIES**

1910 Coburn Players: Shakespeare's As You Like It and Merchant of Venice.


1912 Coburn Players: Shakespeare's Twelfth Night and As You Like It; Euripides' Electra.

1913 Coburn Players: Euripides' Iphigenia in Tauris; Shakespeare's Henry V. and Comedy of Errors.

1914 Coburn Players: Mackaye's Jeanne d'Arc; Shakespeare's Merry Wives of Windsor and Hamlet.


1916 Coburn Players: Hazelon and Benrimo's The Yellow Jacket; Shakespeare's Richard III; Sheridan's The Rivals.

1917 Devereux Players: Shakespeare's Much Ado About Nothing; Sheridan's School for Scandal; Everyman.

1918 Kearns Company: Shakespeare's Romeo and Juliet; Moliere's The Blue-Stocking; Shakespeare's The Tempest.

1919 Devereux Players: Echegaray's The Great Galeoto; Bjornson's Love and Geography; Meilhac and Halvey's Indian Summer; Tchekoff's The Boor; Strindberg's The Stronger Woman.

1920 (S S) Frank McEntee Players: Scenes from Shakespeare; Synge's Riders to the Sea and In the Shadow of the Glen; Gregory's The Rising of the Moon.


1922 Fritz Leiber: Shakespeare's Hamlet.

1924 Devereux Players: Beaumarchais' The Barber of Seville; Echegaray's The Mummy's Ear-Ring.


1926 Devereux Players: The Merrie Monarch; Ibsen's Rosmersholm.

1927-1928: Winston Wilkeson, violinist; Opera, Hansel and Gretel; Renee Chemet, violinist; Brahms Quartet and Salzedo, harpist.

1928-1929: Boston Male Choir; Leginska's Symphony Orchestra.

1929-1930: Smallman a Cappella Choir; John Powell, pianist.

1930-1931: English Singers; Richard Crooks, tenor, and Albert Spalding, violinist.

**EDNA TROUT SHAFFER**

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**DRAMATICS AT THE COLLEGE**

One pleasant custom at Harrisonburg has been the presentation each year of one or more dramatic productions by a company of professional actors. The college was fortunate in being able to entertain the Coburns annually during its first five sessions; their later great success on Broadway made them unavailable here.
Since the first years of the college it has always been customary for the graduating class to present a play during commencement week. The following list shows the year in which each play was given, its name, and the number of acts. Over three hundred girls have gained dramatic experience in these productions.

### Plays Given by Stratford Dramatic Club

**Date** | **Play** | **Acts** | **Playwright**
--- | --- | --- | ---
1920 | The Eastern Gate | 3 | Grace Norton Rose and Jack Manley Rose
1921 | The Fan | 3 | Goldoni, translated by Henry B. Fuller
1921 | Rosalind | 1 | Sir James Barrie
1921 | The Twelve-Pound Look | 1 | Sir James Barrie
1921 | The Bag of Dreams | 1 | Scott
1922 | The Man Who Married a Dumb Wife | 2 | Anatole France
1922 | Wurzel Flummery | 2 | A. A. Milne
1923 | Monsieur Beaucaire | 3 | Booth Tarkington
1924 | Little Women | 4 | L. M. Alcott and Marion De Forrest
1924 | Indian Summer | 1 | Meilliac and Haley
1925 | Six Who Pass While the Lentils Boil | 2 | Stuart Walker
1925 | The Bluffers, or Dust in the Eyes | 1 | Labiche and Martin
1925 | Modesty | 1 | Paul Hervieu
1925 | The Maker of Dreams | 1 | Oliphant Down
1925 | Seventeen | 1 | Booth Tarkington
1925 | The First Lady of the Land | 3 | Oscar Wilde
1926 | Luck | 4 | Charles F. Nirdlinger
1927 | The Affected Young Ladies | 1 | Mary Macmillan
1927 | Fourteen | 1 | Moliere
1927 | The Knife of Hearts | 1 | Alice Gerstenberg
1928 | Just Suppose | 2 | Louise Saunders
1928 | Mice and Men | 3 | A. E. Thomas
1929 | You Never Can Tell | 4 | Madeleine L. Ryley
1929 | Milestones | 4 | G. Bernard Shaw
1929 | Cousin Kate | 3 | Arnold Bennett and Edward Knoblock
1930 | The Florist Shop | 1 | Hubert Henry Davies
1930 | Suppressed Desires | 1 | Winifred Hawkrige
1930 | Trelewney of the Wells | 3 | Susan Glaspell and George Cram Cook
1931 | Bab | 3 | Sir Arthur Pinero
1931 | Grandma Pulls the Strings | 4 | Edward Childs Carpenter
1931 | Nevertheless | 1 | Edith Delano and David Carb
1931 | The Heart of Paddy Whack | 1 | Stuart Walker
1931 | | 3 | Rachel Crothers
Still further experience for students in dramatics and opportunity for entertainment is afforded by at least one program each year offered by students in the expression department. These are listed below.

<table>
<thead>
<tr>
<th>Play</th>
<th>Acts</th>
<th>Playwright</th>
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<tbody>
<tr>
<td>Miss Molly</td>
<td>2</td>
<td>Elizabeth Gale</td>
</tr>
<tr>
<td>The Chaperon</td>
<td>3</td>
<td>R. E. Baker</td>
</tr>
<tr>
<td>Breezy Point</td>
<td>3</td>
<td>B. M. Locke</td>
</tr>
<tr>
<td>Miss Fearless and Company</td>
<td>3</td>
<td>Ella S. Bates</td>
</tr>
<tr>
<td>Convention of the Muses</td>
<td>3</td>
<td>Evelyn Simms</td>
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<tr>
<td>Maidens All Forlorn</td>
<td>3</td>
<td>V. B. Matthews</td>
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<tr>
<td>Six Cups of Chocolate</td>
<td>1</td>
<td>Jerome K. Jerome</td>
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<td>Barbara</td>
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<td>J. M. Warren</td>
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<td>Twig of Thorn</td>
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<tr>
<td>Rosalie</td>
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<td>Charles Nirdlinger</td>
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<tr>
<td>Washington's First Defeat</td>
<td>1</td>
<td>Alice Gerstenberg</td>
</tr>
<tr>
<td>Ever Young</td>
<td>1</td>
<td>Charles Thomas</td>
</tr>
<tr>
<td>Breaking the Ice</td>
<td>1</td>
<td>Theresa Holburn</td>
</tr>
<tr>
<td>Enter the Hero</td>
<td>1</td>
<td>Eugene W. Presbrey</td>
</tr>
<tr>
<td>The Courtship of Miles Standish</td>
<td>1</td>
<td>Hermann Sudermann</td>
</tr>
<tr>
<td>The Far-Away Princess</td>
<td>1</td>
<td>Ben Hecht and Kenneth S. Goodman</td>
</tr>
<tr>
<td>The Wonder Hat</td>
<td>1</td>
<td>St. John Hankin</td>
</tr>
<tr>
<td>Constant Lover</td>
<td>1</td>
<td>Zona Gale</td>
</tr>
<tr>
<td>The Neighbors</td>
<td>1</td>
<td>Mary Macmillan</td>
</tr>
<tr>
<td>The Rose</td>
<td>1</td>
<td>W. B. Yeats</td>
</tr>
<tr>
<td>The Land of Heart's Desire</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

During the early days, when the student body was smaller, plays were put on by various groups—Mrs. Wiggs of the Cabbage Patch in 1911, for example. An operetta was given annually for the benefit of The Schoolma'am. The cast and chorus of these were chosen from the student body at large. In H. M. S. Pinafore, given in 1916, the young men of the town helped.

The pageant given in celebration of the Shakespeare Tercentenary in 1916 was an outstanding event. More than five hundred people took part, including student body, faculty, and townspeople. Each department of the college had its share of responsibility.

ATHLETICS AT THE COLLEGE

SINCE the first year of the school, athletics has been under the direction of an athletic association. To quote from the first annual—"The students and faculty of the Harrisonburg Normal School, desiring to promote physical, moral, and mental development and, realizing that often soul helps body not more than body helps soul. organized on March 31, 1910, an athletic association, consisting of each member of the faculty and student body and including tennis clubs and basketball teams." The council or executive committee consisted of a president elected by the school at large, a representative from each sub-organization, and an advisory member from the faculty. This organization has continued since with the same general make-up, although it has enlarged to fit the needs of the larger student-body and increased number and size of activities.

Among the sports sponsored by the association, basketball seems always to have been with us, starting first with inter-group teams, calling themselves Scalpers, Tip-Tops, and Tomahawkers. Interclass basketball took the place of these teams in 1911 and has since been one of the interesting features of the athletic life of the school. In the fall of 1912 the first Old vs. New girl basketball game was played, and this annual fall contest has also become a traditional event, much enjoyed, and most usually won by the old girls. Varsity basketball was added to this schedule in 1921 and has greatly promoted the interest felt by the student body in this sport.
Tennis began with the organization of the Pinquet and Racket tennis clubs in 1909. Each club started with about forty members, and they became quite active, enthusiastic organizations. Again to quote from an old annual—“The first tournament was held November 12, 1911, between the two clubs. The contestants were: Rackets, Frances Mackey and Eva Massey; Pinquets, Amelia Brooks and Willye White. Won by Pinquets. Referees—Mr. John Downing and Dr. Charles Conrad. A loving cup was donated by Dr. Firebaugh and Mr. Johnston and presented by Dr. B. F. Wilson. On that evening the Pinquets entertained the members of the faculty and the Racket girls with a "german," an interesting feature of which was, "Oh, pass the loving cup around, Pass not a brother by!"

Class tennis took the place of the Pinquet and Racket clubs in 1927, and varsity tennis came into being in 1928. The first field hockey to be played at the school was in the fall of 1912 in inter-group form. Then the "Cherokee" Hockey team played the "Chickasaw" team. This contest was repeated in 1913 and 1914, and in the latter year there was also a Shenandoah hockey team competing. Hockey was dropped for some years to be revived again in the fall of 1919 as class competition, and still continues as such. There has also been added a varsity team, which was organized in 1923, and this, also, continues at the present time.

Considering the few years that there has been an indoor swimming pool, very remarkable results have been accomplished in this field of sport as manifested by the large numbers signing up for extra-curricula and class activities and the Red Cross life-saving classes. There have been class meets each year a varsity team has been organized more recently.

Class baseball has its place in the athletics of the college. Variety has been added by hiking and campcraft programs; the school camp will undoubtedly furnish an additional incentive to further work in this field. A growing interest is shown in archery and golf and undoubtedly inter-mural competition will develop along these lines.

The first May Day Festival was held on May Pole Hill which is the present site of Alumnae Hall. Various other places have since been used for May Day celebrations, the open air auditorium being one of the loveliest of these. However, the size of the audience has so grown that it has become necessary to move from this to larger spaces. The seniors celebrated the first festival and crowned their president, Elizabeth Kelley, the first Queen of May. For some years this continued to be the custom until in 1919 it became a festival of the entire school under the direction of the physical education department and athletic association, the Queen of the May being chosen from the student body. These occasions have been celebrated by festivals of many types, some, revivals of the customs of Elizabethan times, others, pageants of more recent happenings and of local interest, such as the settlement of the Shenandoah Valley, patriotic pageants, and most recently several based on old Irish Druidic legends of May Day.

The college has always been fortunate in the grounds and equipment for its athletics. The fall the school was opened three tennis courts were built where they are at present located, one additional court having been added in 1929. In those early days what is now the chemistry laboratory on the second floor of Maury Hall was used as a basketball court.

The first real gymnasium was opened April 1, 1911, in the basement of Ashby. The first indoor basketball game was played there. This gymnasium was the center of the indoor athletic interest until 1926, when Walter Reed Hall, the Health and Physical Education building, was opened. This contains the permanent gymnasium and indoor swimming pool and, eventually, is to
have corrective rooms, health and physical education offices, and showers and dressing rooms for the physical education classes. In 1912 the present hockey field was laid off, and in 1930 an additional hockey field to the north of Johnston Hall was built and will soon be in sod and ready for use. In 1924 an outdoor swimming pool was added to the equipment, and in 1927 a nine-hole golf course was laid off, which is a real joy to both faculty and students.

Althea Loose Johnston

THE COLLEGE INFLUENCE IN HARRISONBURG

When the Harrisonburg State Teachers College was founded and organized in 1909, an agreement was entered into between the President and the School Board of the city, whereby the college should use certain grades in the city school system as a training school for the young women who were preparing to enter the profession of teaching. Since teacher training is a necessary and a vital part of the curriculum in a college for teachers, provision must be made for the students to observe the best and the latest methods of instruction, under the direction and supervision of teachers thoroughly prepared, who, in addition, shall have had unusually successful teaching experience as a preparation for the work.

As a matter of economy to both parties, it seemed wise to unite forces, since the building, equipment, and teachers were already provided by the city, rather than to have the college erect its own training school on the campus and thus bring about a dual school system where both would be attempting to do the same thing. In this way, it was felt there would be no rivalry, nor jealousy; the city and the college would be able, through united efforts, to give the children of Harrisonburg better advantages in every way—all that the college had would be offered to the city to make the schools the best possible; likewise, the schools of the city would offer the college their plants and equipment, in order that it might do better the work for which it was founded—to give the children of the state thoroughly prepared and equipped teachers. In addition, it was evident that better teachers, better equipment, and better school facilities in every way could be provided for the children by having a single, rather than a dual system of schools, while at the same time the young women would be better prepared for their work after observation and training under actual school conditions and surroundings.

The ideas and the plans as agreed upon have been carried out and faithfully performed through the years from the first day to this hour; the relations have been most cordial. The college has been very helpful as well as most liberal in everything that would make better opportunities for the children of the city. The college plant is, as it were, part of the public schools of the city; likewise, the schools and what they have are offered for use in any way that will be helpful to the college. This cooperation, it is believed, has been highly beneficial and helpful to both parties concerned; each has given loyal support to the other; the city is thus closely bound to the college, while the college and students are loyal friends of the schools, the citizens, and the business interests of the community—a thing that would not exist if the cooperative arrangement as to the use of the schools as a training school for the college did not exist.

By uniting forces Harrisonburg has been enabled to have a system of schools recognized far and near as one of the best anywhere in the country. Every investigation made and every test given has proved this to be true. It has made it possible to have an ideal system consisting of kindergarten, primary and grammar grades, junior high school, and a four-year senior high school; provision is made for domestic science,
manual training, physical education, health instruction, school music, a school nurse, and many other needful things, all of which could not be had if paid for by the city alone. It helps to provide for the children of the city better prepared teachers, the most modern methods of instruction, a measuring and testing of their abilities, better equipment, and happier school surroundings; it has cemented the friendship between the college and the city and has brought about a cordial relationship and understanding which has been highly beneficial, not only to the city and the college but to the Shenandoah Valley as a whole.

During the regular school sessions the college has paid towards the salaries of the teachers and supervisors in the city schools the following amounts:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1911-12</td>
<td>$1,971.00</td>
</tr>
<tr>
<td>1912-13</td>
<td>1,675.00</td>
</tr>
<tr>
<td>1913-14</td>
<td>3,442.50</td>
</tr>
<tr>
<td>1914-15</td>
<td>3,972.50</td>
</tr>
<tr>
<td>1915-16</td>
<td>3,590.00</td>
</tr>
<tr>
<td>1916-17</td>
<td>3,935.00</td>
</tr>
<tr>
<td>1917-18</td>
<td>4,040.00</td>
</tr>
<tr>
<td>1918-19</td>
<td>4,770.00</td>
</tr>
<tr>
<td>1919-20</td>
<td>4,655.00</td>
</tr>
<tr>
<td>1920-21</td>
<td>6,300.00</td>
</tr>
<tr>
<td>1921-22</td>
<td>7,050.00</td>
</tr>
<tr>
<td>1922-23</td>
<td>9,025.00</td>
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<tr>
<td>1923-24</td>
<td>10,600.00</td>
</tr>
<tr>
<td>1924-25</td>
<td>10,550.00</td>
</tr>
<tr>
<td>1925-26</td>
<td>12,800.00</td>
</tr>
<tr>
<td>1926-27</td>
<td>11,540.00</td>
</tr>
<tr>
<td>1927-28</td>
<td>14,191.65</td>
</tr>
<tr>
<td>1928-29</td>
<td>13,650.00</td>
</tr>
<tr>
<td>1929-30</td>
<td>13,650.00</td>
</tr>
<tr>
<td>1930-31</td>
<td>13,600.00</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$159,007.65</td>
</tr>
</tbody>
</table>

A summer school paid for entirely by the college has been conducted each summer, to which are admitted the children in the grades without any cost for tuition. The total amount spent for these summer schools has been in excess of $12,500.

In addition to this, school equipment has, from time to time, been purchased by the college for use in the city schools at a cost of $3,000.

W. H. KEISTER

VISITING SPEAKERS AND LECTURERS

Liberty Hyde Bailey, of Cornell University, lecturer on science
Kate Waller Barrett, president National Florence Crittenden Mission
William Sterling Battis, Dickens character impersonator
Robert E. Blackwell, president Randolph-Macon College
I. Mortimer Bloom, rabbi Jewish Tabernacle, New York City
Frank Bohn, correspondent, New York Times
Alexander L. Bondurant, professor of Latin, University of Mississippi
Paul H. Bowman, president Bridgewater College
William Mosely Brown, professor of education, Washington and Lee University
J. Sinclair Brown, member General Assembly
Melville Carr, Red Cross Life Saver
George Carver, Negro scientist
Charles J. Chamberlain, professor of botany, University of Chicago
John Mantle Clapp, lecturer on speech
Adele Clark, civic leader
P. P. Claxton, U. S. Commissioner of Education
William E. Dodd, professor of history, University of Chicago
Sherwood Eddy, Y. M. C. A. official
Graham Edgar, lecturer on industrial chemistry
William W. Ellsworth, lecturer
Charles R. Erdman, minister and author
Douglas Freeman, editor Richmond News-Leader
T. W. Galloway, specialist in sex hygiene
Hamlin Garland, novelist
J. R. Geiger, professor of philosophy, College of William and Mary
Strickland Gilliland, humorist
William T. Graham, physician and orthopedic specialist
Charles A. Graves, professor of law, University of Virginia
Norman Hackett, Shakespearean lecturer
Richard Halliburton, romantic traveler
Harris Hart, superintendent of Public Instruction
William H. Heck, professor of education, University of Virginia
Newell Dwight Hillis, minister
Richard Pearson Hobson, Spanish war hero
Leroy T. Hodges, publicist
Maud Huntington-Benjamin, dramatic reader
John C. Hutton, editor British Weekly
Wilson Jarman, president Mary Baldwin College
Sallie Lucas Jeans, home economics specialist
Charles E. Jefferson, minister
George B. Keezell, member of State Senate
William Heard Kilpatrick, professor of education, Columbia University
C. E. King, major in British Army
The Main Street School

The Harrisonburg High School
HARRISONBURG & ROCKINGHAM COUNTY

"THE HUB OF THE SHENANDOAH VALLEY"

A County Rich in Historical Tradition and Noted for Its Many Wonderful Caverns and Other Natural Beauties

Statistics of Harrisonburg

Population (1930 Census) ................................................. 7,232
Trading Center for ....................................................... 60,000 to 75,000 People
Total Assessed Valuation (1930) ....................................... $5,548,627.00
Paved Streets (in miles) .................................................. 6
Sewer Lines (in miles) .................................................. 19
Water Mains (in miles) ................................................ 46¼
Gas Mains (in miles) .................................................. 12
Water Users (1930) .................................................. 2,175
Electricity Users (1930) ........................................... 1,950
Telephone Stations (1930) ........................................... 1,995
Building Permits Issued (1930) ....................................... $530,000.00
Fire Stations .................................................. 2
Volunteer Firemen .................................................. 1,000
Policemen .......................................................... 1
Schools ......................................................... 5
Churches .......................................................... 11

Rockingham County

A Progressive Agricultural Center Which Offers Diversified Farming and Other Opportunities of Which Poultry and Dairy Farming Contest With Peach and Apple Raising for Supremacy

There are 109 public schools in the county, enrolling 8,518 pupils and employing 327 teachers.

There are four colleges in the county, enrolling 1,301 students and employing 110 teachers.

Population (1930 Census) 86% Native White ...................... 29,709

Banking Facilities

There are nine banks in the city and county, four of which are National, and the other five State.

The oldest was founded in 1865. The following figures represent totals from all the banks, as of December 31, 1930:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital</td>
<td>$747,000.00</td>
</tr>
<tr>
<td>Surplus</td>
<td>$616,000.00</td>
</tr>
<tr>
<td>Undivided Profits</td>
<td>$149,000.00</td>
</tr>
<tr>
<td>Demand Profits</td>
<td>$2,283,800.00</td>
</tr>
<tr>
<td>Time Deposits</td>
<td>$2,734,600.00</td>
</tr>
<tr>
<td>Total Resources</td>
<td>$7,903,000.00</td>
</tr>
</tbody>
</table>

For further information, call or write

CHAMBER OF COMMERCE, HARRISONBURG, VIRGINIA
Telephone No. 75
THE TEACHER

The teacher is one of the noblest works of God. As I look back upon my days at school and college, I can truthfully say that I owe more than I can ever hope to repay to those who sought to teach me things I did not know.

The other day I met again one of my old college teachers, and I felt a kind of reverence toward him for all that he once taught me and all that his character had expressed to me.

I had a talk with one of my own boys, recently, who joined me at one of his college's football games. We talked of many things, but especially of those who were influencing him so strangely and so permanently. One remark I cannot forget. In speaking of one of his teachers—an elderly gentleman, long in service—he said: “Well, Dad, there’s a man in whose classes no boy closes his note-book until the session is over!” And then he told me that every boy not only admired this wise man, but loved him as well. What a teacher to attach to a college! Such embody the richest endowment that any school or college can boast.

All over this world are leaders who have been largely made thus through the splendid patience and sacrifice of their teachers in the days of their youth.

And yet these teachers are among the poorest paid in money of all those who strive in this world. Often, too, the least honored and appreciated. How fortunate that there are those who transform so much of this love and sacrifice into greatness and thus, indirectly, immortalize these teachers.

A real teacher can never be honored or respected too highly. For years and years the very tendrils from their bodies reach into every varied interest of those to whom they seek so strenuously to impart knowledge and the worth of character.

I would like to send a message of love and appreciation to every teacher I ever had. I would like to have them know that I have not forgotten—that much of them now lives in the best of me!—GEORGE MATTHEWS ADAMS, in Detroit Free Press.
It has seemed fitting that the life story of the State Teachers College at Harrisonburg, during the years when it was attaining its “majority,” should be told. The completion of the quadrangle of buildings first envisioned twenty-three years ago is to be celebrated with fitting ceremonies in May; the dedication of Woodrow Wilson Hall marks a stage in the history of the college. It is this approaching event, then, that has stimulated us in gathering together the essential facts in the story.

For such a general educational magazine as The Virginia Teacher the facts had to be told briefly. To devote an entire issue to the affairs of one college seemed justifiable, nevertheless, because the development of this college offers a specific instance of a trend in state-supported higher education.

Such a recounting, to be done thoroughly, will be a monumental task, for a college in its years of growth is a battle-ground of many complex influences of personality and character. The interplay of tastes and habits, of differing cultures, of ideals and traditions, of theories and facts, of attitudes and loyalties, offers a fascinating field of study. Such a work, more elaborate and ambitious, may be merited later on, and then, it is hoped, this beginning will prove useful.

Particularly to Miss Elizabeth P. Cleveland and to Dr. John W. Wayland, whose service in the college dates from what they choose to call the Year One, must acknowledgment be made for their constant interest in this project and in its authenticity.

OUR CONTRIBUTORS

All contributors to this special issue of The Virginia Teacher are members of the faculty of the State Teachers College at Harrisonburg who have seen twelve or more years of service.

JOHN W. WAYLAND is professor of history and social sciences.

WALTER J. GIFFORD is dean of the college.

ELIZABETH P. CLEVELAND is professor of French.

CONRAD T. LOGAN is professor of English.

KATHERINE M. ANTHONY is professor of education and director of the training school.

GEORGE W. CHAPPELEAR is professor of biology.

MARGARET V. HOFFMAN is associate professor of English.

HENRY A. CONVERSE is college registrar and professor of mathematics.

RAYMOND C. DINGLEDINE is professor of French.

MARY LOUISE SEEGER is assistant professor of education.

PEARL POWERS MOODY is professor of home economics.

EDNA T. SHAFFER is an instructor in music, and director of the school of music.

RUTH S. HUDSON is in charge of dramatic productions and a member of the English department.

ALTIEA L. JOHNSTON is an associate professor of health education.

WILLIAM H. KEISTER is superintendent of city schools in Harrisonburg.

It is an opinion which I have long entertained and which every day’s experience and observation tends to confirm that however free our political institutions may be in the commencement, liberty cannot long be preserved unless society in every district and in all its members possess that portion of useful knowledge which is necessary to qualify them to discharge with credit and effect those great duties of citizenship on which free government rests.

—James Monroe.
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.

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240 S. High St. Harrisonburg, Va.

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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 enrolment, 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, $1,600,000.
Both city and rural training schools.
Athletic field and tennis courts.
Two gymnasiums. Nine-hole golf course.
Two swimming pools (indoor and outdoor).
College camp on Shenandoah River.

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

Apply to THE PRESIDENT