Virginia Teacher, February 1935

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

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NEW LAMPS AND OLD  Evelina O. Wiggins
Virginia’s New Curriculum and its Bearing on High School Literature

THE SUN TREADER  Uida R. Sutton
A Radio Play Based on the Life of Shelley

CLIMBING MASSANUTTEN  Raus M. Hanson
A Geological Sketch of the Shenandoah Valley’s Great Monadnock
CONTENTS

New Lamps and Old.............................................................. Evelina O. Wiggins 21
The Sun Treader: The Story of Shelley..................................... Vida R. Sutton 25
Climbing Massanutten............................................................ Raus M. Hanson 30
Comments on College and University Teaching........................... 36
Essay Contests........................................................................... 37
Educational Comment.................................................................. 38
The Reading Table...................................................................... 39
News of the College .................................................................... 41
Alumnae Notes.......................................................................... 43

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NEW LAMPS AND OLD

ACCORDING to a tale some 2000 years old and familiar to all of us, a great Magician from Africa once went along the street of a city of China calling, “New lamps for old. New lamps for old.” And all of the people hearing him rushed into their homes, seized their old lamps, and quickly and gladly effected an exchange for the new, bright, shiny lamps offered by the Magician. Finally he reached the great palace that had been built overnight by Aladdin for his beautiful bride, the Sultan’s daughter; and the servants, laughing, carried the news to the Princess who, pleased at making such a bargain, ordered them to get her a new lamp in exchange for an old one that her husband always kept in his own room.

The next day, when Aladdin returned home from a hunting trip, he found no palace, no princess; and worst of all, he found no lamp.

Now this tale from China told by Sheherazade so long ago, as one of one thousand and one items that might serve to keep her head on her shoulders, seems to have real pertinency today in the field of secondary English, for who is not being offered new lamps for old? Even the very name of English is in the process of being exchanged for “language arts.” Perhaps there are some of us who are being more or less forcibly urged to discard some of our old lamps altogether, or at least to exchange them for more modern and convenient methods of illumination.

Now far be it from any teacher of English to protest against changes or adaptations that must be made by all of us to orient ourselves and our pupils intelligently from day to day and year to year in this rapidly changing civilization that encompasses the portion of time and space allotted to us. Certainly none of us would wish to deprive high school girls and boys entrusted to our care of any source or means of education that could even in the smallest way help them to understand the part each may be called upon to play in this marvelous world into which they have been born—a world in which each one will need all types of new lamps to help him find his relative place and function; but for guides to his own human conduct in this world, for what the Virginia State Board of Education in its new “Tentative Curriculum” calls “the development of emotionalized attitudes or general patterns of human conduct,”—we cannot afford to exchange our old lamps for new. Rather we shall need the light of both, and the old lamps will be just as useful as before and, perhaps, even more necessary than ever before if, according to the demand of the curriculum, we are to do our part in developing in our students what it calls “cultivated, integrated, and individualized personalities.”

In this “Tentative Curriculum” as recently outlined for the first of our four high school years, the first aim in the field of the language arts is “the development of an ability to appreciate good literature, including that which provides thoughtful content as well as entertainment. To help us in the achievement of this aim, we are given four very definite suggestions as to content and method. Summarized they are:

1. Beginning with material of the pupil’s ability to comprehend, we must guide his progress toward material of increasing difficulty and literary merit.

2. Following his own interests, we must through his reading, enrich his own experience to broaden his interests and un-
derstanding and to establish the habit of reading matter stimulating in content and generally acceptable in style.

3. This reading for enjoyment should be concerned primarily with the human qualities of the author and characters and with the psychology of conduct and other aspects of the literature experience which are likewise common to life situations.

4. As the core subjects of the curriculum, the social sciences, the natural sciences and the language arts or English are organized around functional phases of social life, books dealing with conditions and problems of society, if they possess the necessary literary merit, should be included in the reading literature courses.

Here, certainly, following the phraseology of the old tale, we have a whole bazaar to choose from—all types of lamps both to please and to benefit all types of students at all levels of interest and experience. The teacher, beginning, as it is suggested, with the pupil where he is and leading him in his reading to higher levels of appreciation, has infinite opportunities for choice.

Social science students working in American history, and already under the spell of Zane Grey, may start their westward travels in The Covered Wagon, follow the old cattle trail from Texas to the Northwest by means of The Log of a Cowboy, retrace the pathway of the pioneers of The Oregon Trail; they may meet Owen Wister's lovable young Virginian or encounter the rugged individualism of Rolvaag's Giants in the Earth, and so win on to higher literary levels of Willa Cather's My Antonia or Death Comes for the Archbishop.

Nearer home, Virginia will become socialized and real to him as he loses himself in the romantic adventures of Mary Johnston's novels of colonial life at Jamestown and Williamsburg, or travels along her never-to-be-forgotten river road leading from Char-ottesville to Richmond in the days of Jefferson and Marshall; while Elizabeth Mad- dox Roberts can make him equally realize the struggles and hardships of life on the state's western frontier in her novel The Great Meadow. Thomas Nelson Page and Ellen Glasgow make vivid for him those days when Virginia was a battleground and those even more bitter days through which she was forced to live during her tragic era of reconstruction and adjustment.

For the whole Southland, of which Virginia is the keystone, Stark Young, under a title of inevitable beauty, has just interpreted a vanished social life that was organized on the principle of noblesse oblige as applied to a long inheritance of standards of human conduct and culture, and that was destroyed because, in the succinct statement of one of its highest exponents, it stood in the line of the Industrial Revolution that started a long time ago in England. Again a tie-up for integration with the social sciences.

But, seeking among the many lamps in our bazaar, there may be other students who have an interest in the natural sciences, aroused possibly at their own level by The Girl of the Limberlost. They will need guidance on their transition to higher fields of enjoyment and appreciation of nature with Burroughs or Thoreau, so that they may ultimately be ready to meet and live with W. H. Hudson in his Far Away and Long Ago or to wander spell-bound with him through the magic forest of his Green Mansions. Should some of them be so fortunate as to possess a whimsical imagination—and some really do—they may even renew their acquaintance with Pan himself as they listen, in the company of Kenneth Grahame, to the wind blowing through the willows; while for those whom nature calls to her own heart there is the whole fair field of poetry to explore.

But natural science has its human aspect too, and some of our boys and girls whose interest has been aroused one way or an-
other—perhaps it was by the life of that valiant young Virginian, Walter Reed,—may be led to follow the quest of The Microbe Hunters so dramatically set forth by Paul de Kruif. There they may branch off into Sinclair Lewis’s Arrowsmith, or be lured into a fuller acquaintance with Pasteur in his great biography by ValleryRADOT; and some will surely travel on to meet that fascinating lover of light, Dr. Axel Munthe, in his sanctuary at San Michele.

Others, desirous of travel—perhaps a left-over urge from their Henty Book days—may journey with young Halliburton to view the poetic beauty of the Taj Mahal, and so on with Kim or Soldiers Three, according to taste, through Kipling’s India into whose forests they perhaps have previously penetrated with Mowgli in The Jungle Books. Some, however, will prefer to stick to their original guide and with him retrace the trail of Odysseus that we hope some of them have once traveled with that hero in person. At Athens, Halliburton will give those who wish it a modern key for Browning’s “Pheidippides.” Or stopping at Skyros, by that spot of ground that is forever England, he may arouse his readers to such an interest in the poetry of Rupert Brooke, the great young lover of all lovely things, that they are ready to be directed to those realms of gold where those who have eyes to see the beauty of the universe and ears to hear the harmony of its many rhythms may rejoice in the emotional release that comes to those whose spirits can dance with Wordsworth’s daffodils or soar with Shelley’s skylark, whose hearts can glow in the eternal beauty and peace of an autumn landscape that Keats has given us, whose pulses can keep time to the everlasting roll of Byron’s deep and dark blue ocean or respond to the deeper and fuller notes of Milton’s God-gifted organ voice. “Ivory towers,” I hear some cynic say; but stairways can be built even to ivory towers, and the view, from the vantage point of any tower, even if it has no magic casements, is usually well worth while.

But if problems of social science are the more alluring, and if it be statesmanship and government that interest the seeker of lamps, he can start on any timely investigation of democracy today, tracing its ancestry back through Lowell to the British oak from which it sprang. Not only can he trace it to the day that John so reluctantly signed the Charter of the Barons at Runnymede; but he will be the more ready to enjoy a picture of real democracy in England, as it was portrayed something more than a century later, when on a journey from Southwark to Canterbury, a group of men and women, ranging from a knight and his young squire, a prioress with her Priest and Nuns, on down through the whole social scale to the Shipman, the Cook, the Wife of Bath, and the Miller, sat together in the shade of a wayside tree listening to each other’s tales of adventure, of magic, and of experience.

But if, still following the curriculum suggestions in regard to reading, we must also be concerned primarily with the human qualities of the author and characters and with the psychology of conduct; and if, as advised, we are to seek literature dealing with the conditions and problems of society, we can guide our students from Rice, O’Neill and Galsworthy to seek, on a higher level, the answer to our own eternal riddle in the character of Hamlet, to test friendship by Horatio, to visualize for themselves the wages of sinful ambition paid by Macbeth and his Lady, to understand the tragedies that grow out of racial hatreds in The Merchant of Venice, or the price of even a “just war” in Henry V. On this level, we shall have to be guides only in the true sense of the word, by pointing out historical data and social background; for here life itself with both its individual and its social problems, stands revealed to us in the form
of art so that, as Henry W. Simon has so well pointed out, we can see a purpose and a meaning in life and an essential dignity in the human spirit. "An illusion it may be," he somewhat plaintively exclaims, "but at any rate it's the most profound difference between human beings and animals—and that is the justification for reading Shakespeare in the schools and for all literary study."

It may be objected, however, that students cannot reach such a high level, and that the school of today is a democratic and socialized institution where everybody must have a fair chance to develop. But some, even a very fair proportion of our students, can achieve such a level; and the school, if it is to be a truly democratic and socialized institution, should furnish them the advantages that they seek and are ready for. Let them all have all the lamps to choose from, lamps to illuminate, even to flood-light the immediate pathway and keep the student located in his complicated and ever-changing environment, lamps with fancy-colored lights that for his entertainment respond immediately to a lever or a push-button; but other lamps, too, that not responding to these simple devices yet always recognize their masters so that each burns steadily with a clear soft glow for him, who like Aladdin, can learn its secret and so, command its genie.

In the glow of these lamps, some of them centuries old, some, today, in the making, our minds are enlightened, our imaginations kindled, our hearts touched, our emotions released, and oftentimes, our wills aroused to action. It is these lamps that the gifted and more fortunate in our classes will naturally seek. But it is not for them, primarily, that this plea is made; they will find their own lamps anyway. It is rather for the sake of the under-privileged who, unless they may at least be guided to these lamps, may pass on never dreaming of their existence. Some who seem just ordinary pupils or even below the average and apparently lacking any special interest in life, may be in that rather pitiful condition because their eyes are aching and their minds are bewildered from the modern glare of the new, patented lamps; they may be eager, if rightly guided, to seek that emotional release that can be found for so many, and so simply, in the enjoyment and the stimulation of real literature. Surely no teacher is gifted to determine in advance whether one or another of his boys and girls is too lazy, too stupid, too lacking in background or in appreciation to use these older lamps—or even those of a newer type that seem intricate in design or in lighting apparatus.

Aladdin himself, who later became the Master of the Lamp, was, the old tale tells us, "A scatterbrain scapegrace from his birth; a careless boy, given to playing with urchins on the street—one who would neither obey his parents nor learn a trade"; and, as it is time itself that changes, not human nature, cannot every teacher of high school English recognize here or there, in his classes today, some young Aladdin?

It was one of mine, a much-worshipped star of the football team, who made Jane Eyre the most popular novel on our fourth year reading list by declaring that Jane was just everything you'd want a girl to be, but that there aren't any more like her. Another, this time a quiet, fairly inarticulate girl, who looks like a Jane Austen heroine, devours Scott for romantic adventure. An overgrown, sensitive and high-strung boy, with a most unpromising and difficult background, not only knew every bird poem and legend, but knew the birds too and wrote poems about them himself; while another very different type of young romantic, discovered Masefield, via The Ancient Mariner, sat up all night to read the Salt Water Ballads, and devoted himself, thereafter, to charting the sea in English literature until,
finally, he published in our school magazine his own group of sea poems. Yet another, a tall, blond, blue-eyed bully, always on the verge of suspension, used to come to my office and, with almost reverent intonation, read his favorites from Kipling for however long I could steal the time to listen; and it was a veritable young Aladdin who drove his father’s milk-truck along the streets of Lynchburg, during the sunrise hour, who really knew what Emily Dickinson meant when she wrote “The steeples swam in amethyst.”

“New lamps for old!” was the cry of the Magician from Africa, that false vendor of lamps in the old tale; “Old lamps, none new!” has for too long a time been the cry of the scholar from his dim and dusty library. But today, neither slogan will serve. Teachers of English must guide students to appreciate good literature; thus they may experience emotionalized attitudes that will function in a social life. For a new day we need a new slogan, “New lamps and old.”

Evelina O. Wiggins

THE SEVEN FINE ARTS

To dress so well no one will think about how you are dressed.

To talk so convincingly that profanity is unnecessary.

To believe in yourself without being a bore.

To keep the friendship of the man you have to criticize.

To earn dividends without working injustices.

To tell all the truth that needs be told and no more.

To play for recreation and not for dissipation.—Musical Forecast.

THE SUN TREADER: THE STORY OF SHELLEY

This is the complete manuscript of a dramalogue broadcast on November 30, 1934, under the auspices of Vida R. Sutton, director of the “Magic of Speech” programs of the National Broadcasting Company. At a meeting devoted to Radio and its Relation to English Teaching, during the annual convention of the National Council of Teachers of English in Washington, Chairman Max J. Herzberg, of Newark, interviewed Miss Sutton on “Aspects of Radio Writing and Speaking.” The following dramalogue was then rehearsed by selected students from Washington schools, after which both interview and play were broadcast with incidental music.

Those in attendance at this program were thus enabled to see an hour’s intensive rehearsal as well as the subsequent broadcast.

CAST

Shelley
Trelawney
Alice
Dorothy
Maude
Father
Students

Narrator: We are accustomed to stories of poets who were friendless and poor. Today we meet one born to wealth and position, born also to revolt against what he felt was wrong in his world. Percy Bysshe Shelley’s troubles begin in college, not because he didn’t study and think, but because he thought so much and so differently from those in authority. Our first scene takes us back to the year 1810 at Oxford University, where things had just come to a climax. We hear some of the college youths in conversation.

1. Have you heard what’s happened to Shelley?
2. No. What’s he up to now?
3. He’s expelled.
4. What? The son of a Baronet and a Member of Parliament expelled?

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5. Yes. Hard on the M. P.

4. It's a good job. The chap is full of crazy ideas that won't get him anywhere.

1. Lord, yes. He's a would-be reformer. He worries about being an heir to a fortune. Thinks he has no right to it when the world is so full of wretchedness and poverty.

2. He must be mad.

3. That's what the college dons think. His latest escapade would prove it.

4. What's he done anyway?

5. He wrote some kind of a pamphlet about toleration and down with all that is.

2. I hate reformers.

3. So do I. This old world's good enough for me.

4. Well, it's evident he doesn't fit into the scheme of things here. He's always been in hot water.

1. Take care, here comes Trelawney. He won't hear a word against Shelley.

TRE: Talking about Shelley, are you? It's a lot you know about him. He's the only person in the whole university that'll be heard of in a hundred years.

You fellows ought to be proud to know him.

1. Indeed. Since when are you informed of the future?

TRE: It doesn't take much mind to know how high Shelley towers. He can think. Can any of you? And do any of you?

2. Don't be saucy, Trelawney. We think, in our own poor way. And it's our opinion you're an ass to champion this mad man, eh fellows?

CHORUS: That's right. An ass. We know he's crazy. So are you. Yes, crazy.

TRE: All right, you fellows. It isn't the first time brains have had to pay a forfeit. I seem to remember that all thru history it hasn't profited men to utter ideas different from established traditions. But I don't see how you chaps can stand by and hurrah when a logical mind like Shelley's has either to be muzzled or get out.

1. By Jove, you're as bad as he is. Has he converted you?

2. Yes, Trelawney, have you turned reformer too?

TRE: Thank God, I've brains enough to appreciate the thought and feeling of a man like Shelley a little. He's sensitive to things you clods never dream of. He's an idealist far beyond your ken —Oh, what's the use of talking. I'm wasting my breath.

3. That's right. You are.

4. So we're numskulls, are we? Thanks for letting us know.

5. It must be great to be the only one wise enough to understand this genius.

CHORUS OF LAUGHTER

TRE: Laugh, then. That's always been the answer of fools.

1. Now look here, old man. Take my advice. Go slow. Or you'll find your- self in his company. You know it doesn't pay to be too original.

2. And after all, this is the world we have to live in.

TRE: You make me sick, the lot of you. Let me tell you, I'd be proud to be expelled because I stood up for him. I'd like nothing better than to stand by him wherever he goes.

1. Too bad you can't. He'll need a friend. His father is furious and your genius is likely to starve, if he doesn't reform and go home.

(MUSIC)

NARRATOR: Shelley didn't go home to his angry father, Sir Timothy Shelley. He stayed in London. But he didn't starve. His four sisters secretly saw to that. He continued his writing and talking, and was more or less the sensation of the day. When he met and married
Harriet Westbrook, his father's patience reached its limit. On hearing the news, Sir Timothy summons his four daughters to his study. They are waiting for him there.

Laura: I do hope Father will at last be reconciled.

Alice: Oh, sister, that's quite too much to expect.

Dorothy: But we must do our best.

Maud: The worst of it is Father has never appreciated Brother.

Alice: No. He's been so annoyed because he had original ideas, different from the conventional mind.

Laura: Well, we've always known how wonderful he is. Ever since we were children he's been our hero. That's to our credit.

Maud: And we are agreed, at any rate, that he's more right in his ideas than anybody else, aren't we?

Laura: Yes. He's kind and he's just and tolerant and so generous.

Dorothy: What he wants is only to see tolerance and justice take the place of stupidity.

Alice: You know, we won't get far with Father, if we show interest in any of these ideas. And now we've to defend him in his marriage, remember. We have to guard our words with great care.

Dorothy: Sh, Sister. I hear Father's steps in the hall. Now remember... Don't talk. Let him do it all. Stand up, girls. Here he comes.

Alice: Dorothy—you—you better answer all his questions.

Laura: Yes. We'll keep still and not venture any opinions.

Father: So you're all here and waiting.

Dorothy: Yes, Father.

Father: Do you know why I've sent for you?

Dorothy: We can guess.

Father: You can, indeed. I suppose you realize then that you girls are to blame for this absurd marriage of your brother.

Dorothy: Are we, Father?

Father: Haven't you provided him with money to continue his mad pranks? Could he have gone on making a fool of himself talking about Tolerance, and Justice and Brotherhood if he'd been penniless?

Dorothy: We couldn't let him starve.

Father: Starve! Nonsense! A few weeks of hardship in London, and he'd have come to his senses and returned here where he belongs. You actually took his part in his college troubles... You've not only encouraged him to disobey me, you've made this outrageous marriage possible. Now answer me this. Who is the schemer that has married my son?

Dorothy: Harriet Westbrook is her name, Father.

Father: Yes, yes, I know that. But who is she? What position? What family? Do you know?

Dorothy: She's very intelligent and clever and devoted to our brother and—and—I believe her father is an innkeeper.

Father: An inn-keeper... Ha, I might have guessed it. Intelligent and clever she is indeed, to have married herself to the son of a baronet and the heir to a fortune.

Dorothy: I'm sure she never thought of that.

Alice: (Breaking in) Oh, no. She's in love with our brother.

Laura: She's helping him every possible way.

Maud: She's devoted to his ideas.

Father: Silence, all of you. Did I ask you to speak? Now hear this. I forbid you to send any money to him or to write to him, or to communicate with him in any way; as long as I can pre-
vent it, he'll not get a penny of his inheritance... For that's what this Westbrook person has married him for.

Dorothy: You—mean—we are to let him starve: That's you'll give him nothing?

Father: Starve. Fiddle-sticks... Stop talking nonsense. When he's ready to take up his position in society where he belongs and stops his wild mouthings, he can come home—and no sooner.

With a wife to support, he won't hold out long. You girls better save your sympathy for your father whose only son is a failure... I've to be absent for a few days... I want you to leave on my desk a signed note each of you, that you'll not send him a penny, nor write to him. You understand?

Dorothy: Yes, Father.

Father: You, Laura, and Alice and Maud?

Chorus: Yes, Father... Yes, we understand.

Father: Very well. I do not intend to speak of this again. I'll see you when I return. Good-bye.

Chorus: Good-bye, Father.

(Delay)

Dorothy: He's gone—well, sisters, what do you think of that?

Laura: I'll not sign it.

Maud: Nor will I.

Alice: Of course we can't sign it.

Dorothy: If we don't, our allowance will be taken from us. Have you thought of that, sisters?

Laura: We must find some way to evade it.

Dorothy: We will, of course, we will. It's too cruel. We'll stand by Brother, no matter what happens... It's our duty to help him keep going in London.

Laura: Oh, it can't be a great while before he falls heir to Father's title and wealth. Then he will have a real chance to do something.

Dorothy: He'll always do something. But what can one man do? It needs a million Shelleys to right the wrongs of the world.

Laura: He can protest. And so can we, and not be like dumb driven sheep.

Maud: At least we can try to appreciate the genius of our brother.

Narrator: Aided by his gallant sisters and friends Shelley kept on. He did protest. Soon he published his first long poem—Queen Mab, a dream of freedom he called it, and dedicated it to his wife, Harriet: "Thou wert my purer mind. Thou wert the inspiration of my song," he said. But Harriet began to lose interest in ideas and reforms. When she had the care of a little daughter added to her life, she revolted from poverty. She insisted that Shelley become reconciled to his father so they might live in comfort. Shelley refused. Harriet left him and went home to her father. Shelley, interested in the writings of Godwin, another voice of revolt, went to live in Godwin's home. Of course, he fell in love with Godwin's daughter Mary. Harriet, broken-hearted when she found she had really lost Shelley, killed herself. The tragedy made Shelley an outcast in England. He brooded over his misfortunes for several years. Finally he married Mary Godwin and went to live in Italy. We meet him four years later on a memorable day in July, of the year 1822. He is talking to Mary and his old friend of college days, Trelawney.

Shelley: What a glorious day, Mary.

Mary: Yes. The air is like silver. Such peace and calm in it.

Shelley: One feels as if he could dance in and out of the very gates of heaven today. What are you doing in the corner there, Trelawney?

Tre: I'm reading your Prometheus again, and, man, I'm gold-dusty tumbling amid the stars. It might rain and hail and
thunder here, but these lines, they are embodied light. Do you know you run wild over the fields of ether in this. You seem to be chasing the rolling worlds. It's the most glorious thing you've ever done, Shelley.

MARY: I'm glad you think so, Trelawney. I'm sure of it.

TRE: Yes, Shelley, if you'd done nothing else in all your life but this one thing, it would be sufficient.

SHELLEY: I've tried to say something there. But words are poor things after all.

MARY: You've written your own self into the poem, dear. You are the Prometheus, the Light Bringer.

TRE: Aye, man, you've the torch in your hand. It ought to lift you out of any dejections that might ever come, to have felt and written such glorious words.

SHELLEY: I've made too sorry a mess of life, Trelawney, to be able to rise very high out of the gloom of failure. I need more light than a Prometheus to lift me.

TRE: You're too modest.

MARY: And why speak of failure, dear? You've given all your friends glimpses of Paradise. Isn't that success enough?

SHELLEY: My own glimpses are but fleeting. And I fall to earth with a dull thud after my efforts at soaring.

TRE: Ah, Shelley, that's always the penalty for a lofty flight, you know.

MARY: And on the whole it is worth it, isn't it, dear?

SHELLEY: Oh, well, today is too full of glory to be anything but glad in it. What a world of blue and silver and green. With this, and friends, I ask nothing more. What more should any one ask?

TRE: Add one more joy for this day. Leigh Hunt arrives in Leghorn. Have you forgot?

SHELLEY: No, didn't I tell you? I plan to sail across the lake to meet him there. I ought to start now. Did you ever see such blue water?

MARY: Yes, blue water, but dear, there's a mist rising. It may be a storm cloud. Look over yonder.

SHELLEY: A few drops of rain perhaps; but there's scarce a ripple on the water.

MARY: The bay is treacherous, calm and beautiful as it looks. It may turn suddenly. Don't go, dear.

SHELLEY: The mist is far away. I'll risk it. Give me that volume of Keats from the table. I'll put it in my pocket.

MARY: Your pocket bulges now, with some volume.

SHELLEY: Yes, old Sophocles. Well, they'll be good companions, the ancient and the new. I'll be on my way. You'll come over tomorrow Trelawney, won't you?

TRE: Yes! In the morning, to see you and Leigh. Adios.

MARY: Don't go, Trelawney. Let's walk over to the beach with Shelley, and see him embark. Can't you?

TRE: Yes. Come on. I do believe the wind is rising a bit, Mary.

SHELLEY: It's nothing. Just good for a sail.

NARRATOR: Shelley in his boat, the Ariel, started across the bay. The storm came. Raindrops the size of a man's fist. Forked and jagged streaks of lightning tore the heavens. The waves rose like mountains. What happened to Shelley and his boat? They never returned. The black swirl of raging waters engulfed them. For weeks the watchers walked the shore and waited for the waves to give back the dead. At last the shell of him was cast upon the beach. Two books in his pocket of the coat, Keats and Sophocles, showed who he was. Trelawney with Byron and other neighbors and friends came to the beach to prepare a funeral pyre. They gathered
CLIMBING MASSANUTTEN

SINCE climbing Massanutten has almost become an annual tradition among Harrisonburg college girls, perhaps some information about The Peak may increase the opportunity for enjoyment. This article is written, therefore, in the hope that it may add to the worthwhile pleasure of the climbers by contributing to the development of their geographical eyes.

An outstanding feature of the Valley topography is the mountain called Massanutten, a name of Indian origin. "From the valley floor Massanutten Mountain appears as a single level-topped ridge with steep slopes and abrupt ends. It is in reality composed of two or more parallel ridges, which are unbroken by water gaps for nearly 45 miles. It has a general altitude of 2,700 feet. The northern half is composed of two parallel ridges four miles apart separated by a deep valley that drains northward, passing out through a rocky gorge between the ends of the ridges. The southern half is less simple, being composed of three and in some places of four parallel ridges, straight, others curved and sigmoid, and more or less cut into segments by small stream gaps."1

In the folding of rock strata, the arch made by rocks bending upward is called the anticline, while the trough made by rock layers being depressed is called the syncline. Massanutten "is produced by a synclinal fold of such unusual depth that the hard Tuscarora sandstone, which overlies the softer rocks, was brought so low that it was here protected from complete removal by the erosion which removed it from the rest of the region. So these hard beds form an outlying mountain (Fig. 1) in the open valley."2

1Stose, G. W., and Miser, H. D., Bulletin No. XXIII, Manganese Deposits of Western Virginia, pp. 14, 15, Virginia Geological Survey, University of Virginia.
“North of Strasburg the strata enclosed in this downfold or syncline have been worn down to the general level of the Valley, but south of this town a deep sag in this syncline brings the more resistant Massanutten quartzites below the general level of erosion of the neighboring mountains. Thus when, as a result of subsequent erosion, the Great Valley was formed, Massanutten mountain, on account of its hard quartzites, was left as a ridge dividing the Shenandoah Valley.”

Without geological investigation, a person might conclude that the Massanutten syncline ended in the Strasburg vicinity. Instead it extends to the northern boundary of the state and over into West Virginia. It is found in the eastern portion of Frederick county, and the eastern limb of the Massanutten syncline is exposed along the western edge of Clarke county and produces outcrops of Ordovician limestone in the vicinity of Wadesville (Fig. 2) in the northwestern corner of the county. From the surface of the land, it might seem that the Massanutten syncline ended at Monticello just south of the Peak, but it extends at least twenty-nine miles farther to the southwest. The Massanutten mountain syncline “ceases as a geologic feature of the Valley in the region between Staunton and Greenville, the Martinsburg shale of this syncline showing for the last time at a point just north of the latter place.”

The statement has been made that the Massanutten is unbroken by water gaps for nearly forty-five miles. However, the New Market gap is an excellent example of a wind gap. The Lee Highway crosses Massanutten through the New Market gap, and at the point at which the highway crosses the Shenandoah–Page county boundary, the elevation is 1800 feet. One-half mile farther northwest from this point, the elevation is above 2700 feet. During the Kittatiny Cycle and during the greater part of the Tertiary Cycle, a stream flowed through the present wind gap. Other wind gaps of the boundary of Shenandoah Valley are Rockfish Gap and Swift Run Gap. Water gaps which are important in influencing present transportation routes are Buffalo Gap and

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4Ibid., p. 67.
5Ibid., p. 73.
6Ibid., pp. 119, 120.
Figure 2.—Map showing area included in Massanutten syncline with adjoining land.

Brock’s Gap along the western side of this valley.

Before the student rushes from the campus to board the special Chesapeake-Western train, she may look at the Big Rock in front of Alumnae Hall and recall that it belongs to the Athens formation which geologists are inclined to say came into existence 700,000,000 years ago. The rock nearest the surface between Harrisonburg and the vicinity of Rutherford belongs to this formation. Then for a short distance, the Stones River limestones are the surface rocks. Then for much of four miles, the rocks observed belong to Beekmantown dolomite (Fig. 3), which was formed at an earlier period than the two other formations which have been mentioned. The line of the Staunton Fault marks the contact of Beekmantown dolomite and Elbrook limestone. During the last mile before Keezletown is reached, the Elbrook formation is the surface rock. This is the oldest rock crossed during the excursion; it belongs to
The late Cambrian system and is probably 800,000,000 years old. The vicinity of Keezletown has Conococheague limestone of the Ozarkian system, so it is a few million years younger than the Elbrook.

As one walks from the railroad to the mountain, Beekmantown dolomite is crossed. The lower slope of Massanutten is Stones River limestone and Athens formation, but since it has been covered by talus carried down from the upper slope, these formations are not exposed along the trail. During much of the lower half of the trail, the Martinsburg formation is crossed, but this has been so much covered by rock washed from the upper slopes that surface exposures are lacking. But about half way to the top of the ridge, the trail becomes a well-worn path over continuous Martinsburg shale. If the climber will observe, the layers of shale pointing down into the side of the mountain may seem surprising unless it is remembered that the Massanutten is a synclinal fold. Rather sud-
denly, the climber becomes conscious of a change in the kind of rock exposed, as the Martinsburg Incline has been passed. It may be said that the Tuscarora Stairs have been reached, as the rock is Tuscarora quartzite. The whitish color of this rock and the change in angle of slope cause the student to remember this formation distinctly. Above the Tuscarora, a hard fine-grained, dense, deep-red sandstone occurs. Sometimes this has been called Massanutten sandstone; at other times, it has been given the name Cacapon sandstone. This may be observed as the trail is followed along the crest of the ridge to the southwest toward The Peak. Because of the name of the rock observed, this may be called the Cacapon Trail. A small area at The Peak has a gray sandstone which is coarse-grained and is probably a representative of the Keefer sandstone. This gray sandstone is the most recent rock which may be observed during the Massanutten excursion and its age may be considered as 650,000,000 years. Lest these various rocks seem unduly old, it may be remarked that on the crest of the Blue Ridge are rocks which are considered 1,000,000,000 years old!

The detailed narration of these nine divisions of rocks exposed along the route from Harrisonburg to The Peak will emphasize the variety of rocks found in a six-and-one-half mile space.

The observer arriving on The Peak is often uncertain regarding directions. On clear days he may see Round Hill (Fig. 2) near Bridgewater, a monadnock having an elevation of more than 1500 feet and approximately 12 miles directly west. The unincorporated town Montevideo is exactly south of the observer's location. If this highway junction cannot be identified, the observer may locate Trayfoot Mountain of the Blue Ridge; it is higher than any nearby peak of that ridge visible from The Peak. The summit of Trayfoot (elevation 3300) rises 12 miles straight south of The Peak. Elkton is more than 8 miles almost due east, and if visibility is good, cars may be seen on the Spotswood Trail at Swift Run Gap. Through this wind gap almost 12½ miles due east cars cross the Blue Ridge at an elevation exceeding 2300 feet. The student who wants to "look down" on the college may see the cupola of Wilson Hall standing out prominently 6½ miles to the northwest. The student may reflect with satisfaction on having, for the time being, risen 1500 feet above the campus!

The smokestack in Shenandoah City, 10 miles to the northeast, may be easily distinguished. Goods Mountain (elevation 3700) is a distinct formation of the Alleghenies 21 miles to the northwest. West of Harrisonburg and almost 11 miles from The Peak, the monadnock Mole Hill (elevation 1900) may be located. Looking over Round Hill, one sees, at a distance of 21 miles, the crest of Narrow Back Mountain, front ridge of the Alleghenies. On some cool day with unusual visibility, perhaps someone will recognize Elliott Knob (elevation 4473), the outstanding peak of the Alleghenies 34 miles southwest.

The Peak climber should keep in mind that Laird's Knob directly east of Harrisonburg has an elevation of 3300, and is therefore 400 feet higher than the point to which the annual climb is made. Laird's Knob lies 4½ miles northeast of The Peak, Nearly two miles farther to the northeast, Grubb's Knob has a similar elevation of 3300. These two points are the highest points of the Massanutten Ridge and their appearance suggests a resemblance to the humps of a camel.

Especially in winter, when coniferous trees are so easily recognized, the plant life covering the sides of the ridge shows some interesting adjustments. The talus accumulation about the base of the ridge shows some interesting adjustments. The talus accumulation about the base of the ridge shows some interesting adjustments. The talus accumulation about the base of the ridge shows some interesting adjustments. The talus accumulation about the base of the ridge shows some interesting adjustments. The talus accumulation about the base of the ridge shows some interesting adjustments. The talus accumulation about the base of the ridge shows some interesting adjustments. The talus accumulation about the base of the ridge shows some interesting adjustments. The talus accumulation about the base of the ridge shows some interesting adjustments. The talus accumulation about the base of the ridge shows some interesting adjustments. 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seem to favor the coniferous type, but at other locations, ravines have coniferous growth suggesting areas with soil of less fertility; here deciduous trees are not able to grow successfully. Along the Cacapon Trail, stunted oaks are noticed.

There are historical and literary associations which should be mentioned. In June, 1862, there was a party of signallers stationed on The Peak to observe all roads leading to the Confederate positions near Cross Keys and Port Republic. In Henderson’s “Stonewall Jackson and the American Civil War,” Vol. I, Chap. XI, one finds descriptions of the beautiful scenery which impressed that signal group. Nearly twenty years later, in 1880, Sidney Lanier spent a summer at the resort, Rockingham Springs, on the east slope of Massanutten about three miles northeast of The Peak. Since Lanier was ill at the time, he rode on horse-back along the trails of the vicinity. He probably never climbed to The Peak, since any lover of a horse would not risk having the animal injured by such an attempt.

Gordon, in his “Reminiscences of the Civil War,” Chap. XXIV, page 333, tells how he was able to make observations from Signal Knob, the northern end of the Massanutten, one day in mid-September, 1864. It must have been a day having high visibility because of the minute details which he was able to distinguish with his field-glasses. Although he was making observations as a military man, he includes descriptions of the beautiful scenery which was spread as a panorama before him.

The Massanutten District of the George Washington National Forest includes 133,008 acres of the Massanutten Ridge, although the federal government had acquired only 65,941 acres at the close of 1934. This suggests that the federal-owned acreage includes about fifty per cent of the land now within the purchase boundaries, and that a person may be within the national forest and yet be on privately owned land. From the beginning of the climb to The Peak by the trail which the college groups follow, the group is within the purchase boundaries of the national forest, although all during the climb, they are on land which is still privately owned. At some future time, when that part of the national forest area is offered for sale and there are funds with which to buy, it will probably be acquired by the federal government.

In the interests of easy climbing, students are advised to eat breakfast, reduce the luggage carried, wear comfortable shoes, and have their hands free; each student will have therefore to decide how much of this information she will carry while making the trip to The Peak. It may serve either as a mental breakfast or as an Alpine staff to make the climbing easier.

Raus M. Hanson

MR. AND MRS. GERM RESIDE ON VERTICAL-JET FOUNTAIN

Four studies made before 1920 proved that vertical-jet drinking fountains retain the disease germs of one drinker and serve them to the next—and yet in modern schools, offices, and public buildings vertical-jet drinking fountains are constantly being installed. This type of fountain is as dangerous as the common drinking cup.

The bubbling fountain should flow from an angle so that the water does not touch the jet after it has once spouted out. A guard should be placed above the jet to prevent a person from touching the nozzle—and the jet and nozzle should be placed higher than the top edge of the bowl so that if the bowl should clog the jet will not be contaminated by the over-flow. These precautions prevent disease germs from falling back on the jet and insure cleanliness on ordinary occasion.

Nineteen states now recommend angle-jet fountains as being more sanitary than vertical-jet ones.
COMMENTS ON COLLEGE AND UNIVERSITY TEACHING

The following significant comments on the Report of the Committee on College and University Teaching of the American Association of University Professors, were made by Professor J. Zenneck of Munich, and are here reprinted from the December, 1934, Bulletin of the A. A. U. P.

At the outset let me add my word of warning against the practice of officially inviting students to pass judgment on the merits of a professor. If anyone wishes to know whether a professor is a good teacher he can learn this by talking with colleagues and assistants, as well as with students, provided he takes the time and trouble to do this.

What I miss in the report is adequate reference to what we call "studying." In my opinion a large amount of student-training must be had from self-study. The student must, so far as possible, sit down at home each day and work out his problems, read books, and educate himself. The instructor who understands the psychology of inducing students to study—we are mainly concerned with advanced students—is, in my opinion, much more efficient than the instructor who merely lectures. It is my impression that in institutions of higher education not too much should be taught, but that there should be much studying done.

For undergraduates a teacher will perhaps suffice if he is a good instructor even though his scientific attainments be only moderate. For advanced students and for his influence upon them, on the other hand, it is necessary that the instructor shall possess the highest possible scientific qualifications. I know, of course, that there are professors who in spite of high academic qualifications are poor instructors, that is, they give poor lectures. But the training of students in scientific research by one who himself possesses a highly developed scientific technique must necessarily be good. When a teacher of eminence in any scientific field gives poor lectures, I think the reason can be ascribed to a lack of lecturing ability in comparatively few cases; in the great number of instances it is due to poor preparation.

Occasionally the reason for this deficient preparation is that the instructor holds it beneath his dignity to teach. Sometimes, again, the reason is sheer indolence. On the other hand, I have encountered many cases in which instructors did not give lectures at the beginning of their teaching careers but through careful preparation and self-study developed into very successful instructors.

As preparation for a lecture it does not suffice to have mastered the subject of the lecture. One must carefully consider how the subject can be made clear to the student, and this contemplation should precede the lecture by a very short space of time. In elucidating difficult problems, moreover, one should be very careful in his choice of words, and in experimental physics should use similar care in selecting the graphs which are placed upon the blackboard. In order that these graphs may appear accurately on the board I usually set them down on plotted paper in my manuscript so that I shall have the dimensions correct.

To my way of thinking it is poor policy to write down and then read a lecture to a class of students. The virility of the lecture is lost thereby, and besides there is a temptation to leave the manuscript unchanged even though the original lecture is no longer up to date. It is better to carry into the classroom a detailed outline of the lecture and follow it.

For myself I do not think much of technical courses in Education, my reasons being, in general, those which are given in the Committee's Report. Experience has taught me that educationists who presume to teach others how to teach are usually poor teachers themselves; at any rate this situation is frequently encountered in Germany. The training of an instructor is first of all a
matter of self-education, not one of education at the hands of others. One need only watch a very good instructor in order to find out the direction in which he is himself deficient.

I hold it to be of importance that an instructor distinguish between headings and sub-headings in his lectures, and that these should be written on the black-board before the lecture begins. I know that this practice is looked upon as “pedagogical” in many colleges, but I also know that it is highly appreciated by good students. It is the best way of letting the student know exactly what the discourse is about.

LET’S START OVER

After an immense amount of trouble, the vicar of a country parish succeeded in reconciling two old women who had been quarreling for years. He even induced them to meet under the vicarage roof.

In his drawing-room they shook hands. After an embarrassed silence one of them said:

“Well, Mrs. Tyler, I wishes you all you wishes me.”


NICE FELLOW

Sunday School Teacher: “Can you tell something about Good Friday, James?”

James: “Yes’m; he was the fellow that did the housework for Robinson Cruesoe.”—Pathfinder.

England is considering a law forbidding the use of motor-car horns altogether. Such a law in America would deprive a lot of motorists of their entire driving equipment.—Kansas City Star.

ESSAY CONTESTS

The International Relations Committee of the National Council of Teachers of English, with the co-operation of the World Federation of Education Associations, is sponsoring two essay contests for Good Will Day, May 18, 1935—one open to pupils in secondary schools, the other open to college and university undergraduates. The awards, donated by Mrs. Zelah Van Loan, of Babylon, New York, will be as follows:

Secondary School Contest—first prize, thirty-five dollars; second prize, ten dollars; third prize, five dollars.

College Contest—first prize, thirty-five dollars; second prize, fifteen dollars.

The subject selected for the secondary school contest is “United States: The Good Neighbor.” The theme, intended to bring forth suggestions as to how the United States may be a good neighbor to other countries, may be developed from any angle, such as the control of munitions, tariffs, the foreign policy of the United States. Essays are to be approximately 500 words in length and must follow manuscript rules in form. The best essay from each high school must be sent to the state committee by March 15. The state chairman for Virginia is Miss Elizabeth W. Baker, State Teachers College, Fredericksburg. Final winners will be selected by a national committee.

“What Can America Contribute to World Peace?” is the topic chosen for the college contest. Manuscripts should be approximately 800 words and typewritten. They must be sent to the regional chairman, Professor C. T. Logan, Harrisonburg, Virginia, by March 15. The names of all winners will be given out on Good Will Day.

High school and college teachers are urged to co-operate in this enterprise designed to promote international understanding by encouraging their students to enter the contest.
INCREASE IN STATE SCHOOL LIBRARY FUND

A sufficient amount of money is available in the State aid school library fund to purchase approximately $100,000 worth of books during the school year ending June 30, 1935. This is more than double the amount available last year. Orders were forwarded to the publishers in the total amount of $28,754.83 during three weeks in January, according to an announcement of C. W. Dickinson, Director of School Libraries and Textbooks.

The introduction of the new course of study has stimulated the purchase of additional instructional and recreational material to be placed in the public school libraries. Many of the orders now being received are for books selected from Supt. Memo. No. 716. This is a list of elementary books suggested for first purchase for schools using the new course of study. A copy of this list may be secured from the State Board of Education. Teachers desiring to purchase books included in the new high school course of study should send the list to the Director of Libraries and Textbooks, State Board of Education, for quotations.

The Library Division of the State Department of Education subscribes to Subscription Books Bulletin, a review service of the American Library Association, and has other facilities for evaluating sets of books and subscription books. It is hoped that school officials will not purchase any set of books for the school library which has not been approved by the State Board of Education.

State aid cannot be allowed for the purchase of books on the basal or supplementary lists.

THE NATION'S PROBLEM

THE depression has made educators understand at last what their problem is. That problem is nothing less than the accommodation up to eighteen or even twenty of all, or almost all, the population of the United States. We might have known that this was coming; the depression has brought it on us now.

The depression has been the first major setback that American education has ever received. Schools have been closed; teachers have been left unpaid; salaries have everywhere been reduced; new buildings have been postponed. Yet high-school graduates have had no place to go except back to the high school.

We shall have to look after them. There is absolutely no way of solving the problem that these new idle present except through the educational system. The first thing that we shall have to do is to enlarge the number of junior colleges. We must expect the ordinary youth to complete what we now call the sophomore year of college instead of stopping at the end of high school. We must expect him to do this work at home. We must therefore look forward to a vast increase in the number of local junior colleges.
If we ever have a thirty-hour week we shall be face to face with adult education on an enormous scale. This aspect of education is the one about which we know least, yet it is a responsibility of the educational profession. The state and local governments have failed to maintain our present inadequate educational system. The Federal government took four years to do something about it. Now it is helping students go to college to keep them off the labor market. It is financing research to help the white-collar worker. It is bearing almost the whole burden of school support in seven states. The great expansion and diversification of educational opportunity that is now coming cannot be carried through by the local authorities. The nation as a whole must recognize that education is a national responsibility.

This means a change in our historic attitude toward education, and a change long overdue. The Federal government must undertake to equalize educational opportunity among the states. It must grant at last that education is one of the fundamental interests and activities of the American people. If we may assume that the Cabinet represents those interests and activities, then education should have a place there. The archaic ideas and the antiquated machinery of the past will not answer the educational demands of the future.

—Robert M. Hutchins

LATIN REQUIREMENT ABOLISHED

Sweet Briar College, by a series of curriculum changes just announced, has joined the group of institutions of higher learning which no longer require Latin for the securing of a baccalaureate degree—but with the proviso that students who do not take Latin or Greek in college must take courses in classical civilization.

There are 158 teachers colleges in our country. Of this number, 13 may be found in Pennsylvania, 10 in Wisconsin, and 10 in Massachusetts. New York also leads in number of normal schools, while California, Texas, and Iowa report more junior colleges than any of the other states. Most of the Negro colleges and universities may be found in Texas, North Carolina, Georgia, and South Carolina.

THE READING TABLE


I have long thought to write some review of this unique book, Profitable Company, and it has lain just at hand for this purpose; but every time I have taken it up it has set me to reading instead of writing—to dipping into it again here and there, or else reverting to other books to renew familiar friendships of the past or to make new acquaintances among those whom Dr. McBryde has here introduced to us. At last the volume is laid aside with the full purpose of returning to it and its suggested readings many times in the future.

The title is fitly chosen from Carlyle's remark: "Great men, taken up in any way, are profitable company." And Dr. McBryde has indeed taken them up in many ways—chiefly in their own ways, letting each scientist or literary man speak for himself. The result is a rare blend of the scientific and the poetic, much needed if we are to attain to clear thinking without sacrifice of warm feeling, if we are to do away with the "misunderstanding and cross purposes" which have too long existed between lovers of literature and the explorers of science.

As a text for college students, inexpensive but rich, Profitable Company would prove most inspiring—at every turn challenging to individual thought and firing the mind to further reading and investigation.
and wholesomely luring on, away from "futilitarianism," to a closer acquaintance with these truly great men and women "who have thought deeply on life and its problems" and have found both sweetness and light.

Dr. McBryde quotes William James's conception of the purpose of a college education: "To help us to know a good man when we see him."

We realize the wealth of study and research behind this book—distilled into clearness through the mind and personality of the author. Better still, we feel that much reading and thought are to result from it. The introductions and conclusions to the five divisions of the volume, the notes, and the thought-provoking questions whet the appetite for more; and the full bibliographies show where this may be found.

The first division deals with autobiography: selections from Coleridge, DeQuincey, Mark Twain, Huxley, Mill, Pupin, Hudson. Then come fifty pages from the journals and diaries of Pepys, Woolman, Scott, and Emerson, followed by a number of familiar letters from Lamb, Keats, Dickens, Franklin, and Irving. The fourth section is devoted to biography—from Plutarch and Plato down to Bradford and Strachey. The topic of Part Five, the last of the book, "for which the first was made," is called Literature and Science. It is here that the author's real conviction and purpose come out in their strength—namely, that poetry as well as biology needs "the seeing eye," and that science should not be cold, but full of wonder. Among the readings in the closing section are John Burroughs's What the Poet Can Do for Science, Tyndall's The Need of Imagination in Science, Sir J. Arthur Thomson's The Sense of Wonder and the Scientific Mood, with a score of others.

The book ends with Dr. Osler's words: "To keep his mind sweet, the modern scientific man should be saturated with the Bible and Plato, with Shakespeare and Milton; to see life through their eyes may enable him to strike a balance between the rational and the emotional, which is the most serious difficulty of the intellectual life."

Elizabeth P. Cleveland


It is probable that in no field has the quality of textbooks registered a more pronounced improvement during the past few years than in the field of general science. This improvement can be attributed in part to the greater experience of the authors in teaching and administering general science courses in our public schools, and in part to the excellent studies that have been made by various organizations as to the desirable content and organization of subject matter in such courses. The availability of better texts in this field should be a matter of special interest to teachers in Virginia schools since, under the new curriculum, many teachers with little science training are forced to deal with a variety of science problems. Such teachers will find these books valuable for their compact and authoritative treatment of the more familiar aspects of many science fields.

Because of the experience of its authors as school administrators, science teachers, and science teacher supervisors, and because of the selection and organization of material—the influence of the Thirty-first Yearbook is obvious—Exploring the World of Science deserves a place as one of the newer and better texts in this field. Illustrations and diagrams are numerous, well-chosen, and well-executed. Many experiments requiring a minimum of special equipment, well-chosen questions, and up-to-date bibliographies are features of each of the sixteen units of organization that will add to the value of the book as a text
or as a reference for either student or teacher use.

C. E. N.


A standard textbook in American colleges for twelve years, the present edition has been thoroughly revised by the author. The revision has dealt especially with subjects on which growth in scientific information has been rapid during the past few years.
The chapter discussing science and attitudes has been rewritten and examples of unscientific method have been eliminated; the chapter on nutrition has been revised to include the latest information on vitamins and minerals; in fact, all chapters show the effect of recent developments.

There are new illustrations and charts, and old charts have been brought up to date.

R. F. W.


These seventy-two selections, most of them less than 2,500 words long, although assembled primarily for use in high school competitions as conducted under the auspices of the Virginia Literary and Athletic League, offer a wide range of topics representing through famous public utterances a galaxy of native-born Virginians. The book is well documented, and each orator is briefly identified; the orations are grouped by historical periods.


This book contains accurate information concerning problems confronting high school children, and is written on their level; it is addressed to both boys and girls; and it is not expensive. It will make a good reference book for clubs or home economics departments.

F. H.

NEWS OF THE COLLEGE

Frances Wells, of Suffolk, was elected president of the student body in student elections held Tuesday, February 5. She succeeds Henrietta Manson, of Lottsburg, and will take office at the beginning of the spring quarter to serve for three consecutive quarters.

Elizabeth Thweatt, of Petersburg, was chosen president of the Y. W. C. A., and Sylvia Kamsky, of Richmond, will head the Athletic Association. Virginia Cox, of Woodlawn, and Evelyn Pugh, Edom, will edit the Breeze and Schoolma'am, respectively.

"The Green Pastures," renowned Pulitzer prize comedy, was shown to an appreciative audience in Wilson Hall Saturday, February 16. This Marc Connelly classic, retaining its original cast except for three roles in which substitution has been necessary by death, is in its fifth successive season. The cast, headed by Richard B. Harrison as "de Lawd" went from Harrisonburg to Baltimore, then back to New York for another engagement.

Scoring victories over both Blackstone and Westhampton, the H. T. C. basketball team opened the season with a bang February 8. The score of the Blackstone game was 35-27 in Harrisonburg's favor. The score of the Westhampton-Harrisonburg game was 26-11, Harrisonburg being the winner. The line-up for both games was: E. Pittman, D. MacDonald, J. Courier, M. Reagan, A. Fultz, H. Irby, M. Mackesy, A. Kellam.

Harrisonburg's basketball varsity met Farmville's sextet in a delayed game on Harrisonburg's floor, February 15, scoring its third consecutive victory of the season, 30-14.

Evelyn Pugh, of Edom, and Catherine Cartee, Hagerstown, Md., have been appointed assistant editors of the 1934-35 Schoolma'am by Ruth Shular, of East Stone Gap, editor.

Four members have been accepted into
Scribblers recently: Louise Cloud, Leesburg; Eugenia Trainum, Meltons; Ruth Shular, East Stone Gap; Lois Sloop, Harrisonburg.

Joyce Rieley, Troutville, and Polly Schuler, Broadway, respectively, were recently elected prophet and historian of the Senior class.

Six students have been added to the membership of the Stratford Dramatic Club this quarter: Louise Faulconer, Unionville; Dorothea Nevils, Hopewell; Dorothy Gillen, Long Island, N. Y.; Annie Cox, Baywood; Mary Cox, Independence; Mary Knight, Norfolk.

New members of the three literary societies for the winter quarter are as follows: Lanier: Martha Surber, Clifton Forge; Ann Kellam, Weirwood; Lelia Rucker, Delaplane; Marjorie Adkins, Lynchburg; Clare Bagley, Kenbridge; Rebekah Bean, Cumberland; Ruth Bodine, Harrisonburg; Margaret Butler, Marietta, Ga.; Margaret Dixonson, Winston-Salem, N. C.; Agnes Mays, Staunton; Doris Parker, Norfolk; Florence Rice, Gaithersburg, Md.; Fannie Slate, South Boston; Elizabeth Strange, Richmond; Carrie May Turner, Chase City; Helen Willis, Clarksville; Lee: Helen Hardy, Amelia; Elizabeth Gilley, Axton; Mary Moore Davis, Charlottesville; Margaret Ann Fisher, Petersburg; Vergilia Pollard, Scottsville; Sue Jolly, Holland; Dolly Mott, Charlottesville; Ann Bell Van Landingham, Petersburg; Marian Townsend, Red Springs, N. C.; Nell Williams, Suffolk; Mary B. Cox, Independence; Bernice Sloop, Evelyn Hughes, Helen MacMillan, all of Harrisonburg; Genevieve Stone, Long Beach, N. Y.; Louise Faulconer, Unionville; Page: Mary Evelyn Kanode, Blacksburg; Mary Martha Cannon, Norfolk; Ettie Henry, Lynchburg; Margaret Byer, Hagerstown, Md.; Christine Newcomb, Formosa; Isabel Bailey, Quinton; Elizabeth Huffman, Hopewell; Elizabeth Cosby, Lynchburg; Maurie Moroney, Brooklyn, N. Y.; Elizabeth Schumacher, Harrisburg, Pa.; Dorothy Mairs, Frederick, Md.; Evelyn Hunt, Branchport, N. Y.; Alice Thompson, Charleston, W. Va.; Lorine Thomas, Petersburg; Ruth Matthews, Front Royal.

Senior Hall, new H. T. C. dormitory, was occupied by the Seniors last week. The new building, the most modern and best equipped of any dormitory on campus, is three stories high and has fifty-eight bedrooms and thirty-one baths. Each of the bedrooms has two closets. On the first floor are three parlors, and a men's lounging room. Kitchenettes equipped with electric stoves, sinks and ironing boards are on each floor.

The new members of the Art Club are Gene Yeoman, Smithfield; Elizabeth Strange, Richmond; Margaret Shank, Evelyn Hughes, Harrisonburg; Marian Rosen crans, Washington, D. C.; Helen Cather, Winchester; Dorothy Gillen, Long Island, N. Y.

Twenty-four members have been added to the roster of the Cotillion Club this quarter. These are as follows: Anne Skinner, Norfolk; Anne Kellam, Weirwood; Doris Parker, Norfolk; Fannie Slate, South Boston; Mary Martha Cannon, Norfolk; Martha Surber, Clifton Forge; Marian Smith, Norwood, Pa.; Elizabeth Gilley, Axton; Marian Townsend, Red Springs, N. C.; Margaret Dixonson, Winston-Salem; Rebekah Bean, Cumberland, Md.; Ann Bell VanLandingham, Petersburg; Mabel Carson, Lynchburg; Clare Bagley, Kenbridge; Margaret Butler, Marietta, Ga.; Frances Wilson, Crewe; Helen Willis, Clarksville; Alice West, Salem; Beulah Ellis, Norfolk; Rosamond Wiley, Independence; Elizabeth Swartz, Clifton Forge; Kitty Burnette, Leesville; Frances Wells, Suffolk; Margaret Ann Fisher, Petersburg.

Three Guesses, a play written by Lois Sloop, Harrisonburg, Evelyn Pugh, Edom,
and Kay Carpenter, Norfolk, was presented by the Athletic Association in Wilson Hall recently as its annual fling at dramatics.

The members of the Alpha Chi chapter of Kappa Delta Pi observed the seventh anniversary of its establishment on the campus, January 30. Chapel exercises were conducted by Mary Van Landingham, president. Mr. William Gresham, baritone soloist of Lynchburg, was the guest of the society at the assembly program. The same afternoon the society gave a tea in Alumnae Hall for all honor students.

The members of the Lee Literary Society commemorated the birthday of Lee in a special chapel program, January 18.

The members of the Lanier Literary Society gave their annual chapel program February 1, in honor of Sidney Lanier, beloved Southern poet, for whom the society is named. His birthday is February 2.

New members of the French Circle are Eleanor Bobbitt, Reistertown, Md.; Margaret Byer, Hagerstown, Md.; Elsie Jarvis, Mathews; Elizabeth Sprague, Luray; Mary Knight, Norfolk; Helen Hotch, Portsmouth; Helen MacMillan, Harrisonburg; Lena Mundy, Harrisonburg.

### ALUMNAE NEWS

The annual Home-coming for all alumnae will be on March 22 and 23. The program will be similar to that of last year, beginning on Friday night with an entertainment number, to be announced later.

Saturday morning there will be a business session, and an open meeting, at which President Duke and representative alumnae from different parts of the state will give short talks.

In the afternoon there will be a basketball game between the alumnae and the college varsity, a movie—“One Night of Love,” and a tea in Alumnae Hall. Later in the day there will be a banquet followed by the co-ed dance.

Dr. Weems, alumnae secretary, is arranging for better weather than last year’s and anticipates a large gathering of alumnae.

### PORTSMOUTH ALUMNAE ENTERTAIN

The Portsmouth alumnae chapter gave a tea on February 8, at the home of Miss Helen Acton for the senior girls of the Woodrow Wilson High School. Mr. Logan, of the college faculty, and Mrs. Logan, were special guests of the alumnae and met the high school girls. Ella Stover ('31) is the enthusiastic president of the Portsmouth chapter; Clotilde Rodes ('24) is secretary, and Gladys Vincent ('23) treasurer. The chapter is one of the most active in the state.

The following alumnae were present at the tea: Helen Acton, Katheryn Barham, Carrie Bishop, Betty Cleaves, Roberta Coffield, Maude Cuthriell, Jeanette Duling, Bernice Gay (Euler), Rowena Lacy, Margaret Leavitt (White), Lelia Ludwig (Morse), Emily Nichols (Spong), Mary Lizzie Nichols (Hope), Vera Potter (Mitchell), Clotilde Rodes, Ruth Rodes (Culpeper), Katherine Steele, Ella Stover, Gladys Vincent, Margaret Watts, Mary Alice Woodward, Mattie Wooster; and Alberta Rodes (Shelton) of Norfolk.

Other alumnae living in Portsmouth are: Lillian Barham, Mildred Barker, Margaret Eaton (Mayo), Mildred Foskey, Sarah Frances Gayle, Cornelia Hart (Hundley), Pattie Holland, Elizabeth Joyner, Delia Leigh (Pettus), Katherine Markham, Virginia Milford, Margaret Minton, Anne Moore, Margaret Murden, Malilda Roane, Sophia Simpson, Mary Sturtevant (Gardener), Mary Saunders Tabb (Armstrong), Frances Tabb (Edmundson), Virginia Thomas.

Virginia Eubank Wine, recently elected president of the Harrisonburg chapter of alumnae, announces the annual bridge party in the near future. The proceeds of this party will as usual be applied to a scholar-
ship fund for some Harrisonburg student.

MARRIAGES

Evelyn S. Hardesty (Prof., '29) of Summit Point, West Virginia, was married to Mr. Max W. Brown of Charles Town, West Virginia, in Washington on January 15. Mr. and Mrs. Brown are living in Charles Town.

Helen Goodson ('28) of Norfolk, was married to Mr. Lewis Luton Dillon on February 23 in the Park Place Methodist Church, Norfolk. They will be at home after March 2 at Holly Lodge, Chesapeake Beach, Lynnhaven, Va.

Jane Elizabeth Oakes, ('31) of Gladys, was married to Mr. Charles Ross McDowell, Jr., on Thursday, February 14, in Richmond, Virginia.

“Studies have proved that germs may be transmitted from the lips or tongue of an infected person who places them in contact with the spout of a drinking fountain, which may readily happen where the water bubbles straight up and only a short distance.” So advises the Ohio State Department of Health in an official bulletin dated November 1, 1934.

“These studies also have shown that in fountains whose water bubbles up vertically the germs sometimes are held in suspension and are kept dancing in the column of water for several hours before passing off as waste. It also has been demonstrated that certain selected varieties of germs can be placed in the spout by contact of lips that may be smeared with them, and recovered several hours later from the bubbling column of water. Therefore, all drinking fountains should be designed to discharge the water at an angle, and the orifice should be so located that under no circumstances will it be brought into contact with the drinker’s lips.

“Where drinking water is supplied in public places, not delivered under pressure, or if under pressure but with no fountain provided, the common drinking cup is quite frequently found, and is used by many persons regardless of warnings given and the regulations prohibiting its use.

“The best and cheapest policy for the owner of the latter-mentioned types of water supplies to pursue is to provide individual paper cups, if he desires to supply the public with satisfactory means of obtaining the water. This method would be safer for the user, and there would be no violation of the Sanitary Code.”

TRAGIC

“I understand,” said a young woman to another, “that at your church you are having such small congregations. Is that so?”

“Yes,” answered the other girl, “so small that every time the rector says, ‘Dearly beloved,’ you feel as if you had received a proposal.”—Lorain (Ohio) Journal.

AS A MATTER OF FACT, NO

Rodney (after being to Sunday School):

“Say, Dad, our lesson told about the evil spirits entering the swine.”

Father: “Yes, my son. What do you wish to know?”

Rodney: “Was that the way they got the first deviled ham?”—Pathfinder.

OUR CONTRIBUTORS

EVELINA O. WIGGINS presented “New Lamps and Old” before the English Section of the Virginia Education Association in Richmond on November 30 last. Miss Wiggins, who is head of the English department in the E. C. Glass High School, Lynchburg, Virginia, is the new president of the English Section.

VIDA R. SUTTON is director of the Magic of Speech programs broadcast over the NBC network.

RAUS M. HANSON is professor of geography in the State Teachers College at Harrisonburg, Virginia. He is the author of A Geography Workbook and Guide Book.
SCHOOL AND SOCIETY
Edited by J. McKeen Cattell
The issue of School and Society for October 20 includes addresses by Dr. Dixon Ryan Fox, president of Union College, and Dr. Nicholas Murray Butler, president of Columbia University, which The New York Times says in an editorial article "together make a tractate, which deserves to have place with Milton's brief treatise on education." The number also contains an extensive account by President Raymond Walters, of the University of Cincinnati, of the recent radio conference in Chicago.
A copy of this number will be sent free so long as the supply lasts to any one who may care to consider subscribing to the journal.

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