11-1-1937

Virginia Teacher, November 1937

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

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

Recommended Citation
Virginia Teacher, November, 1937, XVIII, 8, Harrisonburg, (Va.): State Normal School for Women at Harrisonburg.
HORACE MANN, writing to a friend on September 22, 1848, said:

... Schools will be found to be the way that God has chosen for the reformation of the world. Somebody has said, God is never in a hurry. We are; and therefore the ameliorations of society seem to go on slowly. It is not by any one miraculous blaze of light that the dark paths of earth are to be at once illumined, but slowly will the day-star creep up, and the sun after the day-star. ...
CONTENTS

Geological Provinces of Virginia .......................... William M. McGill 165
Teaching the Rising Generation to Think ................ Lucia Ames Mead 175
The Teacher's Joe Miller ..................................... 177
Educational Comment ......................................... 178
The Teacher's Letter Box .................................. Katherine M. Anthony 179
The Reading Table ............................................ 181
News of the College .......................................... Dolores Q. Phalen 183
Alumnae Notes ............................................... Rachel F. Weems 185
H. T. C. Student Directory .................................. 186
Film Estimates .................................................. 188

$1.50 a Year Published Monthly except June, July, and August 15 Cents a Copy

The Virginia Teacher is indexed in the Education Index published by the H. W. Wilson Co.

Practice Leaves in English Fundamentals

FORM A--B--C--D*

BY

CONRAD T. LOGAN
ELIZABETH P. CLEVELAND
MARGARET V. HOFFMAN

State Teachers College, Harrisonburg, Virginia

Provide rapid drills and tests in the fundamentals of grammar, sentence structure, punctuation, and spelling, with provision for recording the grades and for plotting a progress curve. A Check Book, furnishing a marking key for each leaf, facilitates rapid scoring. Page references to various standard handbooks. Two sets may be used simultaneously, one for teaching and one for testing. Situations where several usages might be correct have been avoided.

*Published this year

D. C. HEATH AND COMPANY, 180 Varick Street, New York City
gists have developed a "geologic time table" in which rock formations of different ages and the major events of the earth's history are recorded in chronological order. In this "time table," all known geologic time is generally divided into five major "eras" with subdivisions of each in terms of "periods." The major divisions from oldest to youngest are the Archeozoic, Proterozoic, Paleozoic, Mesozoic, and Cenozoic eras. The earliest discernible geologic records were made in the Archeozoic era. These major divisions and the characteristic forms of life developed during each, together with the various "period" subdivisions, are shown in Table I. The reader will find here the relative positions of the various geologic time intervals and geological formations referred to in this article. As used herein "Cretaceous formations" refers to beds of rock formed or deposited during the Cretaceous division of the Mesozoic era.

**Table I. GEOLOGIC TIME TABLE**
(Reading upward, divisions range from oldest to youngest)

<table>
<thead>
<tr>
<th>Major Divisions or eras</th>
<th>Subdivisions or periods</th>
<th>Prominent Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cenozoic</td>
<td>Quaternary (Recent)</td>
<td>Man</td>
</tr>
<tr>
<td></td>
<td>Tertiary</td>
<td>Mammals</td>
</tr>
<tr>
<td>Mesozoic</td>
<td>Cretaceous</td>
<td>Higher plants, early insects, reptiles and birds (dinosaurs, etc.)</td>
</tr>
<tr>
<td></td>
<td>Jurassic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Triassic</td>
<td></td>
</tr>
<tr>
<td>Paleozoic</td>
<td>Permian</td>
<td>Ferns and allied plants, many invertebrates, and lower vertebrates (fishes and amphibians).</td>
</tr>
<tr>
<td></td>
<td>Pennsylvanian</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mississippian</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Devonian</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Silurian</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ordovician</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cambrian</td>
<td></td>
</tr>
<tr>
<td>Proterozoic*</td>
<td>Several</td>
<td>Low forms of plants and invertebrates</td>
</tr>
<tr>
<td></td>
<td>(pre-Cambrian)*</td>
<td></td>
</tr>
<tr>
<td>Archeozoic*</td>
<td>Several</td>
<td>Primitive forms of plants and invertebrates.</td>
</tr>
</tbody>
</table>

*The Archeozoic and Proterozoic eras are frequently considered together as pre-Cambrian, since the first period of Paleozoic time is designated Cambrian.
GEOLOGIC PROVINCES

Virginia lies in the Atlantic Coastal Plain and the Appalachian Highlands. It extends from the sea westward, a maximum distance of 440 miles along the southern boundary. The greatest width is about 200 miles. The area of the state is 42,627 square miles, of which some 2,365 square miles are covered by tidal waters. The approximate mean altitude of the state is 950 feet. The state's geographic center is in Appomattox County, 11 miles southeast of Amherst.

The topography and geology of Virginia, as revealed by the surface features and the exposed rocks, are varied and complex. Virginia is divisible into five distinct geologic and geographic provinces, which are from east to west: (1) The Coastal Plain, a terraced plain bordering the Atlantic Ocean; (2) the Piedmont province, a gently rolling plateau extending from the Coastal Plain westward to the first continuous mountain ridge; (3) the Blue Ridge, an almost continuous, dissected, mountain ridge and plateau; (4) the Appalachian Valley and Ridge province, better known locally, in part, as the Valley of Virginia, consisting of a series of linear valleys and ridges; and (5) the eastern escarpment of the Appalachian Plateaus, or the Cumberland Front, which crosses a small part of southwestern Virginia. The width of each province varies somewhat from east to west, but the geologic limits are fairly well defined. With the exception of the Appalachian Plateaus, each province extends northeast across the state. (See Fig. 1.)

Figure 1—Map showing physiographic divisions of Virginia and parts of adjacent states (from Virginia Geographical Survey Bulletin 34, Figure 2, 1933)
Because of the marked differences in the character and origin of the rocks and surface features in the five natural divisions of the state and their bearing upon its economic development, the characteristics of each geologic province are briefly described.

**Coastal Plain**

The Coastal Plain, or Tidewater province, is the easternmost geologic division of the state. It is divided into two distinct parts by the Atlantic shore-line: an eastern submerged portion and an emerged land portion. The submerged area extends from about 50 to as much as 75 miles eastward from the present shore-line to the edge of the continental shelf. The emerged Coastal Plain comprises about 11,000 square miles, or slightly more than one-fourth of the area of the state. It extends from the shoreline west to the Fall Zone. The Fall Zone is a narrow zone where streams plunge by falls and rapids from the resistant rocks of the Piedmont province to the weaker rocks of the Coastal Plain. Some 2,365 square miles of the Coastal Plain are covered by the waters of Chesapeake Bay and numerous tributary estuaries. Chesapeake Bay and four tidal rivers divide the eastern part of the land area into five peninsulas which are known as the Eastern Shore, the Northern Neck, Middle Peninsula, the Peninsula, and the Norfolk Peninsula.

The average width of the Coastal Plain is about 100 miles, and its length from the Potomac River at Alexandria to the North Carolina line is about 160 miles. The average elevation does not greatly exceed 100 feet, but altitudes of 300 feet or more occur along the western margin.

The Coastal Plain is a broad region of low relief, with a gradual eastward slope of about 3 feet to the mile. The coast line is indented with numerous bays and coves, and much of the coastal area is marshy, because in comparatively recent geologic time the entire area has been lowered with respect to sea level. Hence, tidal waters have invaded the major valleys, such as the James, converting them into estuaries with local swamps. The surface of the Coastal Plain consists of numerous terraces, or broad benches, which rise stair-like in steps above the sea. They were formed by the planation of streams and waves when the sea at times stood higher in the geologic past.

In the southeast part of the Coastal Plain is the great Dismal Swamp, whose surface is about 20 feet above sea level. The swamp area is heavily wooded, mainly with red cedar, and in places contains relatively dense growths of canebrakes. Locally cypress trees are found growing in the water. Lake Drummond, a picturesque, shallow, circular lake, about 2½ miles in diameter, is in its center.

The Coastal Plain is underlain mainly by loose unconsolidated beds of gravel, sand, clay, and marl of Cretaceous, Tertiary and Quaternary ages. These beds of variable thickness rest upon a floor of Piedmont crystalline rocks, principally of pre-Cambrian age, and slope seaward with dips of 5 to 30 feet per mile. The basement crystalline rocks are 2,246 feet below the surface at Fort Monroe, and 2,318 feet deep at Mathews Court House, as determined by drilling for water and oil, respectively.

**Piedmont Province**

The Piedmont province extends from the Coastal Plain on the east to the Blue Ridge on the west. It comprises about one-third of the area of the state. Its width at the north is only about 40 miles, but the province broadens southward to a width of nearly 165 miles along the Virginia-North Carolina line.

The surface of the Piedmont province is an elevated rolling plain, or low plateau, with an eastward slope of 10 to 15 feet per mile. It descends from elevations of 800 to 1,500 feet along its western border at the foot of the Blue Ridge, to elevations of 200

---

1See Table I.
to 400 feet along the Fall Zone. The maximum elevation along the Fall Zone is about 520 feet. On the west the change from the plateau to the Blue Ridge is rather well marked, although numerous hills and short ridges, in part outliers of the Blue Ridge, are found over the western Piedmont.

The province is drained southeastward into the Atlantic by the Potomac, Rappahannock, James, and Roanoke rivers. The sources of these streams, except the Rappahannock, are west of the Blue Ridge. In places streams flow in rocky gorges, which are of rare scenic beauty, and have swift currents as far as the Fall Zone, where they descend by falls and rapids onto the Coastal Plain.

Despite the mature dissection of the region, the flattish to gently rolling nature of this former vast plain-like region is a conspicuous feature. Many monadnocks, ridges, and hills rising 200 to 1,000 feet above the plateau surface, occur in the Piedmont province, being more abundant in the western part near the Blue Ridge. Catoctin Mountain in Loudoun County, Southwestern and Carter's mountains in Albemarle County, White Oak Mountain in Pittsylvania County, and Willis Mountain in Buckingham County are examples.

The rocks of the Piedmont province, which are among the oldest in the state, are largely crystalline, such as granite, gneiss, and schist, with altered sediments, such as slate, quartzite, and marble occurring locally. The granites and similar igneous rocks crystallized directly from masses of molten rock that were injected or forced upward into the overlying rocks and have since been exposed on the surface by the erosion of former overlying rocks. Some of the gneisses and schists are altered igneous rocks, and some are beds of sand, clay, and limy muds which were altered by great pressure, thus losing all trace of their original structure. Most of the rocks in this province are very old (Cambrian and pre-Cambrian), but some early Paleozoic formations, such as the Arvonia slate of Ordovician age, are present.

**Blue Ridge Province**

The Blue Ridge province extends northeastward across the state, a distance of about 300 miles. It is essentially a narrow mountainous ridge northeast of Roanoke, but broadens into a high, broad, triangular plateau south of Roanoke. As the principal eastern range of the Appalachian Highlands, it is an outstanding topographic feature in the state. It is cut deeply by the Potomac at Harpers Ferry and the James at Balcony Falls. Roanoke River separates the narrower, northern part from the broader plateau to the south.

The Blue Ridge rises from about 1,200 feet at Harpers Ferry to 4,031 feet on Stony Man, in the Shenandoah National Park, and 4,001 feet on the Peaks of Otter. Near the southern boundary of Virginia, Whitetop Mountain at 5,540 feet, and Mount Rogers, at 5,719 feet, are the two highest points in the state.

The subdued mature topography and heavily forested slopes and summits of the Blue Ridge give it great charm. The summits of some of the peaks of the Blue Ridge to the north and parts of the broad plateau to the south are remnants of an old extensive erosion surface, a peneplain, formed mainly by the plantation of streams when the region was at a much lower level, probably not far above the sea. The southwestern rugged part was not eroded to a common level; hence high peaks, as Mount Rogers, rise above the general surface of the plateau.

The Blue Ridge is composed chiefly of granite, greenstone, and other crystalline rocks. The granite and related rocks were formed by the cooling and solidification of masses of molten materials (magmas) intruded into overlying rocks or from fluids that emanated from the magmas, whereas
greenstone and other similar igneous rocks solidified from bodies of lava that flowed out upon the crust of the earth in early geologic (pre-Cambrian) time. These rocks are exposed along the crests and eastern slope. On the steeper western slope ancient but younger (Cambrian) sandstones and shales overlie them. Some foothills in the Piedmont province and in the Valley are also composed of sandstones of early Paleozoic (Cambrian) age.

Appalachian Valley and Ridge Province

Between the Blue Ridge province on the east and the Appalachian Plateaus on the west, lies the Appalachian Valley and Ridge province, which in Virginia extends southwest for more than 360 miles from the Potomac to Tennessee, with a width of from 25 to 50 miles. The eastern part is the Valley of Virginia and the western part consists of the Valley Ridges. The Valley of Virginia is a beautiful tract of rolling country, which gradually rises to the south and west. It rises from 300 feet above sea level at Harpers Ferry, on the Potomac, to about 2,500 feet in places in southwest Virginia. On the east the rounded summits of the Blue Ridge rise to heights of 2,000 to 3,000 feet above the Valley floor.

The Valley of Virginia is divided into several distinct valley-like lowlands, by knobs and ridges which extend east from the easternmost Valley Ridges and west from the Blue Ridge. The width of the Valley proper is decreased by these ridges, as, for example, near Buchanan, where Purgatory Mountain constricts the Valley to a width of only two miles. Tinker Mountain, near Cloverdale just north of Roanoke, likewise confines the Valley within narrow limits, as do several other outlying ridges to the southwest.

The largest of these lowlands in the Valley of Virginia is Shenandoah Valley, which extends from Harpers Ferry southwest beyond the Natural Bridge. It is about 150 miles long and from 10 to 20 miles wide. Massanutten Mountain is a majestic isolated ridge which divides the northern part of Shenandoah Valley into two parts. Rising suddenly east of Harrisonburg to an elevation of 3,000 feet, it extends northward for 50 miles to the vicinity of Strasburg where it ends abruptly. A large part of Shenandoah Valley and the numerous valleys and ridges to the west are drained by Shenandoah River which flows northeast into the Potomac. The southeastern part of Augusta County and most of Rockbridge County are drained by James River and its tributaries.

The other prominent individual valleys of the Valley of Virginia are: (1) Fincastle Valley, principally in Botetourt County, (2) Salem or Roanoke Valley, largely in Roanoke County, (3) Dublin Valley, embracing portions of Montgomery, Pulaski, and Wythe counties, (4) Abingdon Valley, in Smyth and Washington counties, and (5) Powell Valley in Wise and Lee counties.

The several divisions of the Valley of Virginia are essentially a series of limestone valleys which owe their present form to solution of the limestones and erosion of the weaker shales, all of Paleozoic age, which underlie them. These limestones and shales occur in broad extensive northeast-southwest belts. In sharp contrast is the west slope of the Blue Ridge, consisting mainly of resistant sandstones and quartzites of Cambrian age. The prominent Valley Ridges to the west also contain highly resistant sandstones, mainly Silurian age.

Most of the northwestern part of the Appalachian Valley region in Virginia is occupied by the Valley Ridges section. It comprises a series of roughly parallel, narrow, elongate, steeply folded mountain ridges with numerous delightful and picturesque intermontane valleys, very similar to Shenandoah Valley but smaller. The valleys are mostly in shale but some are in limestone. They were formed by the solution of limestone and the erosion of shale,
as explained above. The width of this Valley Ridges belt increases northward, from 25 to 45 miles. In the northern half of the region three distinct chains of rather prominent ridges occur. The most prominent of these parallel ridges are Shenandoah, North, Little North, and Great North mountains in the northern part, Alleghany and Sweet Springs mountains in the central-western portion, and Peters, Walker, Clinch, and Copper Ridge mountains in southwestern Virginia. These ridges are in places deeply cut by picturesque water gaps. The Virginia-West Virginia State line follows an irregular course along the crests of several of the ridges of this belt.

The James and its tributaries, principally Cowpasture and Jackson rivers, drain the mountainous or Valley Ridges section in the central-western part of the province. The southwestern half of the Valley region is drained by Roanoke River, flowing southeastward, New River, coursing northward into West Virginia, and the several branches of Clinch, Holston, and Powell rivers which flow southwestward into the Valley of eastern Tennessee.

**Appalachian Plateaus**

The counties along the extreme southwestern border of Virginia, from Buchanan County southwest, and the northwestern parts of Tazewell, Russell, and Scott counties, lie in the eastern part of the Appalachian Plateaus. The area is a high upland underlain by gently folded to almost horizontal sedimentary rocks, chiefly sandstone, shale, and coal of upper Paleozoic (Pennsylvanian) age, and embraces an area of about 1,500 square miles. The coal is the most interesting and valuable rock in this area. This part of the state, because of its average elevation of about 2,000 feet or more and its humid climate, has been dissected by a maze of streams into a mosaic of steep hills and ridges and deep ravines and valleys. Flat lands, even of small extent, are rare. Altitudes range from 1,000 feet and less in places along the Kentucky boundary to 3,700 feet and more above sea-level along the northeastern and central parts of the area. The area is drained mainly by tributaries to the Ohio River.

The flat-topped ridges in Scott and Wise counties indicate the surface of the old plateau, whereas the more deeply eroded areas to the northeast do not preserve the plateau surface. Cumberland, Stone, and Powell mountains and Sandy Ridge represent remnants of the former plateau surface. The scenery of this part of Virginia is impressive, particularly the "Brakes of the Sandy," a deep rugged gorge in northeastern Dickenson County through which the Big Sandy River flows.

**GEOLOGIC HISTORY**

**Coastal Plain**

The geologic history of the Coastal Plain has been relatively simple compared with that of the other divisions of the state. This province has repeatedly been elevated and depressed with respect to sea level and many of the sedimentary beds contain fossil evidences of some of the physical and organic changes which have occurred in this region. The sediments differ considerably in character and origin. Some were formed in brackish or fresh water, whereas some were deposited in marine waters. Some were deposited in water of shallow depth, others in deeper water. The sediments were derived in part from a higher land mass to the west, carried seaward by eastward coursing streams.

During the greater part of the Paleozoic era—the time of "ancient life"—the crystalline rocks of the Piedmont province and those which form the floor or basement of the Coastal Plain apparently formed a land surface which probably extended far to the east of the present shore line, perhaps to the edge of the continental shelf. This land surface may have been elevated and depressed several times.
During Mesozoic time this old land mass was eroded and depressed. In the early part of that era (Triassic period) lowlands or basins were formed locally in the Piedmont region, in which were deposited layers of sand, gravel, and mud. Coal was also formed in some of the Triassic basins. One of these coal-bearing basins, termed the Richmond basin, lies along the eastern margin of the Piedmont region.

Early in Cretaceous time the land along the western side of the Coastal Plain apparently was depressed. It is thought by some that the Piedmont province to the west was also uplifted. Sediments, derived mainly from the higher lands to the west, were deposited in the depressed area, brought and dumped there by eastward coursing streams. Late in Cretaceous time, possibly as a result of seaward tilting of the land, ocean waters invaded the region and marine sediments were deposited over the Coastal Plain.

During Tertiary time the Coastal Plain was alternately above and beneath the sea at repeated intervals, and beds of clay, sand, and shell marl were deposited. These sediments extended as far west as the Fall Zone, and, perhaps, even into the Piedmont province. The beds of shell marl at Yorktown are famous for the abundance and variety of fossil shells in them.

During Quaternary (Pleistocene and Recent) time several minor emergences and submergences of the Coastal Plain occurred. They are marked by a series of deposited and wave-cut terraces of sand and gravel. The terraces represent fan or bench-like deposits of sediments, in part of continental and in part of marine origin, which extend in a general northerly direction across the Coastal Plain. The highest and oldest terraces occur in the western part of the region and the lower and younger successively eastward. Princess Anne County is on the lowest of these terraces, which forms or borders the coast line from North Carolina to the mouth of the Potomac River and also extends along the east and west sides of the Eastern Shore peninsula.

A geologically recent rise of the sea flooded a large expanse of coastal land. Prior to this submergence Chesapeake Bay was a great river valley through which flowed the Susquehanna, with the James, Potomac and other streams as tributaries. The Susquehanna River probably flowed between Cape Charles and Cape Henry to empty into the Atlantic many miles east of the present shore line. The recent rise of the sea drowned the lower valleys of the old Susquehanna and its major tributaries, thus forming Chesapeake Bay, Hampton Roads, and the drowned valleys of the James and the York.

Piedmont Province

The geologic history of the Piedmont province has been varied and complex. Where the plateau now lies were once lofty hills and mountains, but erosion has reduced all the former great irregularities of surface. In past geologic time, this area has been folded, elevated, depressed, and tilted. It now stands higher above the sea than it did geologically a short time ago. Hence the rivers of the Piedmont province are swift-flowing and unnavigable, and actively deepening their channels.

During the earliest recorded time, in the Archeozoic and Proterozoic (pre-Cambrian) eras, an extensive trough, trending in a northeasterly direction, occupied parts of the Piedmont and Blue Ridge provinces. Sedimentary rocks of variable composition were deposited in the geosynclinal trough. Intermittently during deposition there were periods of volcanic activity as is indicated by numerous lava flows. Masses of molten materials were also intruded far below the surface, where they cooled and crystallized to form igneous rocks of various types. Before the beginning of the Paleozoic era (Cambrian time), most of the pre-Cambrian rocks were highly deformed and altered.

It was during the late pre-Cambrian that
the Appalachian trough or geosyncline was formed across the western part of the state. The Blue Ridge province and the western part of the Piedmont province were probably included in the extensive area of land involved in this downwarping. During the Paleozoic era there was extensive and widespread deposition of sedimentary beds throughout the Appalachian trough. It is probable that Paleozoic sediments were laid down over considerable areas in the Piedmont province, although most of them were later removed by erosion. Early Paleozoic (Cambrian) rocks occur in a belt extending northeasterly through Charlottesville and Warrenton. During the Ordovician period, seas extended over portions of the Piedmont province, as is indicated by the occurrence of belts of slate containing marine fossils, in Buckingham, Fluvanna, Stafford, and Prince William counties.

In the Permian period, toward the close of the Paleozoic era, the present Piedmont, Blue Ridge, and Appalachian Valley and Ridges provinces were involved in the massive crustal movements (Appalachian Revolution) which gave rise to the old Appalachian Mountains. The earth's crust was fractured and large blocks of it were elevated and shoved far to the northwest. There was also intrusion of igneous material, such as the granite that now crops out in the Petersburg-Richmond area, in the Piedmont province.

In the early part of the Mesozoic era (Triassic period), the Piedmont region probably was a relatively high land undergoing rapid erosion. Further folding and faulting along certain belts produced elongate inland basins in the middle and eastern portions of the Piedmont region across Virginia. Into these basins streams carried fragmental material, derived from the eroded highland areas, which formed beds of conglomerate, sandstone, and shale. Swamps or marshes with abundant vegetation existed at times in some of these Triassic basins and coal deposits accumulated. The Richmond Basin is probably the best known of these areas. Molten material was intruded into the Triassic and older Piedmont rocks.

At or near the close of Triassic time there was again crustal movement in the Piedmont region and the recently deposited materials were tilted and warped. There were probably several stages of uplift during the Mesozoic era which increased the power of the streams and thus caused them to continue active erosion of the Piedmont rocks.

During the latter part of the Mesozoic era and the early part of the Cenozoic era, much of the Piedmont region apparently had been worn down to a low rolling plain—a peneplain—of great extent. There were probably several intervals of uplift during Tertiary and Quaternary time, which further rejuvenated the streams and increased erosion. Thus the Piedmont peneplain has been considerably dissected by long-continued erosion and the present rolling topography has been very gradually developed.

**Blue Ridge Province**

The Blue Ridge and the Valley Ridges in Virginia are mountains originally formed by folding and faulting, followed by erosion and vertical uplift of the eroded folded mass. They were not formed by a sudden single movement but slowly during a series of successive uplifts. During pre-Cambrian time a great trough was formed along the site of the present Blue Ridge and Appalachian Valley and Ridge province. This is called the Appalachian trough or geosyncline. It was occupied in the Paleozoic era by many shallow seas in which were deposited a great thickness of sediment approximately 25,000 feet or more in the Valley. In late Paleozoic time these more or less horizontal beds of sediment were intensely folded and overthrust by great lateral pressure acting chiefly from the southeast, producing a series of long, narrow folds (anticlines
and synclines) of southwest trend. The intensity of the folding, crushing and faulting of these beds is emphasized by the compression of a broad belt of horizontal rocks into a closely folded mountain mass estimated to be one-half or less of the original width.

**Appalachian Valley and Ridge Province**

During the early history of this region, in the Paleozoic era, enormous thicknesses of sediments, later consolidated into limestones, shales, and sandstones, were deposited in nearly horizontal beds in great interior seas which at successive geologic periods occupied the Appalachian region. Toward the end of the Paleozoic era, during the slow formation of the ancient (not the present) Appalachian Mountains by strong lateral pressure and pronounced vertical uplift, this huge mass of sedimentary rocks was highly deformed by intense folding and profound faulting. Countless zones of weakness, such as joints and belts of crushed and faulted rock, were developed, perhaps more abundantly in the limestones.

In the latter part of the Paleozoic era local swamps, some of considerable extent, existed in the Appalachian Valley. Coal was formed in several of these swamp areas as the result of the accumulation and decomposition of the peculiar plant growth.

During and following the late Paleozoic deformation of the Appalachian region, and the later vertical uplift at successive stages in the Mesozoic and Cenozoic eras, many thousand feet of the rocks were eroded and carried far away by the prolonged activity of rains, surface streams, ground water, and other geologic agents, such as frost, wind, freezing and thawing, and rock disintegration and decay. Hence beds of rock of variable composition and hardness were exposed in long, generally narrow, parallel northeast-southwest belts. Broad, flat-floored valleys were eroded in the areas underlain by the weaker rocks, such as limestone and shale, whereas the more resistant rocks, such as sandstone and quartzite, were left standing as prominent mountain ridges. As a result of several episodes of approximately vertical uplift and consequent intervals of widespread and deep erosion by rejuvenated streams and drainage systems, the present Blue Ridge, Valley of Virginia, and the Valley Ridges were created. These geologic processes required long periods of time, scores of millions of years.

**Appalachian Plateaus**

The extreme southwestern or main coal-bearing part of the state, which is a part of the Appalachian Plateaus, has had a geologic history similar to that of the Appalachian Valley and Ridge province. In the Paleozoic era (Carboniferous time), swamps or marshes of considerable extent existed in much of what is now the southwestern plateaus. Peculiar types of ferns and trees, very different from the present types, grew in these swamps. This vegetation, after being buried in the waters and accumulated sediments, was acted upon by heat and pressure and chemical agents, which converted it into coal. The profound change was caused in part by the extensive deformation of the rocks of the Appalachian region near the close of the Paleozoic era. Bacterial decay also was probably an important factor in the transformation of the plants into coal. Since Paleozoic time, the Appalachian Plateaus, like the Appalachian Valley and Ridge province, have been uplifted and eroded several times. The present dissected elevated plateau has been gradually developed as a result of the most recent uplift.

**Old Erosion Levels**

Certain characteristic topographic features prevail throughout the Appalachian Valley as evidence of the deformation and vast erosion which the rocks of the region have undergone.

Four distinct stages or cycles of erosion are recorded by recognizable topographic
The flattish ridge crests and hilltops at each level are remnants of formerly extensive valley floors, each produced by streams eroding the region toward a common plane, not far above sea-level. Regional plains of this type are called peneplains. The peneplains of the Appalachian Valley in Virginia have been described by Stose and by Wright. The highest and oldest level is apparently marked by the uppermost flattish summits of the Blue Ridge and the highest ridges among the Valley Ridges, represented by the even-crested summits of several of the mountain ridges in the Valley Ridges section as well as by the broad rounded tops of the Blue Ridge at an altitude of about 3,000 feet—such as the Big Meadows “flat” near the center of the Shenandoah National Park, and the Intermediate peneplain preserved in the even tops of the foothills and the spur ridges of the Blue Ridge and Valley Ridges at an altitude of about 2,200 to 2,300 feet. (See Fig. 2.)

Figure 2—Ideal profile section across the Valley of Virginia, showing erosion levels of peneplain surfaces (After Stose, G. W., Virginia Geological Survey Bulletin 23, Figure 2)

These numerous summit areas are but meager remnants of the vast undulatory plain which formerly covered the entire region and from which the present valleys and ridges have since been carved. Due to the great age of this former land surface and the amount of uplift and consequent erosion it has undergone, remnants of this old land surface are not uniformly preserved throughout the Appalachian region. The highest level has been called by Stose the Summit peneplain. The remnants of this old surface, or uplifted peneplain, are now from 3,500 to 4,000 feet above sea-level.

The lowest widespread level is represented by the gently rolling, stream-dissected, solution-pitted floors of Shenandoah Valley and similar valleys west of the Blue Ridge. This youngest peneplain has been named the Valley-floor, or Harrisburg peneplain. Other local names are used in other divisions of the Valley of Virginia. It varies in altitude from about 600 feet along the Potomac to 2,200 feet at the southern end of Shenandoah Valley, and 2,600 feet at places in Dublin and Abingdon valleys. It was formed probably during Tertiary time.

Between these two distinct erosion levels, or peneplains, occur the Upland peneplain, Prominent hills and elongate ridges, termed monadnocks, rising 100 to 500 feet above the floor of the Valley, remain also as partially reduced remnants of former surfaces. Such monadnocks persist chiefly because they are composed of rocks of superior resistance to erosion or they were far from the main streams in the region. One of the most outstanding of the larger monadnocks is Massanutten Mountain.

Selected References

The reader is referred to the following publications which contain information of probable interest and which were consulted in the preparation of this article:


Clark, W. B. and Miller, B. L., Physiography and Geology of the Coastal Plain Province of Virginia: Virginia Geol. Survey Bull. 4, 274 pp., 1912. Especially pages 13-18, 46-60, and 210-222.

TEACHING THE RISING GENERATION TO THINK

EMERSON has taught us that nothing is really known until it is seen in its relations to other things, but the application of this vital principle is often far to seek in history textbooks. The need of understanding something of world history if one is to understand one's own is generally recognized, but the need of considering one's own political history in its relations to economic and vital statistics in one's own country is less understood. The future voter is usually left grossly unprepared for making judgments on public issues. In this period of financial confusion and depression this is peculiarly so. Especially is he unable to judge matters which appeal to the emotions, like questions of danger and defence. The student with a high school or even a college diploma is often all at sea regarding the most vital matters. He has learned a mass of facts unrelated to real life and basis for judgment.

The writer has asked thousands of students in secondary schools and sometimes in colleges and in various states: "How many soldiers do you think were killed in our armies or died of disease in our War of the Revolution, our War of 1812, our Mexican War, Spanish War, and World War combined? I have told them that I have had a range of guesses from 5,000 to 6,000,000. My first question was to a high school youth of exceptional talent who guessed 2,000,000. I have then asked how many think we have had fewer than 2,000,000 killed. A few hands have usually been raised. Once not one hand was raised. Then I have asked how many think that more than 2,000,000 have been killed, and the large majority raised their hands in every single instance. Then I have told them to their amazement that the number killed is fewer than have been murdered in ten years, which is over 110,000.

The judgment of students in this matter is probably as good as that of most adults. The latter remember that when they went to school the chief part of their history had to do with wars and they have imagined that foreigners have cost us rivers of blood. It follows that when the Security League or the admirals and generals assure us that "the army is below the danger point," that our security depends on having more bombs,
and planes and submarines; that the appropriations asked are for "bare safety against invasion such as any first-class power determined upon war could inflict upon us at any moment it chose," the average uninformed person believes it and is alarmed. He demands protection for his home and fireside at any cost and $792,000,000 a year for defence seems not too much, though we have millions of hungry and unemployed. What the sum would mean if put into protection from other dangers, he does not reckon. His textbooks have not told him that every three years our country loses more lives by traffic disasters than perished in battle in all our five foreign wars beginning with the Revolution; and there are more injured and maimed than there are killed.

Not until students are taught always to think of using facts comparatively, and are given the facts that need to be compared, can their judgment on vital matters that affect their future and their taxes be anything more than the result of impulse, tradition, and prejudice. Does not the law of self-preservation require that mankind should learn where to look for its chief dangers and not be left in the dark? Do any of our textbooks make this clear? I suggest that a page of essential matter, now omitted, be added to each of our school histories; also that in textbooks on arithmetic effort should be made to teach the use of figures, not merely from the standpoint of developing accuracy and speed, but so as to help pupils visualize their application to areas, populations, and money. Lack of imagination is being recognized by psychologists as a serious defect in students in business colleges. Students who can perform problems, make schedules, draw up statistics often have little power to see human beings or human relationships as affected by them, or the relation of one set of figures to another in terms of obligation or opportunity. In respect to lack of imagination it is a question whether the banker is better off than the average man who deals very little with figures.

Every child should be required to work out problems whose terms would teach incidentally a vast deal that he needs to know. Let him work out how long it would take men of different salaries, from those of a letter carrier up to that of a corporation lawyer or bank president, to earn a million dollars; let him figure out how many centuries there are in a billion minutes. The cost of his town's city hall, his school, his church, should be learned and taken as a form for calculations; likewise the population of his town and its area. A clear conception of these matters would help people to get some faint comprehension of the significance of our national expenditure and of our country's needs and what it means when our annual budget and relief work and deficits are counted in billions. It would also teach him that great wealth is not produced by mere thrift, and might set him to considering the bases of great fortunes and the relation of great fortunes to tariffs and to special privilege and other matters which have direct bearing on current history.

LUCIA AMES MEAD

THE PRESIDENT ENDORSES THE SCHOOLS

The problems which are now baffling our people most are basically problems of individual judgment and ethics. Judgment rests mainly upon information and ethics rests upon character. Both information and character depend fundamentally upon the work of the schools. Our most pressing national problems cannot be solved, therefore, without effective education. Schools and colleges must expand with the growing complexity of modern Life.

—FRANKLIN D. ROOSEVELT.
THE TEACHER'S JOE MILLER

RIGHT, HENRY!
Teacher: "Henry, analyze this sentence! It was getting to be milking time; what mood?"
Henry: "The cow!"

A FAST ONE
Chemistry Instructor: "What's HNO₃?"
Freshman: "Oh, er—it's right on the tip of my tongue."
Instructor: "Spit it out quickly; it's nitric acid."

EDUCATION FOR TODAY
Teacher: "Johnny, what are the seasons?"
Johnny: "You mean in the United States?"
Teacher: "Yes, of course."
Johnny: "Baseball and football."

Professor: "This examination will be conducted on the honor system. Please take seats three apart and in alternate rows."

COMPANY, ATTENSHUN!
Cadet: "The general was quite provoked this morning."
Keydet: "What about?"
Cadet: "He received a letter marked 'Private.'"

"By the way, what are we having for dinner tonight?"
"Spongecake. I sponged the eggs from Mrs. Jones, the flour from Mrs. Brown, and the milk from Mrs. Smith."

BUDDING GENIUSES?
Visitor: "And what's the building over there?"
A Sophomore: "Oh, that's the greenhouse."
Visitor: "I didn't know that the freshmen had a dormitory all to themselves."

AN APPROPRIATE GIFT
Graduate: "Professor, I have made some money and I want to do something for my old college. I don't remember what studies I excelled in."
Professor: "In my classes you slept most of the time."
Graduate: "Fine! I'll endow a dormitory."

I can stand all the slurs on myself
Which question my good sense and knowledge,
But this is the one I've shot people for:
"Do you work now, or still go to college?"

If all the boarders in all the college boarding houses were placed side by side at one table,—they would still reach.

The man
That nobody knows:
Your own
Professor in evening clothes.

WHEN HISTORY REPEATS ITSELF
Teacher: "When was the revival of learning?"
Pupil: "Just before exams."

DIFFERENT KIND OF FIGHTING
Teacher: "What does the word 'reverie' mean, Willie?"
Willie (excitedly): "A reverie is like a baseball umpire, only he has to do with prize fights."

IMPROVEMENT
The nice old gentleman stopped to talk to the wee girl who was making mud pies on the sidewalk.
"My goodness," he exclaimed, "you're pretty dirty, aren't you?"
"Yes," she replied, "but I'm prettier clean."
EDUCATIONAL COMMENT

MEETING THE CRUCIAL ISSUE IN EDUCATION

"To create the fine fabric of civilized, democratic society requires the sacrifice, struggle, and patience of generations of human beings. To destroy it takes but a short period of ruthless reaction. Machine guns, strategically placed, can silence the most courageous and able minds. Fires can make short order of books which represent the patient study of millions of human beings through generations of searching for truth. Concentration camps can isolate critical intelligence and by harsh example force the expression of uniform opinions and views. Penalties and threats can throttle the use of the means of communication to broadcast facts or opinions on which human welfare may depend.

"Once the great principles of majority rule and minority rights have been trampled underfoot, peaceful and orderly and self-enriching social progress is impossible. Once the power of the few to control and exploit the many is unchecked and unlimited, we can expect a repetition of the unbridled arrogance of tyranny. The history of despotism is a reliable prophet of the old social catastrophe which may be expected. Contemporaneous events warn us of the conditions of war and poverty which accompany the methods of dictatorship.

"Upon the educators in the remaining democracies falls the historic responsibility of giving new vitality and power to popular institutions through the educative process. This is the crucial issue before us."

—Dr. John W. Studebaker, U. S. Commissioner of Education.

MINIMUM LIBRARY EQUIPMENT FOR HIGH SCHOOLS

What books should the small high school with a very limited appropriation provide for its English students? This question has been answered for the first time in a recent report of the National Council of Teachers of English. The compilation was made by a committee headed by Professor George F. Reynolds of the University of Colorado.

Two lists are given—one for the smallest high school and another of additional books which the report states "the smallest high school should have, and all high schools of more than 100 students must have to make satisfactory provision for their students."

There is no A list of recommended books, since many such lists are already obtainable, including those prepared by the Recreational Reading Committee of the National Council, "Home Reading" for senior high school and "Leisure Reading" for junior high school.

The C list, setting forth the minimum library equipment which the smallest high school must have for its English students to do satisfactory work, includes 112 books, reference books such as encyclopedias, dictionaries, and histories being taken for granted. The recommended books may be bought at retail prices for $137, exclusive of works of fiction, many of which are to be had in several editions at varying prices. The B list calls for 95 other books and suggests, besides, that there should be about
half as many contemporary novels as there are students. A group of sectional books, to be selected from a list prepared by the state association of teachers of English, is advised.

Superintendents, teachers, and librarians who wish a copy of the report may obtain it upon request by sending five cents in stamps to the National Council of Teachers of English, 211 West 68th Street, Chicago, Illinois.

FROM HENRY THOREAU'S JOURNAL

March 31, 1853 (AET. 35) Whatever your sex or position, life is a battle in which you are to show your pluck, and woe be to the coward. Whether passed on a bed of sickness or a tented field, it is ever the same fair play and admits no foolish distinction. Despair and postponement are cowardice and defeat. Men were born to succeed, not to fail.

THE TEACHER'S LETTER BOX

Editor's Note: Because so many letters asking for help on practical problems of the elementary school come to the desk of the Director of the Harrisonburg Training School, we have asked Miss Katherine M. Anthony to let The Virginia Teacher publish each month a few of these requests with her replies.

While not attempting to compete with Emily Post or Kathleen Norris or Beatrice Fairfax, she has agreed to summarize a few requests each month and to give her answers. Perhaps the citation of sources and references along with other advice on how to do will even add a Frederic J. Haskin touch.

Dear Letter Box:

I am a new county supervisor and like it just fine. But there aren't enough hours in the day to get the work done. That is why I'm in a real jam just now. A group of upper grade teachers wants a list of new textbooks and workbooks in social studies. Do you have such a list on hand? And will you add just a word of comment about each book?

Old Student.

Dear Old Student:

First of all, your teachers should know the Rugg Social Science Series, Ginn and Company. There are to be eight of these books, two per year for each of the last four years of the elementary school. The six books now ready are: The First Book of the Earth, Nature Peoples, Communities of Men, Peoples and Countries, The Building of America, and Man at Work: His Industries. The two books now in preparation are: Man at Work: His Arts and Crafts and The Story of Civilization.

Any teacher who is working for an understanding of the "major functions of social life" will find these books indispensable for her children. And, incidentally, reading them herself should help the teacher who has not yet caught the vision.

Another noteworthy new series is Social Studies by Bruner-Smith, Charles E. Merrill Company. It has as its purpose "to provide a new type of history on the level of the pupil in the intermediate grades," and offers "the vital story of how man has become what he is from what he was." Book One contains four units, The Story of Agriculture, The Story of Fire, The Story of the Sea and The Story of Writing. Book Two contains three units, The Growth of the City, Feeding the Millions, and The Story of Clothing. The company announces a third book, which may be off the press-although I have not seen it.

These Bruner-Smith materials tie up very closely with the objectives of the Virginia program. Moreover, their careful provision of relevant detail for each general idea and their simplicity in style should make them a real learning aid for both pupil and teacher.

Some of your teachers may be looking for a new series of elementary history texts. Here the Macmillan Company offers Edna McGuire's three volumes, Glimpses into the Long Ago, A Brave Young Land, and A Full-Grown Nation. These are beautiful books with a larger-than-usual page, clear type, and superb illustrations by George M. Richards. They are not as well written as are some of the
other newer texts; a general term or idea slips in once in a while without sufficient development of background. But look them over for yourself; they’re significant enough to warrant that.

Just today I find in my mail still another new book in the social studies field. It is America’s Building: The Makers of Our Flag written by Freeland, Walker, and Williams and published by Charles Scribner’s Sons. This book is biographical in nature and is built as an “elaboration of Franklin K. Lane’s tribute to the worker as flag-maker.” Good for reference material; it includes not only warriors and statesmen but scientists, musicians, and even women!

This year your teachers will all be hunting diligently for material on the Orient. Try Scott, Foresman and Company’s new unified geography and history, The Old World Past and Present. It is organized around problems in such a way that the pupil is helped to see the relation between man and his environment. I recommend this book particularly to teachers who hesitate about beginning with present-day affairs for fear the pupils will not come out with certain basic ideas.

And now for workbooks if your teachers must have them, and I suppose some of them must. Ginn and Company are offering a new series this fall, The Pupil’s Guide. The first book has page references to Kelty’s The Beginnings of the American People and Nation and the second to Kelty’s The Growth of the American People and Nation. These workbooks stress study habits, including the development of vocabulary. They are for the formal teacher who is just beginning to use activities. Illustrations and outline maps are included.

Somewhat different from the ordinary workbook is Living Long Ago and Now by Joy M. Lacey, Johnson Publishing Company. It has considerable content material as well as learning exercises. A pupil bibliography is included, as are outline maps and illustrations.

Dear Letter Box:

I am going to ask a big favor of you and I hope you will not mind doing it for me. Would you send me a sample of the reports used in the Main Street School? I am teaching part of the first and part of the second grade. There was an overflow, so they put in a new teacher, and wasn’t I lucky? At least I thought so until today when the principal asked the primary teachers to revise the report cards. I liked the ones we used in Harrisonburg and believe it would help us a great deal to see a copy. Could you send it by return mail?

Perplexed

Dear Perplexed:

I am enclosing the copy of the report card you asked for. We are using this again this year and so far no one has suggested making any changes. But we are still mimeographing the material. Printing seems so much more final than mimeographing, and we want to keep working at this problem.

After all, the report card form is relatively unimportant just so it is flexible enough to let the teacher adapt her study of each child to fit his needs. What you write on the card is the thing that counts. And since you are beginning this committee work so soon after your graduation, I’m going to jot down some standards to guide you in studying your children and reporting their progress to parents.

The report card should be very clear to the child, the parent, and the principal, as well as to the teacher. Limiting the number of items reported on at any one time helps here, because a complete descriptive account of the child is not a report but a part of the school’s cumulative record. Again, writing only about specific things almost always promotes understanding. You see, first-grade children are almost as bewildered as their parents by such terms as social habits and co-operation. But everyone concerned knows what it means to put away materials and take turns in talking.
Yet another way to secure understanding is to use simple, clear statements. I have seen many report cards sent out with flagrant English errors as well as confusing statements.

The report card has one main purpose, to guide learning. For that reason it must always be constructive in its suggestions. If the teacher must make negative criticism, the place for it is in a parent-teacher conference. To put this same point in a different way, the report card should use the future tense a great deal. Past accomplishment should usually be reported on only when some special effort has been put forth. The main emphasis is put on what teacher and child agree to work on during the next period. The exception, of course, is with a child who lacks confidence and needs encouragement. A recital of various things well done may be of great help in such a case. But a descriptive report praising a superior child for things he has not labored on may be a bad influence. He, too, has the right to be challenged to move forward, to exert himself for improvement.

If the report card is really to guide learning, it must not only be constructive; it must carry with it some idea of how to attack the job. This was touched on in discussing clearness, but it is so important that I am going to add another illustration. Writing neater is too vague for a second grade child but keeping on the line or making certain letters three spaces tall can become a tangible goal.

Forgive the sermon and come to see us.

THE READING TABLE


More restricted in size and scope than Dr. Heidbreder's Seven Psychologies, this book deals with the four most prominent historic American schools of psychology: structuralism, functionalism, behaviorism, and Gestalt. The brief compass of the book perhaps accounts for the omission of such leaders as Thorndike and Woodworth, and the lack of reference to psychoanalysis and the newer trends in organismic psychology. The book is thoroughly readable for the most part and a worthy introduction to the problem of psychological viewpoints.

W. J. Gifford


A member of the faculty of Chicago University, Dr. Gideonse, in this small book challenges the viewpoint of his superior, President Hutchins, in a discussion of the chaotic state of college and university education at the present time. Whereas Dr. Hutchins insists upon a return to classical philosophy and metaphysics, Dr. Gideonse holds that science rightly interpreted and correlated with other studies is bound to be the core of the modern curriculum. He points with some care to the Chicago University experiment and presents a very stimulating discussion of the dangers of authoritarianism and absolutism which he believes are encouraged in Dr. Hutchins's viewpoint in his The Higher Learning in America. These Dr. Gideonse calls the "twin enemies of the free and democratic society."

W. J. Gifford


Grounded on the thesis of Dewey's A Common Faith that the world today needs a less supernatural and more socialized religion, Dr. Reisner traces the breakdown in the older intellectual, religious, and ethical systems of thought under the impact of modern science. He believes that modern man, realizing the heritage of the past, must go forward in a faith in a good society in which are steadily eliminated such evils as poverty, racial discrimination, bigotry, and lack of recreational and aesthetic opportunities. Many readers will no doubt feel that Dr. Reisner is proposing a social ethics rather than a new religious outlook.
However, quite apart from general context, the two chapters on personality and the nature of evil are not only thoroughly readable, but of general interest and helpfulness.

W. J. Gifford


The organization of creative learning into eight successive cycles with an interpretation of these steps is the salient feature of this book. It deals also with the problems of creative teaching and the relation of creative education to life. Intending that it be used as a handbook of inspiration by the teacher or perhaps as a textbook, the author has strung vague idealisms on the tenuous thread of creativity, with the redeeming inclusion, however, of numberless practical illustrations of what can be done.

The teacher in the field, whether she shares the author's vast enthusiasm or not, should find her initiative and originality challenged by certain passages; but the book as a whole offers little of significance and much confusion to the student.

Maxine Cardwell

**Class Lessons in Singing.** By Anne E. Pierce. With additional suggestions by Estelle Liebling. New York: Silver Burdett & Co. 1937.

An exceptionally fine textbook for classes in singing, with clear explanations of the many points of vocal technique and artistry, good plates of the vocal mechanism, several fine songs to be used in practice, and interesting photographs of outstanding artists for the pupil's inspiration. This book could be used most profitably in the private studio, and in class teaching of voice. Teachers in colleges and high schools who are training glee clubs will find the book of great value.

M. L. B.

**Contemporary Juvenile Literature**

Doubleday, Doran and Company, through its Educational Department, has announced the inauguration of a plan to make contemporary juvenile literature available in attractive yet durable form for school reading. The first list of twelve books includes one by each of the following well-known authors: Booth Tarkington, Ellen Glasgow, Grace Moon, Stewart Edward White, Angelo Patri, Howard Pease, Stanley Waterloo, Alfred Ollivant, Wallace Wadsworth, E. F. Benson, Forrestine C. Hooker, and Walter Hough.
NEWS OF THE COLLEGE

Sports at the State Teachers College reached a new high the week-end of November 5 and 6 when the Athletic Association was host to the annual tournament of the Virginia Field Hockey Association.

At the close of the tournament, which featured about 15 matches of various full and mixed hockey teams, 34 of the outstanding players were picked and arranged into First, Second, and Third All-state teams. The first two of these elevens participated in the Southeastern Tournament held at William and Mary, November 19-21. The third squad was on call for the Southeastern meet, in which the Virginia teams met such clubs as Harrisburg, Baltimore, Washington, and Philadelphia.

Three members of the H.T.C. Varsity and an alumna, Edith Todd of Richmond, captain of the ’35 team, were chosen for the state teams. Peggy Byer, Hagerstown, Md., was named halfback for the Virginia second, while Jean VanLandingham, Petersburg, and Billie Powell, Hopewell, along with Todd, were designated respectively for positions of center halfback, left wing, and right forward, for the Reserve team.

At a general meeting of the Association, Miss Helen Marbut, coach and member of the Physical Education faculty, was elected president to succeed Miss Martha Barksdale of William and Mary, November 19-21. The third squad was on call for the Southeastern meet, in which the Virginia teams met such clubs as Harrisburg, Baltimore, Washington, and Philadelphia.

The purpose of the tournament was for hockey education and experience, not for intercollegiate competition. However, one competitive game was played in connection with the Tournament, this one between H.T.C. and Sweetbriar, ending 4-0 in favor of the visitors.

In commemoration of the fifteenth anniversary of its first publication, The Breeze has planned a special program for December 1, beginning with a noon edition of the paper predicting what The Breeze of tomorrow will look like.

For the assembly exercises that day, Mr. J. Fred. Essary, head of the Washington Bureau of the Baltimore Sun, will speak on Journalism and Public Affairs.

The day’s activities will close with a banquet in the college dining hall. Letters have been sent to all former editors and business managers, inviting them to the celebration.

The Breeze made its first broadcast of news of the college on November 5. These broadcasts, given by Virginia Blain, Clifton Forge, are presented weekly at 4:30 on Friday afternoons from the Harrisonburg station, WSVA. The material, consisting mainly of brief notes taken from the sheets of The Breeze, is prepared by the newspaper staff in collaboration with the class in Journalism.

One hundred and thirty-eight members of the Senior Class formally received their caps and gowns in the annual Senior Day observance November 3. Speaker for the day’s assembly program was Dean Raymond B. Pinchbeck, of the University of Richmond. His address dealt mainly with the aspects of true education. The real tests, according to Dean Pinchbeck, lie in the ability for self-management, industry, and the use of common sense.

In the customary manner Seniors were
gowned by the President of the college, Dr. S. P. Duke, and the big sister of the class, Mrs. Bernice R. Varner. After a banquet that night in Senior Dining Hall, the class entertained other students and the faculty at a party in Reed Gymnasium.

Alpha Chi Chapter of Kappa Delta Pi, international honorary fraternity in education, recently announced fifteen pledges made to the society this fall. They were Elsie Jarvis, Mathews; Lafayette Carr, Galax; Willie Lee Powell, Hopewell; Letitia Hollar, Camden, N. J.; Virginia Smith, Lynchburg; Betty Coupar, Brooklyn, N. Y.; Mary Ellen Smith, Clifton Forge; Annie Lee Stone, Portsmouth; Evelyn Patterson and Mary Ann Holt, Washington; Olivia Wooding, Gladys; Evelyn Bywaters, Opequon; Mildred Miller and Janet Miller, Harrisonburg; and Patricia Minar, Arlington.

Presenting its second play of the fall, Stratford Dramatic Club staged the all-girl comedy, "Glee Plays the Game" by Alice Gerstenberg, November 12 in Wilson Hall.

Those in the case included Mildred Garrett, Harrisonburg; Barbara Haverty, Smithfield; Marilee Henkel, Newport News; Shirley Major, Alexandria; Patricia Minar, Arlington; Elizabeth Hammond, Hagerstown, Md.; Mary E. Stewart, Roanoke; Gene Bodine, Harrisonburg; Ruth Peterson, Charlottesville; Rosemary Lamphier, Hilton Village; Sara Thomason, Parkersburg, W. Va.; Mary Ellen Smith, Clifton Forge; Caroline Cabaniss, Roanoke; and Sarah Ellen Burchard, Petersburg.

The first play given by the dramatic club was "The Ninth Guest" by Owen Davis, given on October 23 by the same cast which performed it during the summer session.

Dr. Edna Frederikson, instructor in English, recently signed a contract for the publication of her first novel by the publishing house of Covici, Friede. Publication will take place next spring. Mrs. Frederikson is now working on her second book in collaboration with her friend, Miss Irma Friederich.

Cornelia Otis Skinner presented a program of modern monologues before an appreciative and enthusiastic audience in Wilson Hall on November 1.

Definite bookings for the rest of the entertainment series through the winter quarter have been made as follows: January 14, Vienna Boys Choir; February 4 and 5, American Repertoire Theatre presenting The School for Scandal and The Queen's Husband; and February 25, Jooss European Ballet.

Armistice Day was observed at the college with an address in Wilson Auditorium that night by Hugh H. Clegg, assistant director of the Federal Bureau of Investigation. The program, sponsored by the Rockingham Post American Legion, was a community affair, drawing many civic leaders and organizations, as well as a number of school children.

J. Edgar Hoover, director of the Federal Bureau, was unable to come for the program, but designated Mr. Clegg to take his place.

Miss Ethel Spillman, supervisor of the Junior High School, was elected president of District G of the Virginia Education Association at its fall meeting held in Wilson Hall October 16.

The convention went on record as favoring the three-point education program to be presented before the next session of the General Assembly—minimum salary of $720 for teachers for a nine-months term, a sound retirement law, and free textbooks.

A large number of teachers from eight counties and three cities were present. The main speaker of the day was Dr. W. C. Hyde, of the University of Virginia, who talked on "Teaching and Education in a
Democracy." He compared the program of education here with the static education of Germany and Italy.

Moss A. Plunkett, of Roanoke, chairman of the legislative committee of the Association, and T. D. Martin, director of membership of the National Education Association, also addressed the meeting.

**ALUMNAE NOTES**

**MEETINGS**

Because so many meetings of the Virginia Education Association are being held at the John Marshall Hotel, it has seemed best to hold the Harrisonburg Alumnae Luncheon there on Thursday noon, November 25. The Richmond chapter will have a room in the hotel for the use of the alumnae attending the convention.

The Culpeper Alumnae celebrated the second birthday of their chapter November 12. Mary McNiel, '30, is now treasurer of the chapter. Among the guests attending the birthday dinner were President and Mrs. S. P. Duke and Rachel Weems, '17.

**PERSONALS**

Jacqueline Baker, '33, of Columbia, Virginia, entered the Frances Payne Bolton School of Nursing of Western Reserve University, Cleveland, Ohio, this fall.

Jacqueline taught in the Arlington county high school after her graduation from Harrisonburg.

The Bolton School of Nursing is one of the two institutions in the world that requires all of its students to earn degrees from recognized colleges before entering. The first class of Masters of Nursing was graduated in June, 1937.

Martha Warren, '32, who has taught for a number of years near Lynchburg, is teaching physical education and elementary work in the Danville city school system.

Nora Hossley, '27, is taking a business course at the Strayer Business College, Washington, D. C. Nora has been teaching in the Alexandria City school system for quite a few years.

Rachel Brothers Eure, '31, president of the Richmond Alumnae chapter, underwent an operation a few weeks ago.

**MARRIAGES**

Lelia V. Rucker, '35, of Upperville, and Harry W. Porter of Louisa were married on October 16 at the Upperville Baptist Church. The bridesmaids included Lenore Thomas, '30, Olivia Thomas, '30, and Eleanor Studebaker, '35.

Since her graduation from Harrisonburg Mrs. Porter has taught in the Arlington county schools. Mr. Porter was graduated from the Virginia Military Institute and the University of Virginia.

Ruth Miller, '33, of Luray, was married to Joseph K. Campbell, also of Luray, at the Mt. Carmel Baptist Church on September 25. Her twin sister, Ruby Miller, '33, was her maid of honor.

For some years Mrs. Campbell has been teaching in the Luray public schools. Mr. and Mrs. Campbell are making their home in Luray.

On October 25, at the home of her parents in Blackstone, Daisy Nash, '31, became the bride of James Page Pond. Since her graduation Mrs. Pond has taught in the Victoria High School.

Mr. and Mrs. Pond are now living in Princeton, West Virginia.

Elizabeth Jones, '31, of Spring Grove, and Zelna N. Cockes of Elberson were married on September 25 in the Christian Church in Richmond, Va. Mr. and Mrs. Cockes are making their home in Norfolk.

**OUR CONTRIBUTORS**

WILLIAM M. McGIN is Assistant State Geologist, with headquarters at the University of Virginia.

LUCIA AMES MEAD, now deceased, was for many years a lecturer on world peace. The late Jane Addams thought no one in America was more thoroughly informed on the various aspects of international arbitration.
H. T. C. STUDENT DIRECTORY
Fall Quarter, 1936-37

STUDENT GOVERNMENT ASSOCIATION
Virginia Blain, Clifton Forge, president; Ruth Matthews, Front Royal, vice-president; Isabel Russell, Federalsburg, Md., secretary-treasurer; Dorothy Peyton, Rhoadesville, recorder of points; Sue Quinn, Richmond, editor of Handbook; Helen Willis, Clarksville, chairman of social committee; Margaret Cockrell, Alexandria, chairman of standards committee.

Y. W. C. A.
Hilda Finney, Pen Hook, president; Helen Hardy, Amelia, vice-president; Lafayette Carr, Galax, secretary; Wanda Spencer, Lynchburg, treasurer.

ATHLETIC ASSOCIATION
Margaret Byer, Hagerstown, Md., president; Anita Wise, Mt. Vernon, N. Y., vice-president; Billie Powell, Hopewell, secretary; Evelyn Patterson, Washington, D. C., treasurer.

PUBLICATIONS
The Schoolma'am: Helen Shular, East Stone Gap, editor; Jane Logan, Harrisonburg, assistant editor; Jennie Spratley, Dendron, business manager.
The Breeze: Dolores Phalen, Harrisonburg, editor-in-chief; Mary Catherine Lyne, Shenandoah Junction, W. Va., feature editor; Frances Taylor, Ashland, managing editor; Ila Arrington, Pembroke, business manager; Jean Bundy, Lebanon, circulation manager; Betty Coupar, Brooklyn, N. Y., advertising manager.

SOCIETIES
Kappa Delta Pi: Agnes Bargh, Cape Charles, president; Mary Ella Carr, Fairfax, vice-president; Helen Hardy, Amelia, recording secretary; Annie Vincent, Midlothian, corresponding secretary; Lena Mundy, Harrisonburg, historian.

Scribblers: Sue Quinn, Richmond, chief scribe.
Stratford Dramatic Club: Mary Clark, Brooklyn, N. Y., president; Patricia Minor, Arlington, vice-president; Agnes Thompson, Lexington, treasurer; Alice Gilliam, Prince George, secretary; Elizabeth Patterson, Hampton, business manager; Louise Ellett, Jennings Ordinary, stage manager.

Lee Literary Society: Ann Bell VanLandingham, Petersburg, president; Marguerite Bell, Suffolk, vice-president; Nancy Dixon, Winston-Salem, N. C., secretary; Annie Lee Stone, Portsmouth, treasurer; Jean VanLandingham, Petersburg, sergeant-at-arms; Geraldine Douglas, Grottoes, critic; Patricia Minor, Arlington, chairman of program committee.

Lanier Literary Society: Rebekah Bean, Leesburg, president; Carrie Mae Turner, Chase City, vice-president; Ella Hubble, Victoria, secretary; Nancy White, Pulaski, treasurer; Dorothy Day, Richmond, critic; Fannie Slate, South Boston, chairman of program committee; Anne Thweatt, Petersburg, sergeant-at-arms.

Page Literary Society: Mary Ellen McKarsie, Alexandria, president; Virginia Gordon Hall, Ashland, vice-president; Dorothy Peyton, Rhoadesville, secretary; Elizabeth Brown, Victoria, treasurer; Leitia Holler, Camden, N. J., chairman of program committee; Lottie Ayres, Arvonia, sergeant-at-arms; Annie Vincent, Midlothian, critic.

Alpha Literary Society: Vivian Weatherly, Portsmouth, president; Ellen Fairlamb, Richmond, secretary-treasurer.

CLUBS
Aeolian Music Club: Elizabeth Rawles, Norfolk, president; Corinne Shipp, Crewe, vice-president; Lena Mundy, Harrisonburg, secretary; Marie Walker, Kilnamock, treasurer; Elsie Jarvis, Mathews, chairman program committee.

Glee Club: Lafayette Carr, Galax, president; Ellen Fairlamb, Richmond, vice-president; Mildred Keller, Fishers Hill, secretary; Mary Wright, Norfolk, business manager; Marjorie Odeneal, Norfolk, librarian.

Bluestone Orchestra: Ruth Jobe, Gladstone, president.

Bluestone Cotillion Club: Fannie Slate, South Boston, president; Elizabeth Strange, Richmond, vice-president; Helen Willis, Clarksville, secretary; Jane Logan, Harrisonburg, treasurer; Carrie Mae Turner, Chase City, business manager; Ella Hubble, Victoria, sergeant-at-arms.

Frances Sales Club: Catherine Marsh, Arlington, president; Olivia Wooding, Long Island, vice-president; Ethel Hill, Greenville, S. C., secretary; Margaret Trevilian, Gloucester, treasurer; Jessie Gearing, East Falls Church, chairman social committee; Elizabeth Alexander, Waverly Hall, Georgia, chairman program committee.

Le Cercle Francois: Helen Hotch, Portsmouth, president; Mary Wright, Norfolk, vice-president; Mildred Garnett, Harrisonburg, secretary; Louise Boisseau, Dinwiddie, treasurer;
Patricia Minar, Arlington, chairman program committee.

Art Club: Eleanor Cole, Norfolk, president; Dorothy Newman, Harrisonburg, vice-president; Wanda Spencer, Lynchburg, secretary; Catherine Shull, Winchester, treasurer; Charlotte Landon, New Britain, Conn., chairman program committee.

Debating Club: Margaret Smiley, Roanoke, president; Mary Clarke, Brooklyn, N. Y., vice-president; Louise Boisseau, Dinwiddie, secretary; Helen Hotch, Portsmouth, treasurer.

Alpha Rho Delta: Minnie Quinn, Richmond, president; Clara Bruce, Salem, vice-president; Mary Wright, Norfolk, secretary; Lurline Walker, Bedford, treasurer; Elsie Jarvis, Mathews, chairman program committee.

Curie Science Club: Louise Ellett, Jennings Ordinary, president; Ruth Dobyns, Evington, vice-president; Florence Pond, Wakefield, secretary; Hazel Ritchie, Bealeton, treasurer; Catherine Marsh, Arlington, chairman program committee.

Sigma Phi Lambda: Ruth Schaeffer, Mt. Vernon, presiden; Jane Ellen Beery, Harrisonburg, vice-president; Margaret Sheads, Charlottesville, secretary; Judith McCue, Staunton, treasurer; Jane Rosenberger, Winchester, historian.

Association For Childhood Education: Anna Goode Turner, Suffolk, president; Elizabeth Young, Butterworth, vice-president; Alma Curtis, Spring Grove, secretary; Mary Ann Holt, Washington, D. C., treasurer; Mildred Garrison, Harrisonburg, chairman program committee.

Choral Club: Georgette Law, Hollis, N. Y., president; Vivian Weatherly, Portsmouth, vice-president; Jean Bundy, Lebanon, secretary; Letitia Holler, Camden, N. J., treasurer; Catherine Shull, Winchester, librarian.

Rural Life Club: Elizabeth Alexander, Waverly Hall, Georgia, president; Mary Land, South Hill, vice-president; Louise Hankla, Louisa, secretary; Virginia Shreckhise, Mt. Sidney, treasurer; Maria Bowman, Staunton, chairman program committee; Christine Rose, Blue Spring Run, social chairman.

International Relations Club: Evelyn Patterson, Washington, D. C, president; Dollie Mott, Charlottesville, vice-president; Mary Smith, Clifton Forge, secretary; Clara Bruce, Salem, treasurer; Geraldine Selby, Chincoteague, librarian; Margaret Smiley, Roanoke, chairman program committee.

Philosophy Club: Mary Ellen Smith, Clifton Forge, president; Clara Bruce, Salem, librarian.

Garden Club: Kathleen Shryock, Stephens City, president; Margaret Mende, Cambridge, Md., vice-president; Isabel Buckley, Rural Retreat, secretary-treasurer.

Hiking Club: Faye Nelson Quick, Staunton, president.

Baptist Student Union: Olivia Wooding, Long Island, president; Lucinda Shepherd, Buckingham, vice-president; Ann Kidd, Scottsville, secretary-treasurer; Ethel Hill, Greenville, South Carolina, reporter; Mary Wright, Norfolk, chairman program committee.

Sesame Club: Dorothy Slaven, Harrisonburg, president; Mary Hutzler, Rockingham, vice-president; Virginia Reubush, Penn Laird, secretary; Elsie Thomas, Dayton, treasurer; Hazel Zirkle, New Market, sergeant-at-arms; Mildred Miller, Harrisonburg, reporter.

Barton Club: Anne Thweatt, Petersburg, president; Lucy Jo Sowers, Floyd, vice-president; Mary Alice Moore, Clarksville, secretary; Jean Patrick, Church Roads, treasurer.

Newman Club: Ellen Cole, Norfolk, president; Rheba Startt, Cape Charles, vice-president; Elizabeth Phalen, Harrisonburg, secretary; Dot Lee Winstead, Norfolk, treasurer.

Classes

Senior Class: Evelyn Vaughan, Lynchburg, president; Leslie Purnell, Salisbury, Md., vice-president; Catherine Marsh, Arlington, secretary; Evelyn Terrell, Baltimore, Md., treasurer; Mary Ella Carr, Fairfax, business manager; Annie Lee Stone, Portsmouth, sergeant-at-arms.

Junior Class: Emma Rand, Amelia, president; Beatrice Bass, Crewe, vice-president; Margaret Trevilian, Gloucester, secretary; Jane Lynn, Manassas, treasurer; Anita Wise, Mt. Vernon, N. Y., business manager; Kathryn Shull, Winchester, sergeant-at-arms.

Sophomore Class: Mary C. Lyne, Shenandoah Junction, W. Va., president; Frances Taylor, Ashland, vice-president; Margaret Weller, Charleston, W. Va., secretary; Virginia Gordon Hall, Ashland, treasurer; Geraldine Allstock, Clifton Forge, business manager; Eleanor Ayres, Alexandria, sergeant-at-arms.

Freshman Class: Inez Craig, Bassett, president; Virginia Colonna, Norfolk, vice-president; Virginia West, Suffolk, secretary; Marjorie Hill, Longmeadows, Mass., treasurer; Ella Rudolph, Winchester, business manager; Frances White, Wytheville, sergeant-at-arms.
FILM ESTIMATES

Recognizing that one man's meat may be another's poison, the National Committee on Current Theatrical Films gives three ratings: A, for discriminating adults; Y, for youth; and C, for children. These estimates are printed by special arrangement with The Educational Screen, Chicago.

BIG CITY, THE (L. Rainer, S. Tracy) (MGM) Waste of stars in incredulous, obscure story. Taxi-driver's immigrant wife, with motherhood imminent, is unjustly accused of garage bombing in taxi-war, but saved from deportation in ridiculous climax involving flying fists of famous ring champions.                           
(A) Fair (Y) Unsuitable (C) No

BREAKFAST FOR TWO (Barbara Stanwyck, Herbert Marshall, Eric Blore) (RKO) Dizzy, slapstick farce, built solely for laughs. There are many, but much is silly. Dazzling settings, and girl-chase-man motif with preposterous, sophisticated situations. A merry-mad rampage—hardly the kind of thing for Marshall.                                      
(A) Amus. of kind (Y) Amus. but mature (C) No

CONFESION (Kay Francis, Ian Hunter, Basil Rathbone) (War.) Sordid melodrama, ably directed and acted. Ruthless philanderer planning seduction of innocent young girl is killed by cabaret singer. Her story, told in flashbacks, earns leniency. Ludicrous effects in makeup detract from dramatic values.                                        
(A) Unpleasant (Y) and (C) Unwholesome

FOREVER YOURS (Benj. Gigli & English cast) (Grand Nat'l) Much of poignant, human appeal in halting story about marriage of fine little heroine to adoring husband, which is threatened momentarily when wife's former sweetheart re-appears. Gigli's glorious voice compensates for his poor acting.                            
(A) Pleasing (Y) Good (C) Beyond them

HEIDI (Shirley Temple, Jean Hersholt, A. Treacher) (Fox) The famous child story beautifully produced, directed, acted and mounted. Shirley delights as the little orphan, and appealing humor lightens the melodrama action which unfortunately becomes too harrowing in final scenes for oversensitive children.                        
(A) Good (Y) Very good (C) Total effect good

HIGH, WIDE AND HANDSOME (Irene Dunne, Randolph Scott) (Para.) Lively, long, colorful musical melodrama, authentically set, well-acted, with delightful music, combining the factual and the make-believe in story about beginning of oil industry in 1859, with preposterous but riotously funny climax.                          
(A) Very good (Y) Very good (C) Exciting

HOOSIER SCHOOLBOY, THE (Mickey Rooney, Anne Nagel) (Monogram) Simple little story of touching human appeal. Mickey excellent as loyal, misunderstood lad, helped by the understanding sympathy of fine teacher. Good family picture, but scene of truck smash-up may prove exciting to sensitive children.                 
(A) Good (Y) Good (C) Good but mature

KING SOLOMON'S MINES (Roland Young, John Loder, et al) (Gau-British) Mostly splendid filming of Haggard's sensational adventure. Authentic backgrounds. Some incongruities and romantic element weaken, but worth while for vigor, sweep and fine realism achieved in scenes of Zulu tribes. Tense thrill for climax.                       
(A) Good of kind (Y) If not too strong (C) No

LIFE BEGINS IN COLLEGE (Gloria Stuart, N. Pendleton) (Fox) Another stupid film, distorting college life, with ridiculous, often offensive burlesqued characters and situations, and meager values buried under the dizzy antics of Ritz Bros, running rampant throughout to preposterous climax.                      
(A) and (Y) Stupid (C) No

ON SUCH A NIGHT (Karen Morley, Grant Richards) (Para.) Sensational, largely incredible thriller with Mississippi flood for background. Hero flees unjust murder charge, is caught in flood waters with menacing villain who framed him. When drowning imminent, hero saves all, and happy ending results.                                
(A) Hardly (Y) Better not (C) No

PRISONER OF ZENDA, THE (R. Colman, M. Carroll and fine cast) (U. A.) The familiar, fanciful romantic adventure story filmed with great beauty and skill. Expert cast, with Colman perfect in dual role. Delightful, refreshing entertainment, that could hardly have been done better.                     
(A) Excellent (Y) Excellent (C) Mature

SHE ASKED FOR IT (William Gargan) (Para.) Thin comedy mystery told in the light manner now in vogue. Successful writer of mystery stories turns detective himself and exposes murderers in series of baffling crimes. Far-fetched story with occasional amusing moments. Title puzzling.                                                                   
(A) and (Y) Mediocre (C) No

THAT CERTAIN WOMAN (Bette Davis, H. Fonda, Ian Hunter) (MGM) Heavy, involved, well-acted, directed drama about virtuous heroine pursued by sordid past. Marries weak but engaging hero; his father annuls. Follow birth of child and frequent crises straining credulity, but happy ending finally achieved.            
(A) Good of kind (Y) Unsuitable (C) No

(A) Good of kind (Y) Better not (C) No

WIFE, DOCTOR AND NURSE (W. Barter, L. Young, V. Bruce) (Fox) Refreshingly different triangle, involving intelligent, considerate women, who work out situation amicably. Some intimate occasionally absurd action, whole interesting, but drunken spree climax somewhat inconsistent with hero's character.                                    
(A) Very good of kind (Y) Mature (C) No
JOS. NEY & SONS CO.
THE BEST DEPARTMENT STORE
IN HARRISONBURG, VIRGINIA

BURKE AND PRICE
FIRE INSURANCE
AUTO INSURANCE
Phone 16

BURKE AND PRICE
FIRE INSURANCE
AUTO INSURANCE

VIRGINIA TEACHERS

Can keep up with the new books in their fields by reading the monthly book reviews

IN
THE VIRGINIA TEACHER
HARRISONBURG, VIRGINIA

9 issues each year.........$1.50

A FOOD
AND AN
ENERGY BUILDER

IMPERIAL
THE CREAM OF ICE CREAMS

Manufactured in Harrisonburg, Virginia
and sold by all leading Ice Cream dealers throughout the Shenandoah Valley

The latest and greatest of the famous Merriam-Websters—backed by a century of leadership and representing the highest modern scholarship. Just completed at a cost of $1,800,000. Twenty years newer than any comparable dictionary.

WEBSTER'S NEW INTERNATIONAL DICTIONARY Second Edition

2920,000 Entries
122,000 New Words
119,000 Not Found in Any Other Dictionary

Thousands of New Words
Illustrated 650,000 Terms

130,000 Maps and Half-Tone Photographs
130,000 Biographical Entries
200 Valuable Tables
350 Pages

At Booksellers
Or
Write For Sample

G. & C. MERRIAM CO.
Springfield, Mass.
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.
Seventeen 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 progressive little city, delightful to live in; its 7,000 inhabitants—people of culture and refinement—are deeply interested in the welfare of the college and its students.