

## THE READING TABLE

**INSTRUCTOR'S MANUAL FOR MUSIC APPRECIATION** HUOR 1929-1930. By Walter Damrosch. New York: National Broadcasting Company, Inc.

Everyone who is in hearing distance of a radio now has the opportunity to take a course in music appreciation under Walter Damrosch each Friday morning at eleven and eleven-thirty o'clock. All radio audiences know Walter Damrosch, former conductor of the New York Symphony, the musical director who has done so much not only in giving entertainment to millions but who now is attempting to bring musical instruction to all, especially in schools and colleges. He has given for several years a series of educational concerts, programs played by his orchestra with explanatory comments by himself.

In *The Instructor's Manual*, a book containing the programs of his concerts for 1929-30, Damrosch has compiled along with each program, a set of questions which are intended to provide a means of testing the ability of the pupil to comprehend and to remember the explanations given during his radio concerts. The answers that are printed with the questions are by no means arbitrary but are meant to serve only as a guide to the teachers. The method of using the questions is left entirely to the discretion of the teacher.

The programs in the *Instructor's Manual* are arranged in four series—Grades 3 and 4, grades 5 and 6, grades 7, 8, and 9, and high schools, colleges, and music clubs. There are twelve lessons in each series with an entirely new and different set of programs for each one of each series, thus giving a wide range and great variety.

Would that all of us could take advantage of this opportunity!

**PRINCIPLES OF CHEMISTRY.** By Joseph H. Roe. St. Louis: The C. V. Mosby Co. 1929. Pp. 420. \$2.50.

This is an extraordinary textbook of inorganic, organic, and physiological chemistry for nurses and students of home economics and applied chemistry. This new edition contains several chapters which were not included in the old edition (1927), namely, the Chemistry of the Blood (5 pages), the Internal Secretions (11 pages), the Chemistry of Excretion (10 pages), Chemical Nomenclature (5 pages). Additional experiments have also been introduced.

This book presents chemistry from the modern point of view and is clearly written. Some topics appear to be treated rather briefly, but this is more or less inevitable in a course aimed to meet the need of nurses who give only forty-five to sixty hours to the course.

It is fortunate that the author gives attention, even though it must be slight, to the new theory of the structure of matter. The writer believes that this should be given even to high school students.

In the judgment of the reviewer, this book is well adapted to its purpose as far as nurses are concerned. When it comes to students of home economics, it seems that a more extended and thorough treatment of physiological chemistry is necessary.

FRED. C. MABEE

**INTRODUCTION TO SCIENCE.** By Otis William Caldwell and Francis Day Curtis. New York: Ginn and Co. 1929. Pp. 658. \$1.68.

This textbook on general science uses, in the judgment of the reviewer, the best modern practices in this field. There are many strong points to this book: (1) Eighty-eight experiments are included in the book, as are also twenty-six projects; (2) Special reports are listed; (3) A simple statement of 14 characteristics of the scientific attitude are listed, followed by puzzles and games which give practice in the use of these attitudes. This is the first book known to the writer which utilizes this scheme, a most excellent feature. (4) The vocabulary has been scientifically checked by the vocabulary studies of Thorndike and Powers. (5) The subject matter is organized on the unit plan. (6) The material is arranged on three levels of difficulty which provides for assignments on the basis of individual differences in ability. (7) The selection of subject matter is based on an investigation by Curtis, which synthesized the results of all published researches in this field. (8) There are excellent illustrations.

One suggestion: it would have been well to include the price of the books in the list entitled, "Books You Will Like to Read."

Every general science teacher in Virginia should have a copy of this book.

FRED C. MABEE

**HOLLIS DANN MUSIC COURSE: A MANUAL FOR TEACHERS.** By Hollis Dann. New York: Silver Burdette and Co. 1929. Pp. 280. \$1.00.

This manual is intended for supervisors and classroom teachers using the Hollis Dann Music Series. While not changing the general principles or order of development, this manual is much more in keeping with modern education. The standards, grade by grade, found at the end of each chapter, are most helpful.

E. T. SHAEFFER

## ALUMNAE NEWS GLEE CLUB REUNION

There is a proverb that says—"long absent, soon forgotten," which the Glee Club wants to refute by having a reunion of its former members at Commencement time in June. Twisting the meaning a little—long absence from Blue Stone Hill may have caused some of its daughters to forget that they ever sang in the Glee Club and enjoyed its hard work and good times together.

Therefore a reunion will give all those and the others who do remember a chance to renew old acquaintances, "reminisce" about the "good old times" when they were in the club, and meet those many other girls who are Glee Club members.



To sing together will be a part of the reunion, as one would expect. Those who return and the present Glee Club members will sing as a massed chorus in the annual Commencement recital, their part of the program to include likewise some solos, duets, etc., as well as choruses.

It is the hope of those who are planning this "get-together" that a great many will come back and be Glee Club girls for a little while once more.

JANET HOUCK,  
President Glee Club Alumnæ.

#### PROGRAM OF MASSED CHORUS OF GLEE CLUB ALUMNÆ

Indian Mountain Song—Cadman.  
Boat Song—Moses-Ware.  
Trees—Rasbach-Harris.  
The Fields of Ballyclare—Turner-Maley.  
The Last Song—Rogers.

Copies of these songs will be sent to all Glee Club girls who intend to come to the Reunion. Send requests for music to Emily O. Wiley, Box 137, H. T. C., Harrisonburg, Virginia.

#### PERSONALS

Alice Virginia Nuckols, class '29, is teaching Home Economics in Lexington, Virginia.

Effie Goode is now Mrs. H. L. Hill and lives at Moseley, Va. "I think of the days spent at Bluestone Hill and shall always love it there."

Helen Bowman, who for the past year has been the efficient president of the Petersburg Alumnæ Chapter, will spend the next year and a half in Columbus, Ohio.

Eunice Lipscomb has been teaching at Crewe, Va.

Elizabeth Thomas, of Portsmouth, writes that she is a staunch product of H. T. C.

Nancy Funkhouser, of Harrisonburg, last summer toured France and other countries.

Gertrude and Dolly Smith wrote us from 119 8th St., S. E., Washington, D. C., to inform us of the death of Merla Matthews. The Smith sisters send their best love and sincerest wishes for a successful year.

#### LETTERS FROM ALUMNÆ

Malvern, Pa.

Dearest Miss Schaeffer:

At present I have secured the use of the Catholic organ, which is quite good for such a small place. It is an Estey, and has about three more stops for each manual than ours at home. Otherwise it is exactly the same organ. I am paying \$1.00 a week for the use of it, which I think is not bad. I am giving Buddy Cox music lessons, so that pays for my organ. As to lessons under Ralph Kinker, I have done nothing yet. Not from lack of desire, but from lack of funds! I am still hoping to get an organ somewhere to play for Sunday, but have not yet. At any rate, my hands are tied until after Christmas. I was sick all last week, and am still under the weather, so have not practiced for some time. I had a bad throat—couldn't talk—and was in bed for nearly two days. I am crawling around now, but manage to stay at school. Suppose it was something like gripe.

The music teacher here is fine, and I enjoy accompanying him. It keeps me in touch, and I love it. He has helped me a good bit, and certainly "knows his stuff." I hope to be able to direct when he finishes with me. Mr. Dixon (principal) boards with a Mr. Green in West Chester, who teaches piano in Philly, and I am going to see him with Mr. Dixon some day, so I suppose eventually I will find some music work for organ playing. I could have plenty of piano pupils, but I don't feel quite up to it. It proved too much for me last year, and I thought I had better go easy, so I took the one only under pressure.



I expect to spend Thanksgiving with Betty Ruhrman, so will write you all the news from her. I suppose you knew that Virginia Harvey's (Boyd) mother had died just a few weeks ago. She had been ill for some time.

I will do my best to come for Glee Club Reunion, but doubt whether I will get back South in time.

Am anxious to hear more about Ruth Lineweaver and her music school.

Must stop now. Bell!

Love,  
MARTHA DERRICK

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Dear Miss Shaeffer:

I should be able to tell you a great deal about what I'm doing in music, as it seems to me I'm doing an awful lot. I'll try, anyhow.

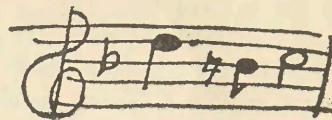
I teach 7th grade music and use *The Progressive Series*, Book Two. All drill work comes directly from the songs we teach. All sharp or flat chromatics in each song are taken out and overcome before a song is really begun. In that way, tone problems are eliminated before the song is even begun. Sometime for time drills, we simply read a new song with the words, keeping the correct time. Each child beats time in this way: With their right elbows on the desk and hand up they hold that position until I tell them to begin, and they move their arms up and down in unison.

Most of the work is in two parts—firsts and seconds, we call them. I always begin them by letting each group hold their note until their note is correct and then say "next." In this way all tone problems are done away with, and the time comes easily.

We phrase song. The first phrase is called A and the second, if different, is called B, and so on. If there is a phrase something like one of the others, we give that name, with a modification, A' or B'.

Starting today we are surpassing all

sharp chromatics. In the key of F we had the following:



Instead of having them sing "la, fi, so," I told the class it sounded the same as "so, mi, fa," which meant a great deal to them. Then I transposed it.

I'm afraid I haven't told you very much, but I can't think of anything else.

Ruth Fitchett and I are coming to Harrisonburg this week, and I will see you then and ask you if you got anything at all in this that you wanted.

Sincerely,  
VIRGINIA CURTIS

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423 Westover Avenue,  
Norfolk, Virginia.

Dear Miss Shaeffer:

Your letter made me homesick for Harrisonburg. I know by this time the Glee Club has gotten into its routine and is working on a repertoire for the year. How I'd like to be back with you all.

My work here in the music department is very interesting. I was surprised to find how many children thought music was just something that had to be done. They seemed to find no enjoyment at all in it. It is a big problem trying to change their minds.

Theory work is another problem with numerous difficulties. As a rule, children simply hate the idea of syllables, time, and notes. I don't think music has been motivated enough.

I can easily remember how uninteresting geography was to me in the grammar grades. But the way they stimulate and correlate it now makes it a subject that creates curiosity on the part of the child. I believe the same can be done for music.

I have a circuit of two weeks, and in that



time visit nine schools. A few I visit twice in that time. I have three colored schools, and I have been having the best time getting them to sing. Some of them are so shy, especially the little ones.

Really I was so fortunate to get into a position I care for—one that interests me so much.

I was so sorry to hear about Harriet Pearson. I do hope she will soon be back with you.

Give my best regards to all and tell them I miss them.

Here's hoping the Glee Club has the most successful year ever.

Best love,

LILLIAN DERRY

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THE CONSTITUTION OF THE  
ALUMNÆ ASSOCIATION OF  
THE STATE TEACHERS  
COLLEGE AT HARRI-  
SONBURG, VA.

PREAMBLE

To promote the welfare and progress of the State Teachers College at Harrisonburg; to bring the alumnae into closer touch with each other and the institution; to stimulate and perpetuate school spirit and fellowship; we, the members of the Alumnae Association of the said college, do adopt the following constitution.

ARTICLE I

*Membership*

Section 1. All graduates (two-year and four-year and third and fourth year students in the Home Economic and High School Courses) of the institution shall be eligible to membership in this association and may become members by signing this constitution and paying a fee of fifty cents (50c).

Section 2. Each year hereafter the regular dues shall be (\$1.00) one dollar per member.

ARTICLE II

*Officers*

Section 1. The officers of the association shall be (1) President (2) Vice-President (3) Secretary and (4) Treasurer.

Section 2. The President and the Secretary shall be elected biennially by ballot on the odd numbered years; the Vice-President and the Treasurer shall be elected biennially by ballot on the even numbered years.

Section 3. Only those who are residents at the college shall be eligible to the office of secretary.

ARTICLE III

*Meetings*

Section 1. The annual meeting of the association shall be held at the college at some time within commencement week.

Section 2. The President or Secretary may, upon due notice, call a special meeting of the association.

ARTICLE IV

*Local Chapters*

Section 1. Groups of non-resident graduates and former students of the Harrisonburg State Teachers College shall be empowered to form among themselves local Chapters of the Alumnae Association, of the said college, provided there be a minimum of eight (8) members.

Section 2. The object of each local chapter shall be to stimulate and perpetuate school spirit and fellowship among the students; to render definite and effective in each locality the aims and work of the general association; to advance the interests of education and Alma Mater in every legitimate way.

Section 3. Any graduate of the State Teachers College at Harrisonburg shall be admitted to membership in local chapters with all the rights and privileges which they enjoy in the general association.

Section 4. Any person who has been in attendance at the school at any time, but



who is not a graduate, shall be admitted to membership in the local chapters under the following limitations: She shall not be entitled to hold office in the general association, although she may vote and hold office in the local chapter.

Section 5. There shall be an annual membership fee of (25c) twenty-five cents, (10c) ten cents of which shall be sent to the general association.

Section 6. The President of the association shall be notified immediately upon the formation of any local chapter. She shall also be given a list of the officers and members of the same.

The Constitution of the Alumnæ Association will be discussed and changed at the annual meeting of the alumnæ in June. This meeting is getting to be one of the most important affairs taking place during commencement.

#### CONSOLATION

"How did you get on with spelling?" Harry's mother asked him, after his first day at school. "You look so pleased that I'm sure you did well."

"No'm, I couldn't spell much of anything," admitted Harry, "and I couldn't remember the arithmetic very well, nor the geography."

The mother showed her disappointment, but Harry had consolation in reserve.

"But that's no matter, mother," he said; "the boys all like me, and I've got the biggest feet in class!"

#### GOOD CITIZENSHIP

Men can never escape being governed. Either they must govern themselves or they must submit to being governed by others. If from lawlessness or fickleness, from folly or self indulgence, they refuse to govern themselves, then most assuredly in the

end they will have to be governed from the outside. They can prevent the need of government from without only by showing that they possess the power of government from within. A sovereign must accept the responsibility for the exercise of the power that inheres in him; and where, as is true in our Republic, the people are sovereign, then the people must show a sober understanding and a sane and steadfast purpose if they are to preserve that orderly liberty upon which was a foundation every republic must rest.

—THEODORE ROOSEVELT

#### OUR CONTRIBUTORS

C. M. TREMAINE is director of the National Bureau for Advancement of Music, with headquarters in New York City.

JOHN POWELL, a native of Richmond, Virginia, is a famed composer and piano virtuoso. His interest in musical education in his native state is evidenced by his numerous recitals in Virginia colleges, and by such compositions as *Rhapsodic Negre* and *Sonata Virginianesque*.

ARTHUR FICKENSCHER is director of music in the University of Virginia.

EDWIN FELLER is president of Virginia Music Teachers State Association. His address is Hotel Southland, Norfolk.

MARTHA C. DERRICK is a B. S. graduate of the Teachers College at Harrisonburg, of the class of 1928, and is now teaching at Malvern, Pennsylvania.

CHARLES A. BAZZLE prepared this teaching unit for use in the Harrisonburg training school when he did directed teaching in the summer session of 1929.

VIRGINIA BUCHANAN was for several years kindergarten supervisor in the training school of the State Teachers College at Harrisonburg. She is now a graduate student in Teachers College, Columbia University, New York.

ANNABEL MORRIS BUCHANAN is president of the Virginia Federation of Music Clubs. Mrs. Buchanan, whose home is in Marion, Virginia, has composed much music of genuine merit.

EUNICE KETTERING is an instructor in music in the State Teachers College at Harrisonburg. Miss Kettering is a fellow of the American Guild of Organists, and a graduate of the School of Music of Oberlin University.