

THE VIRGINIA TEACHER

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IN MEMORIAM

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

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

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

Miss Ann Virginia Harnsberger, aged 38, librarian of the State Teachers College and daughter of Charles G. Harnsberger, president of the Rockingham National Bank, died at Rockingham Memorial Hospital last night at 7:10.

She was a patient at the hospital several weeks, undergoing an operation two weeks ago Monday.

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

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

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

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

Secretary of Library Board

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

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

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

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

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

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

RESOLUTIONS

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

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

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

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

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

KATHERINE M. ANTHONY

ALTHEA L. JOHNSTON

NANCY BYRD RUEBUSH, *Chairman*

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

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

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

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

EDUCATIONAL COMMENT

MEETING NEW LIBRARY STANDARDS

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

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

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

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

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

adopts the library requirements which are now being formulated.

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

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

KINDERGARTEN ENROLMENT INCREASING IN UNITED STATES

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

An increase of more than fifty per cent. has been noted in kindergarten enrolment throughout the United States during the past ten years, showing the growing accept-

ance of the desirability of pre-first grade training for children before they reach their sixth birthday, the bulletin prepared by Mary Dabney Davis, nursery-kindergarten-primary education specialist of the Office of Education, discloses.

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

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

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

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

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

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

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

RESPECT FOR OTHERS

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

1. If you want to speak to someone who is already talking to another person, wait until he finishes.
2. When you are asked to do something by an older person, do it right away and do not grumble about it.
3. If you do not agree with someone, do not contradict him, but ask why he thinks as he does.
4. Address people to whom you wish to speak.
5. When your teacher is talking to a supervisor or some one else in your room, be quiet so that they are not disturbed.
6. Listen attentively while your classmates are talking.
7. Get up in the morning when you are called the first time.
8. Be on time. Don't make your mother push you off to school.
9. Go to bed when asked to. Don't cause your parents to nag.
10. When leaving a friend's home, say "Thank you for a nice time."
12. Occupy only half of the sidewalk.
13. Offer help to others when they are in need of it.
14. Keep absolutely quiet in Assembly.
15. Be quiet in halls and never look in classroom windows.
16. Keep your place in line, noiselessly, without pushing.
17. If you must eat candy, be sure that every boy or girl in your group at the time has some to eat too.
18. Share your music book in assembly.
19. Close doors quietly.
20. If other children seem to have funny clothing, do not laugh at them or make fun of them.

21. Keep your feet out of the aisles, so that others will not trip over them.

22. Move about your classroom very quietly.

23. Use paths and sidewalks; do not walk on the grass.

24. Keep your hands off things that do not belong to you.

25. If you find someone else's clothes on the floor in the cloak room, pick them up.

26. Say "Excuse me" when you must pass in front of others.

27. Pass behind others whenever possible.

28. Always speak quietly and pleasantly.

29. If it is necessary for you to leave the table before all are finished, say "Excuse me, please."

30. Remain at the table until all are finished, if possible.

31. Stand up at the table until elders are seated.

32. Pass the food to your elders first.

33. Open and close doors for people older than yourself.

34. Give the easiest chairs to the older people.

35. If you are seated, stand when greeting an older person.

36. Do not chew gum at any time at school.

37. Do not pick other people's flowers.

38. Do not say, "Someone took my pencil" unless you are sure that someone did take it.

39. Do not complain about your food.

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

—DANIEL WEBSTER.

HOW DID YOU START YOURS?

Dear Editor:

WE want to start
an **ACTIVITY**
program
in our school.

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

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

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

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

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

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

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

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

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

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

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

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

Yours very truly,

MARIAN GREGG.
Santa Rosa.



—Sierra Educational News.