NEWS OF THE COLLEGE

The largest Senior Class in the history of the school, including some one hundred and forty members, celebrated its annual class day Wednesday, November 6, under the leadership of Flora Heins, Ballston, president. Judge Rose MacDonald, the only woman member of the State Board of Education, delivered an address at the regular assembly period, presenting an examination by which the teachers of tomorrow can discover their own strength or weakness.

The seniors were gowned officially by President S. P. Duke and Dr. O. F. Frederikson, sponsor of the class, in a ceremony held early in the morning of the class day. Following this, a special senior breakfast was held in the Junior-Senior dining hall.

Other officers of the Senior Class besides Miss Heins are: Margaret Hottle, Manassas, vice-president; Eleanor Taylor, Ridgeley, Md., secretary; Elizabeth Cosby, Lynchburg, treasurer; Elizabeth Schumacher, Washington, D. C., business manager; and Edith Gammon, Hickory, sergeant-at-arms.

Mrs. A. B. Cook, dean of women at the College, presided over an annual convention of the Regional Association of Deans of Women and Advisers of Girls of Maryland, Delaware, Virginia, and the District of Columbia on Saturday, November 9, at Williamsburg.

Construction has begun on the dormitory to be erected on the north side of campus and occupied by the Juniors next year. This building is being constructed by the Harrisonburg Building and Supply Company, contractors.

Outstanding among the assembly speakers this fall have been Wilbur C. Hall, chairman of the Virginia State Commission of Conservation and Development, and Dr. S. C. Mitchell, of the University of Richmond. The former talked on the great conservation program now before Virginians. Dr. Mitchell described Europe as it had appeared to him last summer, asserting that many reports of conditions in Russia are basically false.

Nine Till Six, an unusual three-act comedy by Aimee and Philip Stuart, was presented last month by the Stratford Dramatic Club under the direction of Dr. Argus Tresidder, new head of the dramatics department. This production, made possible by various groups working on staging, make-up, costuming, and direction, as well as acting, was generally agreed to mark a stride in the progress of the dramatic club. The fact that girls did not represent men, as has been the custom for several years, as well as the presentation of the play on two successive days, served to make the play a novel attraction and help it draw an unusually large audience.

Beginning with the hockey tournament held at William and Mary the week-end of November 8-9, the local hockey team has played in four games this season under the leadership of Margaret Shank, Harrisonburg, captain. Two of these games, the ones with William and Mary and Westhampton, resulted in scoreless ties. Varsity lost to Sweet Briar College with a score of 8-0, while it defeated H. T. C. alumnae, 1-0, the week-end immediately after Thanksgiving.

Those playing on the varsity team this year were: Nancy Dorwin, New York; Rae Gerard, New York; Ann Belle VanLandingham, and Willene Clark, Petersburg; Margaret Shank, Harrisonburg; Lucy Clarke, Culpeper; Margaret Byer, Hagerstown, Md.; Marguerite Holder, Winston-Salem, North Carolina; Katherine Brennan and Marjorie DeMott, New York; Helen MacMillan, Harrisonburg; Margaret Thompson, Lexington; Alpha Spitzer, Broadway; Margaret Glover, Lois Wand-
less, Harrisonburg; Sylvia Kamsky, Richmond; and Martha Wrathney, Pittsburgh, Pa.

Marguerite Holder, center halfback of the local team, was chosen by a selection committee at the tournament to fill a position on one of the all-state teams, playing as right halfback on the Virginia Reserves.

Members of the College faculty, of the training school staff, as well as H. T. C. alumnae, made addresses before meetings of the Virginia Educational Association, in annual session at Richmond, November 26-29.

Misses Katherine M. Anthony and Genevieve Warwick, members of the training school staff, presided over the teacher training and home economics sections, respectively.

Other college faculty members who appeared on programs of the V. E. A. were Dean Walter J. Gifford, Prof. C. T. Logan, and Miss Marie Alexander. Mrs. Josephine N. Fagg, principal of the Fort Lewis School, Roanoke County; Dean M'Ledge Moffett of Radford S. T. C.; Mrs. Rosa Loving, and Miss Mary McNeil are among the H. T. C. alumnae who took part in the program.

There is no opposition in principle between liberalism in social philosophy and radicalism in action, if by radicalism is signified the adoption of policies that bring about drastic instead of piece-meal social changes . . . . It looks to me as if radical measures were now necessary . . . . The reactionaries are in possession of force, in not only the army and police, but in the press and the schools. The only reason they do not advocate the use of force is the fact that they are so much in possession of it that they do not have to. Their policy is to cover up its existence with idealistic phrases.—Dr. John Dewey.

THE BLACKBOARD—OUR HUMBLE ALLY

Attention and interest are controlled more by the eyes than the ears, more by what is seen than by what is heard. Every pair of eyes in a schoolroom follows either the teacher, her facial expressions and gesticulations, a reciting pupil (or one acting up), a book in hand, or the blackboard. The writer claims that the blackboard has an appeal that is distinctly superior and more lasting in effect than all the others.

Pupils quite generally forget assignments and explanations that are given orally. Visual instruction given by means of the blackboard is readily caught and long remembered. This is especially true if action accompanies the use of the blackboard, that is, if the teacher writes on the board as the particular thought is presented.

The author, who is a teacher of English, offers the following suggestions in the use of the blackboard:

1. Utilize the tendency of pupils to watch motion when the blackboard is used.
2. The teacher must not "tell pupils what is going to be written." He should let them see "what is coming off the end" of the crayon.
3. After the material is written on the blackboard, and the pupils have read it silently, have oral discussions.
4. Let the class watch different pupils use the blackboard.
5. Use the blackboard to give the next day's assignment.
6. It is bad psychology to put a faulty expression on the blackboard. Put down the correct one and discuss orally why others are incorrect.
7. Use the blackboard to teach sequence.
8. Use the blackboard to simplify complex ideas.
9. Use diagrams and charts that are drawn before the eyes of the pupils.
10. Make the letters and figures large enough to be seen by pupils on the last row.

—Alice Mullane in the Kentucky School Journal.