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Normal Bulletin, December, 1919

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

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Harrisonburg, Virginia

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Contributors To This Number

This issue of The Normal Bulletin is devoted largely to the interests of the alumnae of the school and the material is contributed almost entirely by former or present students of the school. We are also printing in this number the prize essays of last session.

CITIE O. WINE is a graduate (August, 1918) in the Professional Course; her home is at North River, Rockingham County. Miss Wine spent a great part of one summer in visiting prominent people of the county in order to collect reliable data for her essay, "Education in Rockingham County."

RUTH B. MacCORKLE, the contributor of "Women's Clubs and Democracy," is an alumna of this school (class of 1911). Miss MacCorkle has been devoting her energies for several years to social work in Harrisonburg and has made a splendid success of it.

ELIZABETH EDWARDS, the author of the story, "Stuff," graduated in the Professional Course, Grammar Grade, last year. Her home is in Portsmouth, Virginia.

MARGARET M. PRIEFR, a graduate in the Grammar Grade Professional Course (class 1919), wrote as her Senior essay "A History of the State Normal School at Harrisonburg." She contributes it because of the compelling interest this story has for all former students of the school. Miss Prufer's home is in Staunton, Virginia.

DR. JOHN W. WAYLAND, the author of the school song, "Blue-Stone Hill," is the head of the Department of History. Dr. Wayland's songs are sung throughout the state, notably his "Old Virginia." The story of "Blue-Stone Hill" is told elsewhere in the magazine.

M. LUCILLE WHITESELL, who makes the review of the "Influence of History on the Literature of Virginia," is a native of Maryland. Miss Whitesell has contributed several articles to the Bulletin.

GENOA SWECKER, who makes the summary of "Rockingham County's Contribution to the World War," is a graduate of this school (class of 1919). Miss Swecker received the George N. Conrad prize for her essay. Miss Swecker is from Highland County, Virginia.

"C. T. L.", the reviewer of a "Book of Exceptional Interest," is Conrad T. Logan, a frequent contributor to the Bulletin. Mr. Logan has now become a member of the faculty of this school in the Department of English.

"Recent Magazine Articles" consists of abstracts made by members of the Postgraduate and Degree Classes.
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EDUCATION IN ROCKINGHAM COUNTY

This essay was awarded the Dingedine prize as the best senior essay of the session of 1918-1919. It is here printed in the original research form, with the authority for special information as footnotes and the bibliography.—Editor.

In no other county has the general trend of the new educational awakening in Virginia been better exemplified than in Rockingham county. However, the Rockingham people have not been interested in general in higher education until recent years, but most of them have always desired the rudiments of learning and more; therefore elementary schools were established from the first. Schoolhouses were built as rapidly as churches and often side by side with them. The pastor was frequently the teacher (8).

The following types of schools were found in Rockingham before the inauguration of the public schools of 1870: (1) The grammar school, (2) the community school, (3) the tutorial system, (4) the academy, (5) the seminary, (6) the classical school and (7) the normal institute. (1, 2 and 8). The first three types of these schools were developed in the early history of Virginia and were the first schools in Rockingham (2).

The grammar school is usually a secondary or college grade school; but in Rockingham it usually, if not always, taught in addition to the higher branches the elementary subjects, reading, writing and ciphering. The higher branches were probably Latin, Greek, religious subjects, rhetoric, and mathematics. It was un-
der church control (2). The German settlements in the Valley established little grammar schools at the beginning to create a ministry (4).

Some grammar schools were endowed but it is not known that those in Rockingham had any support except the tuition fees. The community school, later known as the pay school or private school, was a school in which the families of a community employed a teacher for their children. The school was held in a schoolhouse owned by the community except when the regular pastor of the community was the teacher; then it was usually held at the parish house (2). The subjects taught in the early history of the county were reading, writing, arithmetic, and sometimes some of the higher branches; later in addition to these, grammar, history, and geography were usually taught (2). There was no graduation; the children recited either alone or in class and used any text-books they happened to have. The teachers of these schools in Rockingham were not, within the recollection of the oldest citizens of the county, required to have certificates. It is probable that certificates were required in the early history of Virginia (2). Before the time for the school to open, the teacher went around getting subscribers to his school in order to know whether or not he would have enough scholars to justify him to teach. The teacher’s ability to teach was judged by his writing. If he wrote a good hand he was considered a good teacher and if a poor hand, a poor teacher. Many of these teachers had very little education. Before the public schools of 1870 the majority of the children in Rockingham received their training in this type of school. The terms were from three to five months, and every scholar that was able to pay paid one dollar a month; for each scholar not able to pay the county paid eighty cents a month from its share of The Literary Fund; so these schools were free to the poor. The commissioners of Rockingham county did not have any separate schools for the poor. They sent them to these pay schools.

1 Professor J. W. Taylor.
2 Mr. S. T. Shank of North River.
3 Prof. G. H. Hulvey.
4 Rev. Isaac Myers, of Greenmount.
In the tutorial system the families employed tutors or governesses to teach their children in their homes or in schoolhouses on their plantations. Sometimes the neighbors' children attended these family schools. This was the method the wealthy used to provide instruction in the elementary branches and the rudiments of higher learning (2). There were never many of these schools in Rockingham but there continue to be a few yet.\(^5\)

The academies in Virginia before 1800 were generally known as "classical schools." The term "Academy" came with the teaching of the sciences (2). They were the typical schools in America after the Revolutionary War (5). They spread thru Virginia and furnished the training for the greater number of the children of the state until the inauguration of the public school system of 1870. The subjects taught in these academies were Latin, Greek, literature, mathematics, rhetoric, physics, chemistry and the elementary subjects (2).

The seminary was established on the same plan as the academy, only when it was for girls the curriculum usually contained courses in art, music, and literature. The seminaries were usually for girls (8).

The classical schools confined their work more to the ancient languages. They were patronized more by the aristocracy and those preparing for the ministry (2).

The academies, seminaries, and classical schools were entirely under local control. The state had no connection with them except to charter them—many of the smaller ones were not chartered—or to pass acts enabling them to raise funds by lotteries for buildings or endowment. There were a few (seventeen) of these schools in the state that received small appropriations from The Literary Fund. We do not know that any of these were in Rockingham. The more substantial of these schools in the state were endowed but the main support was the tuition fees of the students (2). These schools in Rockingham were small and had no endowment.\(^6\)

Teachers' institutes were held in Rockingham be-

\(^5\) Mr. S. T. Shank.

\(^6\) Prof. Taylor.
fore the inauguration of the public schools of 1870; but we do not have any particulars regarding them (8).

We know very little about the first schools in Rockingham and do not have any particulars of but two schools in the eighteenth century (8).

One of these was the Friedens Church school. From the earliest history (1747) of Friedens Church there was a school there either in the same building or in one by its side until some years after the public schools of 1870 were introduced, except during the war. Mr. Wm. S. Slusser taught here in 1865-66 and Professor O. W. Hulvey attended. It became a public school after 1870.7

The other was a school opened in 1794 by the Methodists of Harrisonburg in their new log meeting house. Bishop Ashbury directed its organization. The seven trustees of the school formulated rules for its regulation.

The school was to open in the winter at half-past eight o'clock, have one hour recreation and close at four; in the summer at eight o'clock, have two hours recreation and close at six; and in the spring and autumn the time of opening and closing was to be regulated according to the length of the days. The school was to be opened and closed with prayer and the trustees were to "examine the scholars in their knowledge of God and progress in learning" every three months. "No gaming of any kind or instruments of play" were to be tolerated and no scholar was to be permitted to powder his hair or wear ruffles. Not more than forty pupils were to be taken into the school and each subscriber was to pay to the trustees thirty-three shillings a year for each scholar sent. The school was in session the entire year. The teacher for the first year, 1794-95, was Mr. John Walsh and his salary was fifty pounds.

The most remarkable features of this school were that a garden, if practicable, was to be procured for the recreation of the scholars who chose it and that "Subscribers were to have the privilege of sending their black servants into the school for the first year," provided they were classed and seated by themselves.

7 Mr. S. T. Shank.
The trustees planned to enlarge the school by adding a grammar school and having two teachers for the second year. The result seems to have been that for the second year they had a school, which combined in a measure the two departments planned, with one teacher. After this the records give nothing definite concerning this school; but in 1820, at a quarterly conference in Harrisonburg the matter of securing a teacher was considered (8).

We know of forty-six schools, besides some little schools along the Blue Ridge and the family schools, that were opened in Rockingham from 1800 to the inauguration of the public schools of 1870; and of ten advertised or preparing to open. We know very little about the majority of these schools and do not know many particulars of any of them, but here they are with as many of these particulars as space will permit.

As early as 1800, there was a school at Ursulasburg (McGahey'sville) in which sewing, painting and knitting were taught besides the regular course. The first schoolhouse here of which we know, was a two-story log house built about 1830. The one-room upper story was the schoolroom and the lower story was the dwelling of the teacher (3). There was a school here all through the 30's. Professor Joseph Salyards, "probably the most famous teacher that has ever lived in the Valley of Virginia," taught from 1838 to 1840, offering the classics and higher English (8). He taught here again either in the 40's or 50's. For several years Mrs. Humes and her son had a boarding school here, and taught the classics. About 1850 a one-room schoolhouse was built which often had to accommodate fifty pupils. This building was used until 1870 when the school became a public school in a new two-room two-story building (3).

Bowmans, a one-room school, three miles north of Timberville was built at least a century ago and was almost if not in continuous session, except during the war, until some time after 1870. It was a public school after 1870.8

Mr. Joseph Funk was conducting a school at his home, now Singers Glen, as early as 1825. Young men from different parts of the country attended this school

8 Mr. Israel Minnick, of Timberville.
in the 50’s and later. In 1859 he and his son were teaching music, grammar, elocution, and the art of teaching music. His sons conducted this school for some years after the Civil War (8).

Nearly a century ago Moses Gangwer taught school in an old dwelling about three-fourths of a mile north-east of Fairview (Ashby). About 1843 Fairview School was built to accommodate this school. Mr. S. T. Shank and his wife taught here in 1865-66. It became a public school after 1870.9

In 1826 Rockingham Academy, a one-room log building between Timberville and New Market, was chartered. In 1857 a two-room one-story house was built for school and church. The original trustees were primitive Baptists and Dunkards. Their descendants still hold the property but it is now called Plains school and church (9).

In 1827 Abner Kilpatrick was conducting a school in or near Harrisonburg, and Miss Anna Moore one in Harrisonburg for girls (8). The same year schoolhouses were built at both Weaver’s and Brenneman’s (8).

Mt. Crawford had two common schools in 1835 (8).

Rader’s School and Antioch School were both open in 1842 and were in session for a number of years afterwards.10

In 1844 Wm. W. Littell had a 9-month school at Dayton (8).

Roller’s School (Sorghumville) was built before 1845 and became a public school.11

Turleytown school, Baker’s Mill (Cedar Run), Union, Bowman’s (Locust Grove), Cootes Store, Mayland and Fulk’s Run were in session in the 50’s and 60’s except during the war.12

In 1854 Rockingham Male Seminary was in session.13

About 1856 the “Academy” near Broadway, the Timberville, and the Greenmount schools were opened (8).

9 Mr. S. T. Shank.
10 Mr. Minnick and Rev. I. C. Myers.
11 Mr. W. D. Garber.
12 Mr. W. D. Garber
13 Rev. I. C. Myers and Mr. Minnick.
Professor Salyards was principal of Rockingham Male Academy, in Harrisonburg, from about 1857 to 1860 and Professor J. W. Taylor, 1860-61. Natural sciences, Latin, Greek, French, mathematics, etc., were offered. It reopened in 1866 and was open until 1870.

Pleasant Grove Academy, two miles south of Mt. Crawford on the Valley Pike was opened September, 1859 in a two-room house with Michael Keagy and Rev. Mr. Evers as teachers. 1860-61 Professor Salyards taught assisted by his son and daughter. It was a 9-month school and offered Latin, Greek, German, higher English, trigonometry, and primary subjects. P. S. Roller, J. R. Keagy and D. Ross were proprietors. It reopened, 1865, and General Roller taught for three years. 1868-69 B. A. Hawkins and W. T. Brett were principals.

Rockingham Female Seminary, in Harrisonburg, opened in 1859, was open three years, and then used as a Confederate hospital. 1866, it reopened and was in session at least three years.

1860-61, A. M. Evers taught a school in an old schoolhouse at St. Michaels.

In 1862 Professor Salyards taught at Cedar Grove Seminary near Broadway, and in 1864 at Smith Creek Seminary at Rosendale.

In 1865 four schools for children and a school for young ladies were opened in Harrisonburg; and a classical school at Conrad’s Store (Elkton), Linville Creek, and Lacey Spring. The last was opened by Professor Taylor and became a high school. He taught here almost continuously until a few years ago.

From 1866 to 1870 Rev. W. H. Dinkle conducted a school in an old building on the P. A. Whitesel farm, near Cross Keys. Some advanced subjects were taught. Clode Leake, the founder of Rockingham Memorial Hospital, attended this school, coming from Peach Grove.

In 1866 a day and night colored school was opened in Harrisonburg.

B. A. Hawkins opened Keezletown Academy in 1866.
April, 1867. The same year John H. Moore taught a large school at Beaver Creek.

Mossy Creek Academy was open from 1868 to 1871. In 1868 an agent of the Freedmen's Bureau opened a colored school in Bridgewater.

A classical school for girls was conducted at Bridgewater from about 1869 to 1872 by Rev. J. H. Barb, assisted by an intermediate and a primary teacher. Rev. W. H. Dinkle was associated with this school.

The schools advertised or preparing to open during this period were in or near Harrisonburg; all except one, which was a writing school, were to teach the higher branches.

Educational interests other than schools before 1870 were the incorporation of the Rockingham Library Company in 1806; the organization of the Bridgewater debating society before 1841, and a Rockingham County teachers' association before 1866; and the chartering of the Rockingham Library Association in 1867.

There was less prejudice in Rockingham against free schools than in most other sections of Virginia. Most counties had trouble spending their appropriations for the free schools for the poor because so many people looked upon these schools as a charity and refused to send their children; but Rockingham never had any trouble spending hers.

Yet when the present public school system was established, many even in Rockingham feared it would weaken the moral code, aggravate the race problem and cause other undesirable things.

In order to keep up the moral code the first superintendent of schools (in Rockingham), Rev. G. W. Holland, managed to have the system controlled by officers and teachers who realized their moral responsibility. All the schools were opened with reading the Bible and the institutes with prayer.

The schools gradually grew in more favor. The first year, 1870-71 there were eighty-six schools in the county; in 1876 one hundred fifty-seven with twenty-four houses owned by the districts and property

17, 18 Mr. Shank
19 Prof. Hulvey and Mr. Shank.
worth $8,986 (6); in 1889 two hundred nineteen with property worth $78,144; and at present the value of school property is more than a quarter of a million dollars with fewer schools, as so many of the small schools have been consolidated into large schools. (8).

The first high schools in the county were at Lacey Spring, McGaheysville, and Mt. Crawford.

As already mentioned, when the public school was opened at Lacey Spring Professor Taylor united his school with it, and the higher branches were taught from the first. Being in a sparsely settled neighborhood the school has not grown and of late is doing only one year of high school work (3).

McGaheysville public school began with two rooms in 1870. As early as 1874 it was a nine-month school with three teachers and was receiving aid from the Peabody Fund. The classics, higher English and mathematics were taught and it was called McGaheysville Male and Female Academy. In 1881 two rooms were added and a fourth teacher. The name was changed to Oak Hill Academy and it was the best school in the county at the time (3). A. C. Kimler was principal from 1881 to 1889. He did more perhaps than any other to put public schools in general favor and stir up school spirit in Rockingham (8). This school continued to grow and is still growing. It is now a four year standard high school.

Mt. Crawford built a four-room schoolhouse about 1882 under the principalship of Professor Hulvey. A high school was started which after a while was called Mt. Crawford Academy (3). After 1896 the school went down and for awhile it had only three teachers. It has been having four teachers again but has not been doing as much as one year of high school work. A modern six-room house is being erected now (1918).

Besides these three schools there were good schools growing up in 1886 at Harrisonburg, Broadway, Bridgewater, Elkton, Port Republic and at the Harrisonburg colored school. There were four-room schools at Dayton and Timberville; the rest of the schools at this time were three, two and one-room schools—mostly one. Many

20 Prof. Hulvey.
of the one-room schools were teaching only the three R's, and oral spelling seemed to predominate (3).

Now (1918) McGaheysville, Broadway, Elkton and Bridgewater have four year standard high schools; and Linville-Edom, Dayton, Mt. Clinton, and Timberville have three year standard high schools. The five five and six-room schools and the nine four-room schools in the county are all doing some high school work also; and the six three-room and the thirty two-room schools are graded. There are about seventy-five one-room schools and these are not all graded yet. Most of the larger schools have modern brick buildings and a few of the two-room and one-room schools have modern buildings (3).

Since 1910 some of the Industrial Arts have been taught each year in some of the schools by State Normal seniors supervised by a State Normal Instructor (3).

There are about nineteen Patrons Leagues in Rockingham. They have contributed much to the progress of the schools by improving the grounds and buildings, raising supplements, etc. (3).

The Rockingham Teachers' Association was organized in 1890 (3). Every teacher belongs to it and to the State Association. (3)

There were five colored schools in Rockingham in 1871 (7), sixteen in 1889 (8), and at present there are two two-room and five one-room schools in the county. For a few years they have had a supervisor of domestic science and manual training. This work is supported by the Slater Fund, the Geans' Fund, the Virginia Polytechnic Institute, the State Board, and local support. (3)

Public education began in Harrisonburg in rented property with three schools, one for boys, one for girls, and one for colored children; each had two teachers. Latin, algebra and geometry were taught in the boys' school and Latin and French in the girls' (3).

The growth of the public schools was for a time hindered by the private schools. There were about thirteen in Harrisonburg as late as 1894. (3)

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21, 22, 23 Superintendent J. C. Myers.
24 Superintendent Myers.
25 W. H. Kelster.
The Harrisonburg public schools are now among the best in the state. They became a separate system in 1916 with W. H. Keister as superintendent. The teaching force is thirty-six. It has two kindergartens, one since 1919, and one since 1911, eight grades, and a four-year high school with a Latin, scientific and commercial course. It has been a first grade high school since 1899, and is now on the accredited list of the Association of Secondary Schools in the South, and is accredited by the Board of Regents in New York State. The colored school has seven grades, a two-year standard high school, and a one-year teachers’ training course which was added in 1917 and is supported by the Slater Fund.

Industrial training was put into the colored school in 1912 and into the white schools in 1917. The colored school has the same supervision and means of support as the county colored schools.

Rockingham has played an important part in the normal school work of Virginia. In August, 1870, Harrisonburg Normal School advertised its next session to begin the first of September and close the last of June, 1871. The Valley Normal conducted at Bridgewater from 1873 to 1878 was the most notable of the early normals in Rockingham. It was perhaps the first in Virginia to do real normal work. In outlining the courses, catalogues of the best American and German normals were studied. A two-year professional course and a four-year one were offered; and a model observation school was conducted (8). Springcreek Normal and Collegiate Institute was conducted at Springcreek from 1880 to 1882, and then moved to Bridgewater and named Virginia Normal School. In 1889 it was chartered as Bridgewater College (8). From 1884 to 1891 summer normals were held at Harrisonburg under provisions of the Peabody Fund (8). From 1893 to 1901 summer normals were held at West Central Academy. This and other schools of the county offered spring courses and other courses for teachers. Shenandoah Normal College was conducted in Harrisonburg from 1887 to 1890. (8).

The Harrisonburg State Normal opened in 1909. At

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26, 27 Prof. Keister.
first a regular normal four-year course upon the basis of a two-year high-school course, and three two-year professional courses upon the basis of a four-year high-school course were given. At present a preparatory course, representing the fourth year of a standard high school, and four four-year professional courses upon the basis of a four-year high-school course leading to the B. S. Degree are given. A diploma is awarded for the completion of two years of the work of any course.

The students maintain three literary societies, an athletic association, a Y.W.C.A., publish a splendid annual, and have a student government association. Julian A. Burruss is president*. He is assisted by twenty specialists.

Let us now consider the church schools and private schools established in Rockingham since 1870.

Shenandoah Seminary was founded at Dayton in 1875, by some leaders in the United Brethren Church and grew into the Shenandoah Collegiate Institute and School of Music. It is an accredited junior college and is perhaps the most popular music school in the South. It is the only school in the county having a regimental band. It offers junior college courses, four-year high-school, industrial, a preparatory course, a commercial course and courses in expression, art, and all branches of music.

As already mentioned, Bridgewater College began at Springcreek in 1880. It is owned and controlled by the Church of the Brethren and is co-educational. It has always ranked with the best colleges of Virginia, and since 1916 is an accredited college. It confers the degree of B. A., M. A., Th. B., etc. The faculty consists of seventeen members.

Captain F. A. Byerly and one assistant conducted at Pleasant Valley a school called Sunnyside High School for Girls from 1882 to 1889. It gave a four-year high-school course and had twenty graduates. Instrumental music was taught also.

West Central Academy, a four-year high-school, at

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28 Prof. J. H. Ruebush.
29 Mrs. C. T. Callender, of Pleasant Valley.
*S. P. Duke, of the State Department of Education, succeeded Mr. Burruss in September, 1919.
Mt. Clinton, was built up in 1890 from a two-room graded school offering some high-school work. It was maintained by public and private funds. Besides the academic courses a business course was given. Vocal and instrumental music and art were taught. Graduates entered University of Virginia, Washington and Lee, and other colleges. The faculty consisted of nine members. This school continued until 1902.

Rockingham Military Academy opened in 1896 at Mt. Crawford, with Otey C. Hulvey as principal. Captain Byerly was principal and commandant from 1899 until its suspension in 1901.

In 1915 A. P. Funkhouser opened an Industrial School, planned after the Berea Industrial School in Kentucky, in Assembly Park, one mile north of Harrisonburg. After a few months, Mr. Funkhouser's health failed and the school was closed and never reopened.

The Eastern Mennonite School was opened in Assembly Park in 1917. It is owned and controlled by the Mennonite Church. It offers a four-year high-school course, a two-year elementary Bible course, a four-year intermediate Bible course, and a two-year advanced Bible course.

Rockingham passed a compulsory education law in 1911, but it has never been enforced.

Ottie O. Wine

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30 Miss Alice Funkhouser.
WOMEN'S CLUBS AND DEMOCRACY

Innumerable newspapers, books, magazines, and public speakers are loud in their claim that the World War has been a great democratizing force. They say that the millionaire's son and his chauffeur, sharing the same dangers, and fighting for the same ideals, came each to respect the innate manhood of the other regardless of the outward circumstances.

An Englishman of high rank remarked that English soldiers had caught the great spirit of universal brotherhood as they had never done before. "It will be a great day for us if we can keep it, unless," he added, "our women with their gentle fingers persistently push us back into our old way of thinking."

While our men in the camp and trenches were catching the true spirit of democracy, our women were also glimpsing a vision. Some a little dubious at first, a few reluctant and unwilling, many gladly and unselfishly—all answered the call of the Red Cross. Social barriers were thrown down for a time when Mrs. White, the leading lady of the town worked side by side with Mrs. Mulligan, the storekeeper's wife. Both were catching the contagious spirit of universal sisterhood while working for a suffering world.

So, many of our women are also learning the lessons of democracy. We are trying to do away with prejudiced and localized views of life. We want to come out and stay out in the sunlight of universal sympathy and service.

Now what shall we women do to conserve this newfound patriotism, this wonderful spirit of service started by the Red Cross?

Yes, we must have another organization—tho some of us would like to organize with the purpose of demolishing many existing organizations. But let us not become discouraged, for after all it is the spirit that makes or mars organizations, and it is the spirit of uni-
versal sisterhood that we want to organize for community service.

It is impossible for an outsider to come into a community as a dictator and decide the name and exact nature of this organization. Each community must take stock of its own weakness and strength and then courageously decide on the course to pursue. Afterwards an expert can help you.

Whether you decide on State Extension Work, State Federation of Women's Clubs, or the Y.W.C.A. is immaterial. The point is that you must have a co-operating organization that includes all types of women, working for their own improvement and for the community.

Do not sigh and say "It can't be done in 'our' community," for it can. Organizations, irrespective of creed or social distinction, are arising in small communities all over the land. Only it takes the sacrificial spirit of a few women who hold on by sheer force of will till the community conscience is awake to the needs of women.

The national organization for women with which I am most familiar is the Young Women's Christian Association, whose headquarters are at 600 Lexington Avenue, New York City.

One of the newest departments of the Y. W. C. A. work is the small town Y. W. C. A., and the small town and county associations. These are dotted here and there throughout the country and their numbers are increasing because of the great need for them. The small town association is organized in the same way as the city association. A yearly budget is raised by the town to support a trained worker and for the current expenses. The town and county Y. W. C. A. is supported both by the county seat and the county at large. Clubs are organized at the county seat and wherever practicable in the different towns of the county.

Often a county is not ready for a Y. W. C. A., but the county seat is, hence the value of a small town Y. W. C. A.

If neither the town nor the county is ready for a Y. W. C. A. you can still have an affiliated club under the national board. You will have to meet certain re-
quirements which will be both a help and an inspiration to your club.

But there must be some woman or women who are willing to pay the price of leadership. There has to be a definite head. After your club has proven its worth you ought to be able in many instances to get your community to pay for a worker. Doubtless not many teachers would have time to start or lead a club for young women. But as she is generally supposed to know everything from the psychology of the rural community to the "structurology" of an evening dress, she should know about club movements and have a pretty definite idea as to what a club program should include for her community. And, as in everything else, she will have to use her common sense and knowledge of the community before deciding.

I want to give an account of our club, not that we are conceited enough to think you will follow it, but it is definite and concrete and we do think that we are solving some of our community problems.

There are quite a number of young women in our community and others who have come from the county and different places to work in small factories that have sprung up during the last few years.

Our town, which is over six thousand, has nothing in the way of education or recreation for them but the movies, the street corners, and unattractive rooming places. There are other girls and women, as there are in every community, who have had advantages and who have a certain amount of leisure. We realized these two classes of women needed to know and appreciate each other. How were we to get them to mix? Realizing and going on the principle that the "Colonel's wife and Mrs. O'Grady are sisters under their skin," we made our plans accordingly.

Several of the women working in the different industries were friends of ours. And thru them we invited some other girls and women to meet us in the church one night where, with thirteen charter members, we formed The Business Women's Club. That first night all of them had that "watchful waiting" expression. They wanted to find out whether we meant friendly co-operation or ladylike condescension.
For four months or so our meetings were largely of a social nature with an occasional lecture slipped in for good measure. Often they met at my home; which was given to them with the understanding that they were the hostess. It was the first time those of us who were leaders had ever viewed anything approaching a reception as original, to say nothing of being “thrilling.” It was an illuminating thing to watch our receiving committee giggling in a corner before they ventured out in an official capacity. Then suddenly with a burst of courage they would gracefully advance and introduce everybody in the room twice around.

That efficient reception committee never omitted anybody’s fancy middle name. At these socials and parties our girls learned that a true woman can either be dressed in lawn or silk. And some of our other friends began to respect as never before the woman in industry.

With spring came the desire for a club room. We were fortunate to secure a large room on the fifth floor of the Peoples Bank. So, with $2.00 in the treasury and faith in our hearts, we invited some interested friends to become sustaining members at $5.00 a year. This insured our rent for a few months. By asking our friends for chairs, in a week’s time we had fifty—all a shining heterogeneous mass. We had stained some; they were themselves a lesson in democracy.

We had no sooner comfortably seated ourselves than we wanted a piano. So we asked the musical talent of the town to perform for us at a series of musicales at which we charged a modest sum. Then we gave our first play, “The Great Chicken Case,” which we practised for in the heat of August. And by the fall we had paid for a second-hand piano which still delights our hearts. That piano bears a charmed life, and bears harmonious testimony to our untiring labors.

From meeting twice a month we began to have the club room open two nights a week. And now we not only had plays and games, but some of our meetings bore traces of literary merit. We had current events and more lectures. Then we did our “bit” by knitting for the Red Cross.

The club room was gradually and steadily becoming
a home—a place to drop in—where the latch string is always out—and where a girl can bring a friend and point with pride to "our" view and "our" equipment. When I say girls, I mean anywhere from fifteen to fifty, but generally speaking I mean between fifteen and thirty.

After Christmas, we asked the "girls" if they wouldn't like to have a cooking class. Most of them said, "Why, we have cooked beans all our lives." "Yes," we replied, "but you have never cooked them in their Sunday clothes as the Normal knows how to cook them." So, a senior Home Economics girl presided over our cooking class.

The first week we had borrowed equipment from the Normal. The second week we had a great Kitchen Drive in which the "girls" were divided into two teams, one team selling rolling pin badges for ten cents, the other team selling spoons. The side which won was to give an extra utensil to the kitchen. In one week we had made fifty dollars and we didn't have an advertisement in the paper. That was our first great lesson in team work or democratic co-operation, if you please.

Well, spoons and stew pans are all right, but this efficient Senior Home Economics person wanted a cabinet. So again we had a play in which both club girls and Normal students took part. So Mr. Cabinet was assured. And so the story goes—one need after another; and our club ready and anxious to be taught how to solve the problems. Each struggle has made us a little stronger, a little more willing to sacrifice for the good of the club.

After the cooking class became so efficient, some "girls" wanted a serving class, then we had "gym"; then a splendid small class in English and mathematics, all these classes being taught by seniors and post-graduates of the Normal.

We had our commencement before the Normal had hers. Sixteen "girls" received certificates in sewing and cooking. And we had a lovely exhibit in both departments. The commencement ended our winter's work. And next fall, with the co-operation of the Normal, we expect to branch out considerably in our school work.

Our work this summer is largely recreational. A
flower contest is one of the chief features. We have hikes and suppers in the woods.

We have just started and we hope that steadily and surely we will more and more meet the needs and ambitions of women and girls in our community, and that, as they grow in efficiency and ideals, we may help solve some community problems.

In the years to come, we should have a Vacation Cottage on the Shenandoah for our “girls”; we should have a cafeteria for the town and county, an employment bureau, and many other splendid things that any self-respecting community should and could have.

In closing, let me add with great earnestness, that a club or clubs started and maintained for girls and women on “practical idealistic” lines is the patriotic duty of every community.

In these days of stress and storm, girls and women who are meeting responsibilities and temptations as they have never had to do before need a stronghold, as such a club can give them.

Woodrow Wilson, in his book, On Being Human, has said: “We know that there is a drudgery that is inhuman, let it but encompass the whole life, with only heavy sleep between task and task. We know that those who are so bound can have no freedom to be men (women) that their very spirits are in bondage. It is part of our philanthropy—it should be part of our statesmanship—to ease the burden as we can, and enfranchise those who spend and are spent for the race.”

RUTH B. MACCORKLE
A young college student in North Carolina was walking thoughtfully and slowly up and down the campus that beautiful April morning of 1917. His thoughts were far from pleasant. As he expressed it, he was "down and out." College had been his goal; he had lived for it. But it often happens that our dearest dreams bring us more disappointment; and he who "hitches his wagon to a star" has the greatest fall therefrom. So Harold Bennett was thoughtful and a little inclined to be pessimistic, as he looked back upon his short life of twenty-three years.

What were the bells ringing for? He took out his watch. From town and college rang out the stern new call that told him—with thousands, nay, millions, of others—that America had entered the world-struggle. His watch went back into his pocket. His face brightened. He walked briskly onward. "Farewell, old Alma Mater; by tomorrow I shall be on my way to France." He laughed. Yes; he was glad to leave college—college that had so long been his dream.

Before another week we find a fair, curly-headed, blue-eyed Southern boy at Plattsburg, doing his level best to win a commission for his father, for his mother, and yes—for a pretty little dark-eyed girl somewhere in North Carolina.

He worked hard. He did his best. But obstacles were in his way—obstacles which he could not remove except in the course of a long time. He did not like military discipline; he could not endure it. The petty regulations nagged him. Several times he was reprimanded. And yet he had military qualities. Even the Captain admitted as much. But when the commissions were given out, none came to Harold Bennett. He had failed.

A dark cloud settled down upon him. For a week he wandered around from one place to another. What should he do? His failure had come, the Captain told
him, from lack of discipline. And yes, he was showing that lack of control even now.

For the first time in weeks he fell upon his knees, and these words came to his lips, ‘‘O God, if you want me to be a private for America, I am ready.’’

A letter went to the dark-eyed girl:

Dear Lenore:

I am sorry I can’t be your captain. I tried to, but I failed. I hear Tom Moore got his commission. I am going as a private—will leave soon. Can you forgive me? Always your

Harold.

Lenore was a born little aristocrat. At first she was angry. Why had Harold failed? Harold, so bright, so handsome, so full of possibilities—Harold a private, after trying to win a commission. Her idol had failed. She would just write and congratulate Tom Moore. Tom would be glad to come back again with the least encouragement from her. As for Harold—well, let him go.

But then his fair hair—his deep, earnest eyes—his firm, yet delicately molded, almost pathetic face—came before her. So she sent the words that were to mean everything to Harold as he left the land of his birth and sailed the ocean for foreign fields:

Dearest Harold:

Captain or not, I am proud of you. I wanted you to be a Captain. Yes, I did. But I love you because you are man enough to stand defeat, and because you are a private. There’s not a man in all the United States who is better, greater, and more patriotic than you—not even General Pershing—for I doubt whether he would go so quickly, if he were only a private.

Your Lenore.

The letter reached Harold as he stepped upon the gang plank; and it brought back to him the joy of living. Anyway, he thought as he lay back upon the deck, he was among the first to leave, and he was going to fight till the last for his country and Lenore.

He reached France in safety; and for long months he fought and worked. No honors came his way; he
was a private still. But he was beginning to learn the lesson of the war. His patriotism never failed. His work was hard, but he never grumbled; it was often cold, but he bore it; sometimes the officers seemed unjust, but he was learning the discipline he so sadly lacked. And out there in the trenches and in the cold he was learning to love humanity. No one on all the front was more ready to lend aid, to stand by a soldier in trouble. The men grew to love him.

For almost two years he had been in the thick of the fight, and no scratch to tell the tale. And then one evening he was sent with three other men to locate the telegraph wires of the enemy and destroy them. They crawled stealthily forward in the night. They found the wires and cut them; but even as they did it, fire and shell rained down about them. One of the four fell wounded—mortally, they thought. The other two fled, calling Bennett to do likewise.

But Harold had learned many new things since the war began. He could not leave his dying comrade. With supernormal strength he lifted the man, almost dead, and dragged his way back to the camp. The other two had arrived long ago. They had lost all hope of Bennett until he fell into the door of the dugout, still clinging to his comrade, whose wounds he had bandaged with his linen. Straining every power within him, Harold had managed to reach the camp; but now he fell in a dead faint.

A French general spoke: "This shall be made known to General Foch." And it was.

On awakening from his fever after many days of illness, Harold listened in wonder to two beautiful facts: The war had ended, and the French Cross of Honor was to be his.

"I am glad, oh, so glad—do you know?" he smiled whimsically. "I'd rather send Lenore a medal for saving a life than for destroying one."

Somewhere in France a curly-headed youth waits for the ship to bring him home; somewhere in North Carolina fond parents watch for their boy's return; somewhere a dark-haired girl holds close the Cross of Honor.

ELIZABETH EDWARDS
Realizing the great need for trained teachers, the state sent a committee in 1906 to travel over its territory to inspect localities for a Normal School for the future. This committee chose Harrisonburg.

The State Normal School for Women was established at Harrisonburg, Virginia, by an Act of the General Assembly of the Commonwealth of Virginia, March 14, 1908. This was the second in the state for white women. Rockingham County subscribed ten thousand dollars and Harrisonburg City five thousand.

According to this Act, Governor Claude A. Swanson appointed the following Board of Trustees: Hon. George B. Keezell, Keezletown; Hon. N. B. Early, Dawsonville; Dr. Ormond Stone, University; F. W. Weaver, Esq., Luray; Hon. Don P. Halsey, Lynchburg; Mr. A. H. Snyder, Harrisonburg; Mr. E. W. Carpenter, Rockingham; Frank Moore, Esq., Lexington; Dr. J. A. Pettit, Roseland; Hon. Floyd W. King, Clifton Forge; Hon. J. D. Eggleston, Jr., Superintendent of Public Instruction, "ex-officio," Richmond.

The members of the Board met in Harrisonburg on April 29, 1908, and organized. They elected the following officers: President, Hon. George B. Keezell; Vice-President, Hon. Floyd W. King; Secretary, Mr. A. H. Snyder; Treasurer, Mr. E. W. Carpenter.

This Board of Trustees, with certain changes in its personnel, served until July 1, 1914, when the school came under the control of The Virginia Normal School Board, which was created by the General Assembly. It now controls all four of the Normal Schools in the state. The members of this Board now, 1919, are as follows: President, Hon. John W. Price, Bristol; Vice-President, Mr. Virginius Shackelford, Orange; Mr. George L. Taylor, Big Stone Gap; Dr. H. M. DeJarnette, Fredericksburg; Hon. Otho Mears, Eastville; Hon. Merritt T.
Cooke, Norfolk; Mr. W. Clyde Locker, Richmond; Mr. R. L. Chamberlayne, Jr., Phenix; Mr. David D. Hull, Jr., Roanoke; Mr. E. O. Larrick, Middletown; Hon. Alfred G. Preston, Amsterdam; His Excellency, Westmoreland Davis, Richmond, Governor of Virginia (ex-officio); Hon. Harris Hart, Richmond, Virginia, (Superintendent of Public Instruction, ex-officio), and Mr. A. Stuart Robertson, Staunton, Secretary, not a member of the Board. Mr. Oscar L. Shewmake, Surry, has just resigned.

The first Board of Trustees outlined their work for the school with much farsightedness and decided to plan and build for the future. Accordingly, forty-two acres were bought from Mr. A. M. Newman, and later six acres additional were purchased from the Lurty estate.

Mr. Julian A. Burruss was elected President of the school on June 26, 1908. The Board authorized him to map out the work along all lines for the school, and if possible have it ready for opening in September, 1909.

When Mr. Burruss accepted the presidency he immediately left Columbia University, although the temptation to stay and complete his work for the degree of Doctor of Philosophy was great. He traveled in the North and West, visited many Normal Schools of those states in order to study the best methods and equipment. He sought ideas upon which he could build for the future. "In this connection," Superintendent J. D. Eggleston tells us that now, "for the first time since Jefferson founded the University of Virginia, we have seen a great school organized on strictly definite, scientific, pedagogical principles, before a nail was driven or a class taught."

He did map out a wonderful plan with every detail included, which the Board unanimously adopted, and at the same time appointed Mr. Charles M. Robinson of Richmond, Virginia, its architect.

The growth of the Normal School during these ten years will be better understood by having some knowledge of the life of the man who has been a most able, faithful, and successful president.

Thomas Carlyle has said, "Every institution is but the lengthened shadow of one man." The man in this case is Mr. Julian Ashby Burruss, educator, who was born in Richmond, Virginia, August 16, 1876. He
received his B. S. degree in Civil Engineering from the Virginia Polytechnic Institute, Blacksburg, Virginia, 1898, and studied at the Virginia Mechanics Institute, Richmond, Virginia, and at Richmond College. He has worked in the summers at the University of Chicago and at Harvard University. He received his A. M. degree from Columbia University in 1906 and held the position of fellow in education there in 1906-07. He has been instructor in the following schools: Normal College, Walesha, Georgia, 1899-1900; Searay (Ark.) Female Institute, 1900-01; principal of the Leigh School, Richmond, Virginia, 1901-04; director of manual arts in the public schools of Richmond, Virginia, 1904-05 and 1907-08. He was married in 1907. He has been President of the State Normal School for Women since July 1, 1908. He has done post-graduate work at the University of Chicago and is instructor in education in the summer school there. He is a member of the National Education Association; of the National Society for Vocational Education; of the Virginia State Teachers' Association (president 1912-13); of the Association of Colleges and Schools for Girls (president 1912-13); of the National Society for the Study of Education and of a number of similar organizations.

Harrisonburg, the county seat of Rockingham County, is in the Shenandoah Valley of Virginia, about two thousand feet above sea-level. It is one hundred and fifty miles southwest of Washington and the same distance northwest of Richmond. Two railroads pass thru it; and it is the terminus of a third.

The grounds face South Main Street and adjoin one of the best residential sections of the town. From the highest points of the Campus is seen a magnificent view of the surrounding valley.

The corner-stone of Science Hall was laid April 15, 1909, with appropriate ceremonies, followed by interesting addresses at the County Courthouse Assembly Hall.

The names of the five buildings now in use (1919) will be given here, and they will thus be called hereafter. These were announced by President Burruss at the commencement exercises of 1918.

Science Hall is Maury Hall, in honor of Matthew Fontaine Maury, scientist, author, and educator, who was born near Fredericksburg, Va., in 1806.
Dormitory I is Jackson Hall, in honor of General Stonewall Jackson, of Civil War fame, who marched thru Harrisonburg on his famous "Valley Campaign."

Dormitory II is Ashby Hall, in honor of Brigadier-General Turner Ashby of Fauquier County, who was killed near Harrisonburg in the Civil War.

The Students' Building is Harrison Hall, in honor of Gessner Harrison, born in Harrisonburg in 1807. He was for twenty years professor of ancient languages at the University of Virginia.

Dormitory III is Spottswood Hall, in honor of Colonel Alexander Spottswood, soldier, statesman, at one time Governor of Virginia, who was born at Tangier, Accomac county, Virginia, in 1676. With his "Knights of the Golden Horseshoe" he discovered the Valley of Virginia in 1716 and marked it for the English King.

"Cleveland Cottage," the original Newman farmhouse, purchased with the grounds, was named for Miss Annie Vergilia Cleveland, teacher of English and Foreign Languages at the Normal from 1909 till June 1916. "Two thousand young women today, in all parts of Virginia, keep her sweetness in their hearts." She was a sister of Miss Elizabeth P. Cleveland, and from Palmyra, Fluvanna County, Virginia.

The Infirmary is the second story of this Cottage, which was remodelled in 1912 and again in 1918. The lower floor provides for bedrooms and one class room.

Maury Hall, a science building, and Jackson Hall, a dormitory, were completed and ready for use September 28, 1909, the opening of that first memorable session.

All the buildings are of blue stone with red tile roofs. For the first five years Maury Hall was used as an administration building, an assembly hall, and a library. It also contained class rooms, a temporary gymnasium, the president's office, registrar's office, and a reception room. The assembly hall was the present chemical laboratory, with a rolling partition in it.

This building now contains laboratories for physics, chemistry, cooking, dietetics, housewifery, textiles, millinery and dressmaking, drawing and handwork, together with two class rooms for general classwork, several
offices, music rooms and storerooms. Every department is provided with the most modern equipment.

The first dining room, pantry, and kitchen were in the basement of Jackson Hall. In this basement now are several class rooms.

Ashby Hall was opened March 1, 1911. The gymnasium is in the basement of this building and contains the necessary modern apparatus.

The President's Home was erected in 1913.

The ground was broken for Harrison Hall on May 4, 1914, on the site between Jackson Hall and Ashby Hall. It provides for a dining room, kitchen and pantries, the dietitian's office, a temporary auditorium, a temporary library, a post office and supply room, a number of offices and accommodations for general administration, social rooms and an assembly room for the Young Women's Christian Association, and several class rooms.

The library is a large room equipped with convenient furniture. It contains over six thousand carefully selected volumes. The best general current literature is there, besides magazines for the special departments and a number of daily papers.

The ground for Spottswood Hall was broken May 10, 1916.

A house containing ten rooms was leased in 1917 and is furnished as a "Practise Room." Senior home-economics students are assigned in groups, each to live in this home during one quarter. The students themselves perform all the household duties in turn.

A very essential part of the Normal School not on the campus is the Training School. When this "can approach the actual conditions of the public school, the better it will serve the purpose of preparing student-teachers for work in the public school." This arrangement has been accomplished between the Normal School and the Public Schools of Harrisonburg. "There are no specially selected classes of pupils and no artificial environment of any sort. The practise-teaching students teach under real public school conditions. Several rural public schools are also training schools.

Three Professional Courses each covering two years are offered at the Normal School and are as follows: Professional Course I, Kindergarten and Primary
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Grades; Professional Course II, Grammar Grades, and Professional Course III, High School.

The Home Economics Course covers four years, corresponding to the regular four year college curriculum of the technical type. The diploma of graduation is awarded to students completing the three professional courses and two years of the Home Economics Course. But those receiving diplomas on two years of work, Professional Courses, can teach in the elementary schools, and the two-year students of the Home Economics Course can teach only in the first two years of high school.

The Virginia Normal School Board has adopted resolutions making some changes in the courses of studies at the normal schools. The following is quoted at some length because of its importance: “Every school is assigned a specific subject, but every other school is given the liberty of offering the present two year course in that subject. This arrangement is preserved in order that young women may go from one normal school to another for advanced work in a special subject or subjects without suffering inconvenience or loss of credits. The only exception to this arrangement is found in the case of the commercial course which will be offered in its entirety at Fredericksburg. (No commercial course has heretofore been offered in any of the four schools.)

The differentiated work of advanced grade (the third and fourth years of the four-year courses) leading to degrees is assigned to the particular schools as follows: (1) To Farmville a four-year course for the training of high school teachers. (2) To Harrisonburg a four-year course for the training of teachers in home economics. (3) To Fredericksburg a four-year course for the training of teachers in music, industrial arts, and commercial subjects. (4) To Radford a four-year course for the training of supervisors of elementary schools and for specialists in rural education. To Radford is also assigned the task of extension work in rural education.

* * * In view of the fact that all of the normal schools have heretofore been allowed to offer four-year courses for the training of high school teachers, it would be an apparent hardship on students who have entered these courses not to allow some period in which readjustments can be made. The operation of this resolution will, therefore, become effective July 1, 1921. In the
meantime no normal school will accept new students for the third and fourth years in any special department other than that assigned to it by this resolution."

Graduates from the two-year course in home economics at the other three schools will be accepted for the third and fourth years of the course at Harrisonburg.

A preparatory course and part-time courses are also offered here.

The buildings, equipment and campus are very essential; but they do not make the school. The faculty and students make it; and just what each one is, what each puts into her social, religious, and school life, just that the school means to her and she will later mean to the world. The life of the school depends upon the life of each individual.

When the school opened, there were only two buildings in use, Maury Hall and Jackson Hall.

The chapel exercises that first day, September 28, 1919, were held in the temporary Assembly Room in Maury Hall at the exact hour set a year or more before. Dr. Wayland opened with a Scripture Reading. Senator Keezell and others who spoke at this service emphasized the fact that students study and build for the future, not for the present alone. The students in the class of 1919 are reaping many benefits from the thoughtful deeds of those in the class of 1910 and other classes—such as accurate dates kept, many constitutions drafted, religious and social welfare promoted, and trees planted for our enjoyment. They enjoyed fun, too, in those days, as we do now.

At first glance, especially a day or two before the opening, things appeared rather unfinished, but on the twenty-eighth, President Burruss seemed to wave a magic wand and everything and everybody were exactly in their places. And with it all he had to carry his arm in a sling because he had slipped on the inevitable board walk and broken that much-needed member. But there was no magic wand business to it all for him. It was accomplished only by many, many hours of thought and planning.

President Burruss’s office was then in Maury Hall where Miss Gregg’s now is. Miss Mary I. Bell was his stenographer, the registrar for three years, and the
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librarian since the first day. It is as librarian that she has endeared herself to every student by her willing helpfulness. Miss Bell especially enjoys the present library, for she alone remembers the finding of books which were three deep on the shelves of the old cases up in Maury Hall.

Miss Sprinkel enjoys her office now, for she remembers when she spent her days in half of Mrs. McMichael’s plunder room, which was her office then.

The first faculty meeting was held Wednesday, September 22, 1909, at eleven o’clock in one side of the chemical laboratory. Those present at this meeting were: President Julian A. Burruss; Cornelius J. Heatwole, Instructor in Education; Dr. John W. Wayland, Instructor in History and Social Science (Sec. of the Faculty); Miss Elizabeth P. Cleveland, Instructor in English and Literature, Miss Natalie Lancaster, Instructor in Mathematics; Miss Yetta Shoninger, Instructor in Primary Methods and Supervisor of Practise-Teaching; Miss Althea Loose, Instructor in Physical Education and Foreign Languages; Miss Margaret G. King, Instructor in Geography and Natural Science; and Miss Lida P. Cleveland, Instructor in School Music. The business of the meeting was concerned chiefly with these three things: (1) getting acquainted, (2) making an outline of the policy of the school and of the administration, and (3) certain discussions and conclusions in reference to necessary committees of the faculty.

The Faculty Meetings were held in any of the class rooms available in Maury Hall; several were held in Room Seventeen; but they were usually held in the cooking laboratory, or in Miss Cleveland’s English Room. Later the room which is now Miss Frances Sale’s office was used for Faculty Meetings until they were held in Harrison Hall in 1914.

The beginning of friendships for life between teachers and students was formed that very first day, but the first formal meeting of everybody with everybody else, was the night of October, 1909, when the Faculty held its first reception for the students. This is an annual function now, and one which is enjoyed by students and teachers.

At a chapel service in November, 1909, President
Burruss said he wanted Santa Claus to bring him a school song. That very Christmas he received the words to "Blue Stone Hill" and "Shendo Land," dear to the hearts of every Normal girl. The author of these is the same who wrote the best-lived of our non-official state songs, "Old Virginia."

The first Arbor Day of the school was inaugurated April 7, 1910, under the direction of Miss Margaret G. King. Each class group that year planted a tree.

Naturally that first year the school life was very much more personal than now. All lived closer together, and felt with joy the bond uniting them into one group. That first year there were one hundred and forty girls in the school. It is interesting to note some of the names that year. The first girl to arrive on the grounds was "The Sword of Lee"—Nannie Sword, of Lee County, Virginia. The "Highland Eagle" was here—Martha Eagle, of Highland County, Virginia. Our friends of long ago, Juanita and Annie Laurie, were with us too.

President and Mrs. Burruss occupied three rooms in Jackson Hall till 1910. When they left, the girls asked the Board if they might name the Hall Burruss Hall. It consented and the girls had a solemn christening, breaking the bottle and performing other fitting ceremonies. Since then the name has been changed, as it is the President's firm resolution not to name any buildings for living persons.

Mrs. E. B. Brooke, the matron from 1909-1915, and her daughter, Amelia, had the room that is now Miss Lancaster's, in Jackson Hall. For six years Mrs. Brooke gladly gave her time and thought to the welfare of the school. She was not only matron but housekeeper and nurse as well. There was no infirmary and when students were sick they were quarantined in their rooms and she nursed them.

Another important side of school life is the food. Since "we eat to live"—altho some people are thoroughly convinced that we "live to eat"—a cook is an essential person at a school. For seven years, 1909-1916, "Page" discharged the duties of chef. Roy Anderson has ably filled the place since then.

When Mrs. Brooke left in 1915 to become matron of The Episcopal Theological Seminary, Alexandria, Miss Margaret Simmons came as matron.
Miss Natalie Lancaster became Social Director in 1917 and thru her charming personality each student knows her well and gladly seeks her wise advice as from her own mother.

Miss Hannah B. Corbett, B. S., of Kansas, came in 1916, to serve as Head Dietitian and Head of the Institutional Management Course, which was instituted that year to give students actual work in those lines. Her services have been and are invaluable because all work, mental and physical, depends on health.

Each year the school enjoys the best dramatic artists the best artists in music, literature, vocal expression, magic, and other fine arts. The first year the Coburn Players came. Since then the Ben Greet Players, the Devereux Players, and The Elsie Herndon Kearnes company have done wonderful interpretative work in the beautiful open-air theater.

Every year the life of the school is chronicled to the joy of every student and instructor. The name for the annual was chosen the first year. “Shendo Maid” and “Blue Stone Bells” were names suggested, but Miss Cleveland won the prize for the name, “The Schoolma’am.” And her helpful suggestions thru the years have been valuable in the making of each Annual. She it is who inspires each student with the desire to use daily the most beautiful and the most correct English, and to set that standard for the future citizens whom she influences.

The Senior Classes have always set a high standard for the plays they give each year. They are by amateurs, but in 1912 they gave Tennyson’s “The Princess.” In 1916 the whole school participated in a Shakespeare Pageant which has not been excelled in the history of the school.

As time passed improvements were made along all lines. Gypsy Smith came to Harrisonburg in April, 1917, and the Normal School practised his advice “Clean Up.” Accordingly, on the tenth of May the girls spent the day on the campus working with hands and hearts, as well as heads. Each instructor had his or her group. Mr. Johnston trundled the wheelbarrow, while Miss Mackey’s group dug the debris from the cellar of Maury Hall; Mr. Devier spaded the ground and sowed
grass seed; Mr. Shriver, with gloves on, superintended the weeding; Miss Gregg planted geraniums; Miss Hudson hoed; Miss Bell planted; Dr. Wayland plowed up the steep hill by the laundry and planted corn. All the other extremely energetic instructors and students were busily occupied too.

The students now take great pleasure in imagining the instructors at these tasks.

In the fall of 1918 Military Instruction was introduced. The school was divided into four companies. Later a competitive drill was held, after which the companies were called according to their merit. Not being a military school, they drill only once a week.

The basis of all social life is the religious life. This at the Normal is a stimulating feature, and from the first year has been enjoyed by all the students.

The Young Women’s Christian Association was organized October 21, 1909, by Miss Volovah Burner, student Secretary, aided by Miss Lancaster. The membership was seventy-two, and the first meeting was held October the twenty-eighth. The mottoes of the Y. W. C. A. are “I have come that ye might have life and that ye might have it more abundantly,” and “Not by might, nor by power, but by my Spirit, saith the Lord of Hosts.”

The Y. W. C. A. gives an informal reception to the students each year.

The school thru the Y. W. C. A. has taken a great interest in the vital questions of the day. In the fall of 1917 they gave seven hundred dollars toward the War Work Campaign; in 1918 they gave one thousand eight hundred and fifteen dollars to the same cause. In the early part of 1919 they pledged one hundred and thirty-five dollars to the Armenian Fund.

The Sewing Classes in the school made many articles for the Red Cross and the Manual Arts Classes made scrap books for the wounded soldiers.

The Y. W. C. A. Cabinet is composed of a president, a vice-president, a secretary and a treasurer elected at large from the school and the chairmen of the following committees, membership, finance, association news, mission, social, alumnae, religious meetings, and the Bible study.

Each year at least two members of the Y. W. C. A.
are sent to The Student Conference of the Y. W. C. A. at Blue Ridge, North Carolina.

All students desire proficiency in literary work and the only way to attain this is thru practice.

The first year the Faculty realized this, so planned for the organization of two Literary Societies. The students received this enthusiastically on October the eighth when presented. The names suggested and adopted were "The Lee Literary Society" for "the greatest Southern soldier," and "Lanier" in honor of "the best loved Southern poet." Twenty charter members were selected for each society, and the organization of each followed. The work of these societies has usually been of a high character, and each member feels that she has gained something for life from that work which she could not have gotten from her books or clubs.

"The Stratford Literary Society" was organized January 31, 1913.

There are many clubs each year in the school which represent localities, names, courses, and occupations.

One of special importance is the Glee Club of one hundred voices. This was organized in 1909, with Miss Lida P. Cleveland as director. Miss Edna T. Shaeffer became director in 1915 and under her leadership it has done very splendid work. It gives many programs in the school and also outside.

Miss Shaeffer is also head of the Music Department in the school, which gives valuable training to Normal students in the following courses: Chorus work, piano music, vocal music, harmony, theory, school music, music for primary grades, grammar grades, advanced grades and music appreciation.

Since at times "soul helps body not more than body helps soul," the Athletic Association was organized the first year, on March 31, 1910.

The Athletic Council or executive Committee, whose business is what its name implies, consists of a president elected from the school at large, and a representative from each class.

The second year at commencement "Willie," Mrs. Brooke's little black "generalissimo" who did her bidding, came running in very much excited one day and exclaimed, "Lawd, Mis' Brooke, the Aluminum's done
come, the Aluminum’s done come.” And so they had, and organized an Alumnae Association on June 13, 1911.

As the year passed, the idea of student government grew upon the school. In the fall of 1914 the Honor Committee took up this matter, worked up a sentiment in favor of it, drafted a constitution, and after the preliminaries with the Faculty it was inaugurated in the school on February 25, 1915.

The Executive Board consists of President, Vice-President, a Secretary, and three members from each class.

The following girls are the former presidents of the Student Association: Agnes Stribling, Stella Burns, Lillie Massey, Dorothy Spooner, and Anna Lewis.

Each year some of our instructors are called and accept positions in other colleges and schools. Professor C. J. Heatwole left in 1918 for Georgia, where he has the chair of Philosophy in the State University. President Burruss, Dr. Wayland, Miss Sale, and others have refused flattering offers from other schools but they love the work and can nobly serve humanity here.

The best test of a school’s work is what the graduates are doing. One is a missionary to India; another is preparing for that work, one is teaching handwork to wounded soldiers in a camp; one is a forewoman in an ammunition factory; one is Federal Protective officer for Richmond, Virginia; many are principals of High Schools; many more are teachers in High Schools, graded schools and primary schools. Those from the Home Economics Department have the following positions: Home Demonstration Agents for counties and cities; one an Industrial Supervisor in City Public Schools; one a Dietitian in an Army Camp; and teachers in colleges in other states. Several have received their B. S. degrees from Columbia University. At least one hundred are married.

MARGARET M. PRUFER

(Written during the Winter Quarter of 1919—Editor)
Blue-Stone Hill

Fair on you mountain,
Gleams the light of morning skies;
Firm on you hill erect
Blue stone towers rise.

Proudly waves Old Glory,
White and Red and Blue above,
Writ with freedom's story.
Sign of truth and love.

Chorus:

Mater, Alma Mater,
Though afar we bless thee still;
And may Love forever
Smile on Blue-Stone Hill.

Far o'er the Valley
When at eve the world is still,
Shine through the gleaming
Lights from Blue-Stone Hill.

Thus afar out-streaming,
O'er the land and o'er the sea,
Like the stars o'er gleaming,
May thy glory be.—(Chorus)

Queen of the Valley,
Alma Mater, thou shalt be;
Round thee shall rally
Those who honor thee;
All thy daughters loyal,
One in heart and one in will,
Many gifts and royal
Bring to Blue-Stone Hill.—(Chorus)

Noon, night and morning
We attend thy signal bell,
True to its warning
Till we say farewell.
Through the years, swift winging,
Oft will come a quickening thrill—
In the soul still ringing,
Bells of Blue-Stone Hill!—(Chorus)
THE INFLUENCE OF HISTORY ON THE LITERATURE OF VIRGINIA

There is no great historical movement but has its corresponding literary movement. And as truly might we say that the history of any time is moulded and shaped by the literature it produces. The literature of any country is a mirror in which we see reflected the hopes, ambitions, aspirations, failures and successes of the people who live in its history. It is difficult to determine whether literature is the natural result of history, or history the living embodiment of written words. Did the writings of Martin Luther bring about that wonderful wide-spread movement which is known as the Reformation, or did this movement make Martin Luther the remarkable man of his time? Can we place the highest motives of equality and justice, which the French Revolution in its first stages fostered, to the credit of such statesmen and scientists as Voltaire and Diderot, or were their writings a by-product of the Revolution? Does literature reveal the background of historical events, or are these events an incentive to literary endeavor? We need only examine the literature of Virginia, our state, to be convinced of its relation to history.

The early days of our life as a colony are usually considered interesting and important from an historical relationship entirely and we attach no literary significance to them. It is true that these adventurous personages who founded the "Virgin State" were too busy with this strange new life to conscientiously give their attention to literary pursuits. And yet, we can find no better setting for the most interesting romance; a new land inhabited by an unknown race, the hardships endured by many to whom the highest homes of England would gladly have given welcome, the struggle for existence where the bare necessities were a luxury, the unfriendliness of the inhabiting race to the newcomers, all
of these had charm which might well be preserved. It is impossible to separate the literature and the history of this time. Unconsciously these settlers who were making history were also writing literature, as, under the dim light of the rude home fire, or camping on some Indian trail, they wrote to their friends in the Mother Country of the strange lives they were leading. The reasons for this are obvious. The colonists were dependent on England for their material life, and everyone was interested in America. The history of our early life as a state is thus known thru the writings of its founders.

Our earliest historian is Captain John Smith. Even the youngest pupil in the school is acquainted with the stories of the life of this man and, notwithstanding this, very few high school pupils know that these stories were written by Smith. In all his writings he was the hero, and he did not fail to extol his own deeds. His first book was published in London in 1608. The complete title is “A True Relation of Such Occurrences and Accidents of Noate as Hath Happened in Virginia Since the First Planting of That Colony which is now Resident in the South Part thereof, till the Last Return from thence. Written by Captain Smith to a Worshipful Friend of his in England, London 1608.” This book, as the title indicates, tells of the landing of the colony, of the first meeting with the Indians, of the return of the two vessels which had brought them to America, of the disagreement among the colonists, of the suffering during the first winter, and of his own explorations. In this book we first make the acquaintance of Powhatan, but little is said of Pocahontas. One well-known story which its pages furnish us is the account of the ingenuity Smith manifested when, being attacked by the Indians, he made a human shield of his Indian guide, and thus saved his life.

The next writing of Captain Smith is a reply to the seven questions propounded by the London Company in regard to the distribution of land which was not to their liking. At this time Smith was governor of the colony; and, if we may judge from his spicy reply, he was no better pleased with the London Company than they with him, nor did he hesitate to express his views. It is interesting to note that such a policy of disagreeing
was new to the English powers, and Smith seems to have struck the key-note of "let-alone" government so hotly contested by the thirteen colonies at a later date. Along with this reply was sent a "Map of Virginia," which was printed in 1612. It concerned the climate and typography of Virginia, for he writes of the beauty and fertility of the country. He also writes more in detail of the Indian customs.

These were the only two books written by Smith in Virginia. He returned to England in 1609, and, tho he revisited the New World, he did not come to Virginia. Some of his later works have an interest for us since they relate to conditions in the New World. Of these "True Travels," written in 1630, is strikingly readable. It further acquaints us with the Indians and especially with Pocahontas, the little Indian princess who shocked the austere Indian matrons by her numerous pranks with the English boys, such as turning cartwheels in the streets of Jamestown, of her interest in Captain Smith and, when interceding for his life failed to change the hardened heart of her father, her heroic willingness to sacrifice her life for that of her friend, of her marriage and enthusiastic welcome in England.

Among the first colonists was George Percy, a young nobleman of the famous house of Percy. He deserves a place among our earliest historians. Unfortunately, only a fragment of his book, "Discoveries on the Plantation of the Southern Colony in Virginia," has been preserved. He describes in a very attractive way the fertility and beauty of Virginia and, more horribly than picturesquely, the suffering of the colonies.

Two names, those of Colonel Norwood and William Strachey, stand out prominently from among the early settlers to whom we are indebted for a description of the perils, dangers, and oftentimes disasters, of the voyage across the practically unknown ocean. Of these two men, the former tells us in a charming and often amusing way of his trip in "The Virginia Merchant." As he was of an aristocratic family, we may indulge in a smile as he relates the numerous inconvenience's suffered, thinking some of them were magnified in the light of his former life; but when we read how the crew on the crippled vessel "were reduced to catching the ship rats
which sold among the famished passengers for four and five dollars apiece, the story grows tragic enough."

William Strachey has been called the "Homer of the wrath of the Atlantic." His "Wrack and Redemption of Sir Thomas Gates" contains certain passages which "have in them the tumult and grandeur of the stormy sky. The very sentences seem to surge. There is nothing in the first two centuries of American literature to rank beside portions of the narrative for essential poetic qualities." This book, written as it was in 1610, must surely have given Shakespeare hints for the plot of "The Tempest." For this greatest of poets, wide awake to all things new, could well have found in Strachey's "dreadful storm and hideous that did beat all light from heaven," in that reality of "terrible cries and prayers in the heart of and life," his own "wild waters" and "noontide sun . . bedimmed," the "cry that did knick against Miranda's very heart" and the despairing call of the mariners:

"All lost! to prayers, all lost!"

The company of which Strachey was a passenger escaped in boats to the Bermudas, Shakespeare's "still-vexed Bermoothes." In Strachey's book we are told that these islands were inhabited by "temper, thunders, and wicked spirits." We see these portrayed anew in the two spirits, Caliban and Ariel, and in Ferdinand's exclamation

"Hell is empty,
And all the devils are here."

Nor does the religious life of the early colony lack a chronologist, for we find one in the person of Alexander Whitaker. Altho a member of a rather wealthy and influential family, his very soul was so stirred by the writings of Strachey that he gave up home, wealth, and possible political influence to come to America as a missionary. In this capacity he served for six years, from 1611 to 1617, comforting his own people and giving more than service to his red brother. In 1613 his book, "Good News from Virginia," was published in London. The whole book breathed "a passionate sense of Christian duty." Especially was it full of intense interest concerning the salvation of the Indians.
The first native-born Virginia historians were Robert Beverly and William Byrd. Both of these young men were educated in England. After his school life was completed, Robert Beverly returned to Virginia, where he was made secretary of the colony. In this capacity he had access to the records, and in 1705 his book “The History and Present State of Virginia,” was published. This book not only shows the political side of the colony, but also the social customs and pastimes. “Beverly writes in a clear, sprightly style, which gives a literary flavor to his description.”

Colonel William Byrd has been named “the most versatile and accomplished man of colonial Virginia.” He had received a splendid education in England, and on the continent, traveled widely, was a member of the Royal Society of Great Britain, and for a long time he was a member of the King’s Council in Virginia and at one time its president. A man of social and public life, he served his country in many ways. He was deeply interested in iron mines. He was a member of the commission to determine the dividing line between Virginia and North Carolina. One of his writings was “A History of the Dividing Line Run in the Year 1728.” This is an account of his personal experiences and gives a humorous picture of the early North Carolinians. This book is by no means dry, but full of originality and interest. His other two works are “A Journey to the Land of Eden, A.D. 1733,” which is an account of a visit to North Carolina and “The Progress to the Mines,” which throws light on the social customs of the Virginia aristocracy. “Parts of it are as entertaining as a novel.” Colonel Spottswood is not neglected in his last named book. Colonel Byrd was the founder of Richmond.

The year 1676 is one of historical importance to students of Virginia history. This was a time of protest against the neglectful government of England’s representative in Virginia. To this protest the rather misleading name of “Bacon’s Rebellion” was given, which name historians of more recent times have agreed is unjust. It seems unbelievable that any movement which so deeply stirred a people should fail to be represented in literature. But such seemed to be the case until more than a hundred years later. Soon after the Revolutionary War some manuscripts were found in the Northern
Neck of Virginia, evidently written by an admirer of Bacon. To these papers has been given the name of "Burwell Papers," probably "from the name of a family in King William County by whom they were first given to the public." This eulogy on the death of Bacon relates the trouble with the Indians, the indifference of Berkley, the stand taken by Bacon, and his mysterious death and burial. This is not written in the clear, direct style of the early colonial days, but seems to be under the influence of the prevailing English style. A few lines from it will illustrate the thought and style.

"Here let him rest; while we this truth report,  
He is gone from here into a higher court,  
To plead his cause, where he by this doth know  
Whether to Cesar he was friend or foe."

In passing from this early period of Virginia's history and literature into that of the Revolutionary Period and later days, we say farewell to them as a mere state interest. Hereafter they assume more of a national tone and spirit. The Revolutionary Period was a time of political stress and the national spirit is here manifest as never before. A new phase of American literary ability is shown. Hitherto, the writings were mostly theological, but they now demonstrate the American strength and capacity in the sphere of government.

Whenever mention is made of this time of uneasiness, unrest, and wavering purpose, which predominated the minds of men, we at once recall our great Virginian statesman, Patrick Henry. Of a warm, impulsive nature, his soul was moved to the depths by the great public questions which confronted our national life. Patrick Henry was first prominently brought to the eyes of the public when, in 1765, he spoke before the Virginia Assembly met to discuss the Stamp Act. Here he declared, "I am no longer a Virginian but an American." In March of the following year, this same enthusiast appeared before the Virginia Convention convened in St. Johns Church for the purpose of deciding whether or not the colony should be put into a state of self defense. At this time he made a speech which lives today. No verbatim copy exists, we only know it thru Henry's biographer, William Wirt, and the words as we have
them, no doubt, fell from Wirt’s pen. However, we can but feel that the soul of Henry is here imprisoned as we hear him say, “I know not what course others may take, but as for me, give we liberty or give me death.”

Altho worthy of the sublimest elegy that the mind of man could produce, Thomas Jefferson requested that the “Author of the Declaration of Independence” immediately follow his name on his tombstone. And this, after all, is the sublimest monument that could be erected. It so truly voices that for which Jefferson spent his life, and is a summary of all the political papers and pamphlets written by him. “This trumpet-tongued declaration of the fact that every man has an equal right with every other man to his own life, liberty, and the pursuit of happiness has served as an ideal to inspire some of the best things in our literature.” His pen was the most influential one of its time, and his writings reveal his own personality and interests.

All of James Madison’s best productions cluster around the Constitution, and the name “Father of the Constitution” has been given to him. He wrote the first draft of this to present to the Convention and wrote twenty-nine of the essays in the “Federalist Papers.” These papers were written for the purpose of urging the adoption of the Constitution.

The “Father of Our Country,” altho not primarily a literary man, merits a place among our Virginia men of letters. A collection of what has been called his “Literary remains,” has been made by Jared Sparks and fills twelve large volumes. Altho indifferent to his own powers as a writer, his works possess the one best quality of “high seriousness.” Surely a man as great and noble as he can not fail to express clearness, strength of character, and noble thoughts. His numerous letters and journals and especially his “Farewell Address” have literary value for this reason.

A Virginian of this same period whom we know because of his cool judgment, broad ideas, and statesmanlike interpretation of constitutional law is John Marshall, chief justice of the United States for thirty-five years, 1800 to 1835. One of the most famous cases tried before him was that of Aaron Burr in 1807. His writings are as follows: “Life of Washington,” “Su-
of the Confederate army and the executive head of the Confederacy were Virginia born. The Literary works of Robert E. Lee, the name immortal in history, are of value from the same reason as were those of the Revolutionary general. His own name, thoughts, wonderful personality, and lofty character “makes whatever he did and wrote worthy of admiration.” His letters and addresses reveal the sympathetic general, the faithful soldier, the perfect gentleman, and the loving husband and father. Jefferson Davis published in 1881 “The Rise and Fall of the Confederate Government,” which is a “dignified well-written account of the events in which he had taken such a conspicuous part.”

Another picture of Virginia life during the war, and reconstruction days, is painted by Thomas Nelson Page, a prominent man of the present day. He has been instrumental in giving the negro his true place in American literature and is especially skillful in dealing with darkey dialect. One of his most popular books is “In Ole Virginia,” a collection of short stories. These stories possess a sweetness of tone, a pathetic strain, and a lofty sentiment of faithfulness which can not be excelled. We live over again “dem good old days” of prosperity when “nothin’ was too good for the nigger;” we suffer with them in their loss of all that is dear, and bravely take up life again, while the old darkey servant labors faithfully by our side. Mr. Page has been unusually successful in portraying the Virginia woman of war time, the heroine of the home. Some of his best-known historical novels are “Red Rock,” a story of Reconstruction days. “The Old South,” “Social Life in Old Virginia,” “Two Little Confederates,” and “Gordon Keith.”

Another present-day writer of historical novels is
Mary Johnston. She was born in Buchanan, Botetourt County, Virginia. Being a delicate child, she spent much time in the open air. Of an unbiased judgment, she displays a remarkable knowledge of the places and people of whom she writes. Four of her books, "Prisoners of Hope," "To Have and to Hold," "Audrey," and "Lewis Rand," deal with the colonial period of Virginia history in a successive manner from the time of William Berkley. "The Long Roll" and "Cease Firing" depict scenes and heroes of the Confederacy. Her latest novels are more realistic than the earlier ones, and all of them are valuable from an historical point of view, as well as being truly works of literary value.

Whatever may have been said of our historical and literary glory in the past, the present is full of all that is fine and noble in what has gone before. Our days of colonization are over, our independence has been gained, our union is assured and bound together more closely than ever because both sections have fought side by side in the great World War. We no longer speak in terms of state or national but of world interest and at the head of our glorious national and international life there is a Virginian, Woodrow Wilson. He has already earned for himself a place in the historical and literary world. A man of noble character and wonderful mastery of English who makes every word count, his is a great past and a great present, and we believe a great future lies before him in both the political and literary field. Into his hands we are willing to trust our state and national life, feeling that it is safe.

Thus briefly and incompletely have we traced our state life thru its stages of development and broadening interests. Ours is a wonderful inheritance. We have many names of which we can be justly proud. Our history is noble, our literature has a corresponding glory. Let us strive to serve and honor fitly this our state as we travel onward and upward with our faces ever toward the light.

M. Lucille Whitesell
ROCKINGHAM COUNTY’S CONTRIBUTION TO THE WORLD WAR

This essay received the George N. Conrad prize for the best account of what Rockingham County did in promoting the nation's efforts in connection with the World War.—Editor.

John Masefield has said, "I believe that the people of a country build up a spirit of that country, build up a soul, which never dies, but lingers about the land forever. And nations are only great when they are true to that soul." It was the outside forces which were the means of stirring this soul to action in the recent war. Dr. Masefield’s statement may be applied to a small portion of the country. So it is the unselfishness of the people, the unity of purpose, the readiness of co-operation for serving the world and humanity, and the willingness to give blood that played a part in the building of the soul of Rockingham County. In almost every case the people have been "true to its soul," responding to the call of suffering humanity by the giving of money, time, energy, spirit, and men that the world might be made a place "safe for democracy."

Two weeks after the declaration of war, twenty-three stalwart young men of the county enlisted in the Second Virginia Regiment. At a mass meeting held in Harrisonburg the public showed a very high degree of honor and praise for those who had responded to the colors.

Stirring oratory and popular enthusiasm marked the event. National airs were sung and a flag and a Bible were presented to each man. The recruits were cheered heartily time and again, and at Elkton they were given another ovation.

On the first registration day, June 5, 1917, two thousand, five hundred seventy-four men between the ages of twenty-one and thirty-one enrolled in the services of the nation. Of this number four hundred eighty-nine white and sixty-four colored men were drafted into service.
In June 1918 and August 1918, two hundred ninety-six men, who had become twenty-one years of age since June 5, 1917, registered. Of this number seventy-five white and three colored men were sent to camp.

In the third registration, September 12, 1918, three thousand, five hundred seventy-seven men registered: one thousand, four hundred eighty-five between the ages of nineteen and thirty-six; one thousand seven hundred eighteen between the ages of thirty-seven and forty-five; and three hundred seventy-four of eighteen years of age. Of this number forty-one young men went into training in Student Army Training Camps at Washington and Lee University, University of Virginia and other colleges and academies.

The total number of the county's men in military or naval service was one thousand one hundred thirty. The greatest number sent to camps at any one time was one hundred fourteen.

As a general rule, the men of draft age did not seek to avoid military service. Many of the claims for exemption were on the grounds of agriculture. Comparatively few of the men called for examination showed the "white feather," so Rockingham can well boast of a scarcity of cowards.

The first ten men to be called and who left for Camp Lee on September 5, 1917, were practically volunteers. They registered, passed the examination, and did not claim exemption. In this case, as with every group of selected men who left for camp, brief patriotic exercises in the form of addresses in ideals of real American citizenship, parades, and banquets were given in their honor. The attitude of the home folks had much to do with the spirit of the men, and Rockingham can be happy to say that the selected men were sent with a smile and a cherry God-speed.

Twenty-nine of those who forsook the comforts and joys of home, faced the horrors of the battlefield, and counted the life of the nation more precious than individual life laid down their lives that others might live. They made the sacrifice "to help crush the awful serpent autocracy." Some of them died of influenza and other diseases in camps; others were killed in the bat-
ties of the Argonne Forest and Chateau-Thierry. Tho perhaps there is no monument erected to them, they are a monument to themselves, and they live in the hearts of the Rockingham people.

The Dayton Military Band, considered the best in the South, deserves special mention. They answered the call soon after the declaration of war and trained in the States until June, 1918, when they sailed for France. In every detail of service the boys were complimented for their faithfulness and perseverance.

In the spring of 1917 representatives from many parts of the county assembled in the town hall, and in keeping with the spirit of the time, sang national airs. After this, community sings were frequently held. Addresses made at these gatherings were appeals to the people to show the same spirit, strength, and endurance that the boys in service were showing.

The first great appeal to the people for money was in the form of the First Liberty Loan Campaign, of June, 1917. Less enthusiasm, however, was shown in this work than in most of the undertakings of the county. Appeals were made to the people by public speakers who urged the buying of Liberty Bonds to preserve American liberties. The women of the Council of Safety lost no time in pushing the campaign on. It closed with an estimated loan of approximately one hundred five thousand dollars.

The second loan, which was held in October, 1917, proved more successful tho the county failed to subscribe all of the six hundred forty-two thousand dollars which was the allotment. Subscriptions to the amount of four hundred thirteen thousand, five hundred dollars were the result of this campaign.

It was in the Third Liberty Loan, of April and May, 1918, that the county proced itself united in efforts and spirit. Liberty Day was celebrated by a parade in Harrisonburg, which proved to be a grand success from both financial and patriotic viewpoints. Many of the organizations of the county and city entered. The historical characters such as Joan of Are, Columbia, and Miss Liberty appealed strongly to the people. The Augusta Military cadets furnished the military spirit, and the Normal students represented patriotic indus-
triousness. As a result of the untiring efforts of those connected with the loan and the patriotism of the citizens, the county was able to report a grand total of five hundred eighty-eight thousand, nine hundred dollars, which was two hundred eighteen thousand, two hundred dollars more than the amount allotted. All of the banks of the county subscribed more than one hundred per cent of their allotment, the Planters Bank of Bridgewater more than doubling its amount (two hundred and fifty-five per cent) and the Bank of Grottoes more than trebling its amount ((three hundred fifty-one per cent). The number of individual subscribers was one thousand eight hundred eight.

The Fourth Liberty Loan, of October, 1918, was as glorious in success as the preceding. The unusual conditions owing to the influenza epidemic favored no patriotic demonstration, but the people rallied to the flag and went "over the top" in the splendid amount of eight hundred ninety-eight thousand, one hundred fifty dollars—seven hundred ninety thousand, one hundred fifty dollars being the amount allotted. Again every vicinity showed excellent results.

In November, 1917, a campaign for the raising of money to be used by the Y. M. C. A. in the training camps was waged. The amount subscribed and paid by the county was five thousand, eight hundred dollars. To this amount the Normal School added seven hundred dollars.

Interest in the sale of War Saving Stamps and Thrift Stamps was shown from the very beginning. In this work the children deserve a great deal of credit. Owing to the wide-spread interest and keen competition among the schools, good results were produced. The total sales from December 3, 1917, to December 31, 1918, amounted to two hundred twenty-seven thousand, six hundred sixty-three dollars, or six dollars for every man, woman, and child, both white and black, in the county.

The United War Work Campaign of the seven great organizations engaged in service to the men of the army and navy was conducted in November, 1918, soon after the signing of the armistice. In spite of this fact and
realizing that this money would be used to help keep
demobilization from being demoralization, men and
women made personal canvasses for gifts to the boys—
"gifts to be translated into the helpful service which
these organizations were enabled to give the boys." In
this effort, the county again went "over the top" sub-
scribing the amount of twenty-three thousand, two hun-
dred forty-three dollars. The Victory Boys under the
direction of Mr. Smith, Principal of Harrisonburg High
School, and the Victory Girls under the direction of
Miss Spilman did noble work for the cause. Of this
amount the Normal School subscribed and paid one
thousand eight hundred fifteen dollars and ten cents.

The patriotism of the people was really tested in
the Armenian and Syrian Relief Drive. When they con-
tributed to the Red Cross, they were helping their own;
the buying of Liberty Loan Bonds was a money inves-
tment. Five thousand, eight hundred and eighty-eight
dollars was the goal set for Rockingham County, and this
was to prove in a severe test the real character of the
citizens. The people in the Near East were starving,
and "the cries of the destitute sank deep into the hearts
of the people." Owing to the epidemic of influenza
which was raging in all the rural districts, there was
very little appeal in the form of speaking, so the test
becomes more real. Left practically alone, the people
heeded the arguments of their own consciences, and
early reports were favorable. Dr. E. R. Miller as chair-
man with other loyal workers, especially the women's
committee, guided the forces and led the army "over the
top for God and humanity." Nine thousand seven hun-
dred seventy-three dollars and seventy-two cents was the
answer the cry. The churches and the Sunday schools
played a very great part; the church of the Brethren
leading, with two thousand one hundred twenty dollars
and seventy-one cents. To this amount the Normal
School added one hundred thirty-two dollars. So the
people proved their faithfulness in duty by giving "for
the good of the people they had never seen."

In the first month of the war, the farmers knowing
that "bread was as important as bullets," organized a
council to promote a high production of foodstuffs and
to make possible an efficient means of distributing the
articles.
On January 29, 1918, Prof. J. C. Johnston, local food administrator, called a meeting of the managers of hotels and restaurants to discuss the observation of meatless and wheatless days, which resulted in the decision of meatless Tuesdays and wheatless Wednesdays. This conservation was effective for about six months.

Thru the complete organization of all food producers and food handlers, general crops were increased fifty per cent with a high per cent in the increased yield of wheat. Thru the organization of the millers the Government’s call for flour was answered, thus limiting the amount on the local market. Many people went voluntarily on the “no wheat” pledge. Sugar was conserved to the extent of fifty per cent of the normal amount used. There was a general spirit of co-operation with the Government. This was shown by the response in the town and city in particular, to the Government request for special saving plans: by the planting of many War Gardens, by allowing a half dozen carloads of ice for the preservation of Government Food Supplies, by meeting the Government demands for better methods, larger plantings, and more careful handling of food products. Ninety-five per cent of the people were patriotic, not spectacular, in this effort to make “Food Win the War.”

Thru the organization of the Housewives League, of which Miss Rachel Gregg was chairman, district and town workers supplemented the work of the food conservation problem. They led the campaign in which all housewives were to eliminate waste as far as possible and thus render a patriotic service. Each of these women furnished one can of fruit for the soldiers, and with these and other contributions, Rockingham County had by far the greatest supply of canned fruit, one thousand five hundred ten cans in all, at the Richmond exhibition.

One of the first steps of the League was to co-operate with the food conservation workers in pledging the observation of meatless and wheatless days. War receipts were distributed, and a series of lectures on food problems were given. A canvas of the whole county was made to introduce home economy. Demonstrations in canning and the making of war breads proved very
successful. Articles were run in the newspapers in order that the needs of more people might be met.

The conservation of fuel was also a success. Coal was figured on closely. Many people conserved by limiting space and closing the places of business. The act of tagging the shovels by the children proved an important reminder of the scarcity of coal. Many people were induced to use wood.

On June 26, 1917, the Chamber of Commerce held a mass meeting of the citizens at which time the Rockingham Chapter of the Red Cross was formed with Dr. C. E. Conrad as chairman, Mr. Frank L. Sublett as vice-president, Mr. C. T. Martz as treasurer, and Capt. Andrew Bell as secretary. At the time of organization there were only twelve members of the Red Cross in Rockingham county. During the week beginning December 17 and ending December 24, 1917, there was launched a big drive for Red Cross members. Putting their hearts and souls into the work, the leaders carried their pleas into every part of the county. The drive was repeated a year later, and the membership rose to five thousand five hundred seventy-five, which shows that Rockingham holds the front rank when the question of humanity and charity is at stake.

The Chapter has twenty-nine branches and the colored auxiliary. Each branch has a work room, from which supplies are distributed to the workers, who meet once a week for work. Each branch has two or more Home Service workers, whose business it is to provide in a large way for the dependent families of soldiers and to assist them in many ways such as the lending of money when it was thought advisable. Helping to alleviate the suffering of the soldier's family was one great way of doing the real humanitarian work. This Home Service Chapter was organized December 12, 1917, with Dr. B. F. Wilson as chairman. On May 23, 1918, he resigned to take up Red Cross work at the camps. Mr. E. J. Lonergan succeeded him, and thru his efforts the work grew by leaps and bounds until there were two or more workers in each of the twenty-nine branches. This organization has lent valuable aid to ten thousand individuals. Mr. T. N. Thompson conducted the work from July 31, 1918, until January 1,
1919, and was then succeeded by Capt. Andrew Bell as chairman.

Soon after the Red Cross organization was formed, a drive was made for funds, and the sum of three thousand dollars and ten cents was secured. The second drive for funds is marked by the greatest parade in the history of the county. A feature of the parade was the great human Red Cross made by over a hundred Normal School girls. Money rained into the large Red Cross flag, and the chapter went over the five thousand dollar allotment with twelve thousand eight hundred dollars and eighty-nine cents. Much credit is due Mr. T. N. Thompson who was chairman of this drive.

The Canteen Committee under the leadership of Mrs. N. Wilson Davis as captain has served all of the soldiers going from the country to camp. These ladies met the trains, even the early trains, in order to cheer the departing soldiers and give them coffee, lunch, etc., and make them feel that the folks at home were behind them.

The woman’s work of the Chapter has been supervised by Mrs. Russell Bucher. Five work rooms were donated by the Rockingham National Bank to be used. Thru the efforts of the chapter and auxiliaries and with the aid of the sewing classes of the Normal School the following articles have been produced: Five hundred “housewives” for the soldiers, twenty-one thousand nine hundred and forty-nine surgical dressings; one thousand five hundred fifty-eight garments (shirts, etc., for soldiers); seven hundred seventy-four knitted articles (sweaters and socks), three hundred fifty refugee garments; eighty-five refugee sweaters; seventy mufflers, forty-four shawls; approximately twenty-one thousand pounds of old clothing.

One of the most potent factors in the county work for the war has been the Junior Red Cross. Altho it was not until the spring of 1918 that the organizations in the county were effected, the work done under the direction of Miss Rachel Gregg as chairman is of special merit. At this time the Harrisonburg High and Graded Schools and eight county schools were organized. The work of the city school of this spring consisted of five layettes, fifty comfort kits, approximately one hundred
hot water bottle covers, one hundred seventy-five small
gun shot bags for the weighting of fractures, fifteen
knitted blankets, twelve property bags, and thirty-six
pinafores. The High School made a number of pillows
and sheets and knitted seventy-five wash cloths.

The sum of two hundred eighty-five dollars was
raised during this spring by the town organization. This
amount was in the form of fees, each member paying
twenty-five cents, money saved by personal sacrifices
on the part of the children, money earned by work, such
as mowing of lawns, and money from the sale of bottles,
tin foil and rags. The little tots of the Newman School
saved their pennies and earned a nice little sum to be
used for the comfort of their big soldier brothers. The
different rooms of the town school paid fifty dollars to
the Red Cross drive which was so successful.

During the summer the organization was kept active
by the efforts of Miss Martha Davis and Miss Catherine
Harrison. The result of the work was one hundred
twenty-six chemises and one hundred bed socks. The
Elkton Junior Red Cross, which was busy at the same
time, made forty-three baby dresses and sixteen pairs of
baby socks.

In the fall of 1918, on the opening of the school
term, the number of organizations increased to at least
twenty-eight in number, and the membership increased
to five thousand. During the fall months the following
articles were made: Twelve complete layettes; seventy-
five dresses for children; thirteen pinafores; twenty-
four children brassieres; three hundred scrap books;
thirteen knitted sweaters; eight pairs of socks. The
High School sent two barrels of fruit to the debarkation
hospital of Richmond. The work still continues, and
later in the spring six sweaters, two pairs of socks, thir-
ten children’s dresses, twenty layettes, four hundred
scrap books, and one hundred seventy-five baby bonnets
were made. The High School will collect magazines to
send to the soldiers.

Thru these activities the patriotism of the people
has been voiced. The work does not stop at this; but
rather, the county is still giving in the form of War
Saving Stamps and Liberty Bonds.

Genoa Swecker
A BOOK OF EXCEPTIONAL INTEREST

The Little Town, by Harlan Paul Douglas, (Macmillan, 1919.)

Recognizing the national awakening to the importance of rural education and progress, the author of this book points out that most of the natural leadership for the betterment of the open country lies in the hands of the little town. He attacks the unscientific classification into either rural or urban, hoping to "shake the little town out of the apologetic and brow-beaten attitude in which it now cowers."

While "the little town" is defined as an incorporated place of less than 5,000 people, much of the stimulating and suggestive material in this book is just as applicable to the town of five to ten thousand inhabitants. The effort to point out especially the small town's rural relationships makes the book one of value to the great majority of Virginia teachers who are situated close to the rural interests. A program for small town progress is outlined and offers plans for better homes, better schools, better churches, and better civic agencies.

Socially speaking, says the author, "the problem is one of making the little town the center alike of inspiration and of administration in the reconstruction of rural civilization." But there stands at present in the way of accomplishment of this task "one of the most conspicuous moral cleavages within the nation,—the group consciousness of the small town and its feeling of group superiority over the open country."

This cleavage will disappear only as the people of
the small town come to appreciate their rural relationships, and as they come to repudiate by their lives the old proverb that "God made the country, man made the city, but the devil made the little town."

The author is secretary of the American Mission Association, and has added to his first-hand knowledge of the little town many convincing illustrations of accomplishments as reported in the rural social studies of the University of Wisconsin. "The Middle West," he believes, "has discovered the place of the little town as a factor in American life, and has proposed its economic and moral relation to the surrounding country as the fundamental basis of the social reconstruction for the greater half of our nation."

C. T. L.
EDITORIAL

A Message To The Alumnae

SAMUEL P. DUKE, PRESIDENT

Whenever a change occurs in the administration of an educational institution the alumnae are naturally anxious to learn what are to be the policies, the future plans and the immediate reception by the student body, the faculty, and the public, of the new administration.

Any girl who has spent two years at the Harrisonburg Normal School will know, without asking, that the splendid spirit of loyalty, devotion and professional zeal which has characterized the faculties and student-bodies of the school for the past ten years is still upholding in fullhearted fashion the best traditions of the school and that the new president could ask no finer support than he is now receiving from the entire faculty and student body.
The school opened in September with the largest fall-term enrollment in its history, many students being denied admission because there was no room for them in the dormitories. A splendid spirit of optimism, of eagerness to work, to be up and after the possibilities of the day, foretells a year of excellent achievement.

The following new members of the faculty are fitting in well with the needs of the school and are bringing to it a full measure of vigor and enthusiasm: Dr. W. J. Gifford, Ph. D. (Columbia), Education; Grace A. McGuire, B. S. (Columbia), Dietitian and Institutional Management; Mamie K. Myers, Graduate Nurse (Stuart Circle Hospital); Kate M. Anthony, B. S. (George Peabody College for Teachers), Director of Training; Sarah M. Wilson, A. M. (Columbia), Home Economics; Mrs. J. C. Johnston, A. B. (Carroll College), Physical Education; Conrad T. Logan, A. M. (Columbia), English; Raymond C. Dingley, M. S. (University of Virginia), Social Sciences; Virginia Zirkle, B. S. (Harrisonburg), Home Economics; Ada Lee Berrey, B. S. (Harrisonburg), Mathematics, Dr. Henry A. Converse, Ph. D. (Johns Hopkins), Registrar.

The rejuvenation of our public schools, with the added probability of better administrative and financial support for them, as a result of the report of the Educational Commission, open up for the Normal School a future with enlarged opportunities and responsibilities. Fortunately for Harrisonburg it has had for its president, the past ten years, in Mr. Burruss, a man who wisely looked far enough ahead to see the greater future of the school and carefully prepared the institution for meeting these new and greater demands.

Slight changes are needed, therefore, to adjust the school for the further extension of its usefulness. For the present the following efforts will be directed toward preparing the school better to serve the interests of our state: First, a course for the preparation of teachers for both Rural and Urban Junior High Schools is being organized. Secondly, efforts will be directed toward making the summer quarter an attractive opportunity for the many students who have spent only one year at our Normal Schools to complete the work required for full graduation in three summer quarters without giving up their teaching positions. Thirdly, the work of
the Normal School will be further carried to the classroom of the public schools by organizing extension centers in many of the nearby counties and cities to make available to our teachers the greatest possible service. Fourth, the Legislature is being urged to provide increased physical equipment and appropriation for maintenance in order that the school may meet the urgent needs of the state for larger numbers of professionally trained teachers.

The Harrisonburg Normal School, like all other normal schools, will be judged not by promises, not by newspaper or periodical advertising, but by the spirit and the achievement of the women who have gone out from this school into the public service of the state. From the past record and the present attitude and accomplishments of the Harrisonburg alumnae we can confidently expect a hearty appreciation and support for the future of the school.

**VIRGINIA’S EDUCATIONAL RENAISSANCE**

**RECOVERING FROM THE WAR**

When America entered the European War unprecedented burdens were suddenly thrust upon our public schools unaccustomed to and unprepared for many of these problems. However, with a splendid spirit of loyalty and determination our schools bent to their tasks. Suddenly, almost without warning, came the influenza—a veritable scourge—breathing disease, spreading death, paralyzing the efforts of our schools. The teacher laid aside her books and put on the white apron and the cap of the nurse. Influenza was beaten after a costly struggle and once again the school bells rang and there was a scurrying of little feet. Nothing must nor can stop the schools.

Despite the many burdens the war placed upon the schools, the war has revealed weaknesses, has pointed to new fields of achievement and has placed such a high valuation upon the outcomes of public education, that we are entering now upon an era of educational progress
and readjustment unparalleled in the history of our state.

Our elementary schools, our high schools, our higher institutions of learning are overflowing with students; and teachers are meeting this outpouring of youths with the finest spirit, the greatest zest and enthusiasm, that the writer in his many years of experience, has ever witnessed.

3,000 Teachers Needed

There are two storm signals, however, in this otherwise beautiful sky. First of all, teachers are quitting the classroom for other vocations. They are striking. Worse still they have left the classroom permanently and today there is probably a shortage of 3,000 properly qualified teachers in the elementary and high schools of the state.

Secondly, loyalty, devotion, self-sacrifice, and similar altruistic motives will not pay board bills, will not meet the many increased living costs of the teacher, and teachers are restless, discontented, and with all justice resentful at the tardiness and lack of concern that the public has shown regarding teachers' salaries. Every political platform has endorsed the movements for better schools, every seeker after public office is an avowed champion of the downtrodden teacher, but these too must be placed in the class of "sounding brass and tinkling cymbals" until school warrants begin to increase in size.

A Teaching Profession or a Labor Union

It is not surprising therefore that there is a growing tendency on the part of teachers to employ the tactics of organized labor, to actually form unions affiliated with the American Federation of Labor in order that they may secure thru the means employed by organized labor a return more commensurate with the service they render.

The success of any such movement to unionize our teaching force would be extremely unfortunate for our schools. The big contest of the immediate future is the establishment of new, more equitable relationships be-
tween capital and labor. It is not likely that in such a controversy all of the merit is on one side and in the final analysis it will fall to the task of the teacher to build in the minds and hearts of our citizenry an understanding and an attitude that will make possible a just solution of the adjustment problems of capital and labor.

But is this simply another instance where the teacher must continue to sacrifice his personal interests for the good of society? In the end we shall rather be the gainers if we choose to be a profession and follow the methods of the profession of Law and Medicine in securing for ourselves better working and living conditions. What are the methods employed by the higher professions? First, these professions are aggressive, they fight their own battles, they refuse to "lie supinely on their backs, hugging the delusive phantom of hope" that somehow, somebody will do something for them.

Secondly, they place such high qualifications for members of the professions, use such elective agencies, that they make it possible for the economic law of supply and demand to operate. Unless the qualified teachers of the state demand that the unqualified teacher, the teacher without adequate training, be not allowed to teach, this law can not operate to bring about desired results.

Thirdly, we can refine our methods, improve our agencies and technique of education so that the unskilled will be automatically shut off from the profession of teaching. It is possible for the well trained teacher so to broaden her activities, improve the quality of her instruction with modern methods, materials and devices, that the untrained teacher can not keep the pace and, recognizing his limitations, will yield to the inevitable.

Report of the Educational Commission

The Virginia Assembly of 1918 appointed a Commission consisting of two members of the Senate, two members of the House of Delegates, the Superintendent of Public Instruction, and three persons actively engaged in school work (appointed by the Governor) to make an investigation of our system of public education and report its findings with appropriate recommendations to the Assembly of 1920.
The Commission itself very wisely did not attempt to make this survey, but employed a group of experts under the direction of Dr. Alexander Inglis of Harvard to make a scientific study of school conditions and needs in Virginia.

This survey staff has submitted its report to the Commission which in turn has submitted its findings to the Legislature.

Some of the findings of the Survey Staff bear no relation to the results of the investigation and some of the recommendations are undoubtedly unwise; however, the recommendations of the Commission meet so effectively the big needs of our schools, we should not allow these matters to obscure the unusual opportunity we now have to reorganize our schools on a sound basis from both a financial and an administrative standpoint.

Especially do we believe that every teacher should study these recommendations and should urge his representatives in the legislature to support those recommendations which he can endorse.

The most important recommendations are as follows:

**Amendments to Constitution**

1. To provide for a State Board of Education to be appointed by the Governor.

2. To provide that the State Superintendent be appointed by the State Board of Education, that his term be for five years, his appointment to be determined without reference to place or residence, and his relation to said Board be that of its administrative and executive officer.

3. To relieve the State Board of Education of the duty of appointing division superintendents in order to provide for their appointment by local county and city boards from a list of eligibles, prepared by the State Board. To provide that the State Board of Education shall exercise legislative and judicial control over the schools.

4. To provide that the county rather than the district, be the unit of school administration, and that the school affairs of such unit be under the general control of
a school board of five, to be elected by the qualified voters of such county or city, and that the present electoral board, district school board, and county board be abolished.

5. To provide for a wise and just manner of distributing the state school funds to remove the limitation that higher grades may not share, and to change the age of school attendance.

6. To provide for local tax for school purposes and to remove the limit of five mills from the Constitution and fix a limit to be determined by law.

7. To remove the constitutional limitations on the compulsory attendance law.

Amendments to Statutes

1. To provide a standard school term of nine months for elementary and high school grades.

2. To fix the age of school attendance at from six to nineteen years.

3. To provide for an accurate school census in 1920 and for every five years thereafter and for accumulative census for each intervening year.

4. To provide that state owned text books be furnished to pupils.

5. To increase the fund for teachers' salaries, by increasing the state tax from fourteen to twenty-five cents and to provide a minimum salary based on minimum professional qualifications.

6. To provide that the State Normal School for the training of teachers be placed under the control of the State Board of Education.

7. To provide that Normal Training departments in high schools be abolished.

8. A recommendation that state institutions of higher learning be operated upon an all year basis, with special provision in the summer quarter for teachers in the public schools.

9. To provide for an efficient system of high schools without retarding the development of the elementary schools and recommending an appropriation therefor.

10. To provide for the development of vocational
education and recommending a special appropriation for training in home economics.

11. To provide for physical training in the schools, and for the proper supervision of school and community sanitation.

12. To provide for the development of the education of negroes.

13. To provide for the proper organization and development of the small rural schools.

14. To provide for the salary of the division superintendent of schools on a fair and equitable basis.

15. To provide for more liberal state support to the teachers' pension fund.

16. To provide adequate financial support for the public school system.
RECENT MAGAZINE ARTICLES


In this article the author shows us another indirect result of the war. He describes to us what will probably, in a few years, take the place of the college entrance examinations. We are made to feel the inadequacy of the old method of admitting freshmen to college by examination on High School subjects. He shows us that the need of further selection of those who are best fitted for a college education is even greater now than formerly, as the number of college candidates is increasing, and that the best way to meet this need is by the use of a real test of mental ability. A candidate who is allowed to enter college should be able to present more credentials than a few examination papers, that after much coaching he has successfully passed. He should show evidence of fitness in at least three directions besides preparation—fitness in character, in health, and in intelligence. This last is one of the most important of all, and using the tests that were given in the army the author of this article describes what a test of this sort should be like.


This startling article tells us that from three to six millions of American children are not getting enough to eat. More than one fifth of the school children of New York City are undernourished, and the percentage for the entire United States is even greater. Many of these children are hungry because their parents can not afford to buy them sufficient food, but this is not the sole cause of malnutrition. There are thousands of mothers who do not know how to spend their money for nourishing foods, and many others retard the development of their children by not training them in the right food habits.
The best means of bringing America's millions of malnourished children up to the normal health and strength is medical supervision for all children until they are thru the growing period. Such a supervision should mean the correction of defects as they exist, but, most of all, the instruction of the child and his elders in healthful ways of living.

**Supervised Study:** By Clinton E. Farnham, *Education*, November, 1919.

This article discusses a most recent arrival in the educational world. Supervised study is the result of a modified social inheritance which had its origin in the first act of teaching ever perpetuated. In early colonial days the almost autocratic teacher called upon the pupil to recite individually. As time passed and pupils increased in number, it became impossible to continue individual instruction; class instruction took its place, and the individual was neglected. To correct this, one period was given for recitation and assignment and another for study. But now we are feeling the need of more than this. Children must be taught how to study and they must be worked with individually. Investigation has revealed the fact that the mentality of human beings may be graphically represented by the curve of intelligence. At one end of the curve is a small percentage of geniuses, at the other end an equal percentage of subnormals, but the most are about one average. It is with this middle portion that the school teacher has to deal. She must know them as individuals and not as a group. The period set apart for direction of study permits detection of individual difference and the application of the laws of learning.


In this article Dr. Sharp has given us a view of our American public schools that will be new to many, a conception of democracy that is democratic in reality as well as in name, and a picture of an ideal that is attainable thru the education of our youth. This article "Patrons of Democracy," while it will be a shock to advocates of vocational education in the public school, will
give courage to the hearts of those who have always op-
posed it as too early specialization. America has vir-
tually gone mad on the subject, it has become an obses-
sion. This he points out is Prussian and not American. Let us not make the mistake of accepting it without reservation.

S. L. B.

**FORMAL AND FUNCTIONAL GRAMMAR: By Margaret Mc-
Laughlin, English Journal, October, 1919.**

What is the place of grammar in the study of En-

glish and how can it be made vital to the student? This

is the question that Miss McLaughlin of Harris Teach-
ers' College, St. Louis, Missouri, helps the English
teacher to answer. She thinks the problem will be solved
when formal grammar is supplanted by functional

grammar. The best way to understand what difference
this will make is to compare these two definitions of
grammar, the first is formal and the second functional.

Grammar is “the science that treats of the principles
that govern the correct use of language,” and “gram-
mar is the art of speaking and writing a language cor-
rectly.” The teachers of formal grammar teach it as a
science and for the sake of the mental training, but she
who advocates functional grammar will make her pur-
pose the correction of oral and written speech.

**THE POETRY QUIBBLE: By Maxwell Bodenheim, The
North American Review, November, 1919.**

What is poetry? “Must it sing of things having
their roots in the soul, must it ring with an earthly ex-
altation” or is “poetry the statement of overwhelming

emotional values?” Poetry has never crystallized into
a definite art and the reason for this is that the many
who have courted rhyme have all held varied definitions
of poetry. Mr. Bodenheim thinks that it will only be-
come a shade of art when enough men make it a combined
mental and emotion refuge. The reason for poetry
is that it expresses in words the secret longings, that if
possible man would express in speech and activity. Be-
cause of this “the poet must make outward reality sub-
servient to his passionate purpose of seeking for
knowledge of himself and other men.”

This article is a call to arms to the teachers of America. A call to them to enlist in the nation's service for the advancement of "educating toward democracy." One of the greatest factors of our national unpreparedness at the entrance of the war laying the fact that education had not sufficient relation to the needs of modern life. Miss Vorhees thinks that our whole course of study needs revision, that more emphasis should be placed on ethics, economics, and politics, and less attention paid to Latin. The article brings out very forcefully the fact that the place to train our boys and girls for the citizenship of tomorrow is in the schoolroom. And this is to be done not only by teaching the English language, but by instilling into the minds and hearts of the children, whether of native parentage or the sons of immigrants, the ideals, principles and tasks of our nation.


Will free verse lower prose? That is the big question discussed in this article. The writer, while admitting that this vers libre is rather bewildering because of its form—or lack thereof—says that it is a mistake to feel that free verse has nothing but its form to differentiate it from prose. He brings out the fact that there is a pronounced tho subtle difference between these two types of literature, and definitely states his belief that the big achievement of vers libre will be a deeper appreciation which surely has been lessened in late years because of the lack of style in most of our popular fiction. Following out the idea that this new verse is an attempt to give freedom to poetic thought, Eaton says: "If free verse is to release the poetry that is in daily speech, it may well follow that our prose, too, will feel a quickening breath of beauty; and a glint of the glory from the wings of song will flash down to touch the hair of the humble plodder who has too long walked with bowed head—bidding him lift his face again."

V. P. S.
Recent Magazine Articles


Miss Davis of the Oregon Agricultural College asks some very pertinent questions of the Home Economics teacher and makes some very valuable suggestions. In order to be of any real value in the child’s life this work must include every phase connected with it. This she feels is not always so, and so she asks the teacher to plan her course of study carefully that it may include all the things necessary to the perfect home. The home economics teacher must be a woman of liberal education, skilled in her special subjects and one who lives in her life the doctrines she teaches. Every student and teacher of home economics would receive much help from a careful reading of this article.

A. R. A.
The June commencement was in many respects one of the most enjoyable in the ten years' history of our school. One reason for the notable success of the occasion was the presence of a large number of old students. They came to revisit the scenes of many happy days and to make others happy, and they succeeded. It was the special reunion year of the class of 1914, and that organization was well represented; but nearly or quite every class since the first had at least one name on Miss Bell's register before the week was ended.

The new rooms of the Music Department in the south wing of Harrison Hall were placed at the disposal of visiting alumnae, together with the social room of the Young Women's Christian Association in the basement of the same building. For two hours Tuesday afternoon the faculty were "at home" to graduates of the school of former years, in the social room, and everybody voted the occasion a great success. It is confidently expected that as years come and go the annual reunion of old students will grow in numbers and in pleasure.

The annual banquet, given by the Alumnae Association to visiting graduates, graduates of 1919, and the faculty, was in no whit behind the banquets of former years in all the rich beauty and good fellowship of a cherished time. Of all the features of commencement week none means more to happy association and bonds of school spirit than the annual banquet. The school and all who love it are under great obligation to the fair and efficient hostesses who always fill our plates and gladden our hearts thru those hours of sweet memory.

According to reports that have come to the editors, the past spring and year thus far have been a busy season for Cupid. Two pages of the current Schoolma'am were required to chronicle the marriages of our girls up to and including the date of April 5; the following is a list of those that have taken place since that date.
Alumnae Notes

May 17, Ethel Holsinger to William B. Adams, at Charlottesville.

May 21, Helen Harris to James Emmons McFarland, at Scottsville.

June 10, Olivine Runciman to Reuben S. McNeil, at Basic.

June 18, Ruth Bowers, to Edward Y. Leith, at Grottoes.

June 18, Mary Jasper to Robert R. Hudson, at Boston, Va.

July 3, Zola Hubbard to Rev. Charles F. Leek, at Chatham.

July 9, Mattie Brunk to Edgar J. Cline, at Mt. Clinton.

It may not be generally known that the “Sword of Lee” figured prominently in the early days of Blue Stone Hill. Nannie Sword of Lee county, it is said, was the first straight-out student to land upon the precincts when the Normal opened in the fall of 1909. Another girl from the Southwest who came a few months later was Janet Bailey of Big Stone Gap. In a letter written July 8, 1919, Janet chats of Nannie and of various old students as follows:

“Virginia Slemp was here (at Big Stone Gap) not so long ago. She is living in Birmingham where her husband, Mr. Roger Walker, has a good position with a coal company. It seems funny for her to be married.

“I was driving down in Lee county last Sunday and saw Juanita Stout, who is now Mrs. Will Jessee. Her husband is a very prosperous farmer. . . . Nannie Sword, who married a Mr. Flan Gilly, lives in Big Stone Gap now. She has some real cute little children. She surely is a good girl. Maude Wolfe, who married a Mr. Jim Gaut of Bristol, is visiting at her home in Big Stone Gap. She has her little daughter along.

“What time during the year do you all start working on the annual? Well, next time if you let me know perhaps I can send you some weddings of the girls out here who have attended the Normal. So many girls out in this section are getting married now, especially since the boys have all returned home.”

Flossie Grant taught last session at McGaheysville
and will return next year to the same place on a nice increase of salary.

Maude Wescoat has been at her old home, Painter, Virginia, during the past year or so, efficiently engaged upon some work in a bank.

Bess Rucker is teaching at Winthrop College, Rock Hill, S. C. She was expecting to be with us at commencement and everybody was much disappointed when she did not appear.

Nancy Hufford taught last year at Alcoa, in the Big Smoky Mountains of Tennessee. She writes most interesting of her work there. She says: "Our principal is a graduate of Columbia University, who knew Miss Sale there. She expects to sail for Japan in July to take up work in a girls' school. . . . We are employed by the Knoxville Power Company, a branch of the Aluminum Company of America. . . . The University of Tennessee sends classes up often. . . . We have history also in connection with this place. The Cherokee Indians have lived here."

The Charlottesville chapter of alumnae is going forward nicely with a membership of fifteen. Madge Bryan, Janie Werner, and Emily Smith are the officers.

Vergilia Sadler and "Aunt Betty" are visiting Mary Sadler Pollard in Colorado this summer. Incidentally, they may see the Yellowstone Park and some other places of scenic fame. Vergilia is coming back to Blue Stone Hill next session to do graduate work.

Virginia Eppes writes: "I like teaching fine but . . . . I have been teaching the first and second grades at Jarratt for the past two years. I don't think I shall return next year. I haven't decided what I am going to do yet."

Mary Silvey has been working for Uncle Sam in Washington for the past year or two. She got furlough long enough to come to Harrisonburg for commencement.

For the past two years Beatrice Marable has been in Montana and Arizona valiantly fighting tuberculosis. At last accounts she was at Oracle, Arizona, living on a hill top (as usual) in the tent loaned her by Harold Bell Wright, and engaged in writing a novel. A number of her old friends at the school joined at commencement.
in sending her a copy of the Schoolma’am, which she received and acknowledged with deep appreciation.

Maria Murphy is dietitian at the U. S. A. Base Hospital, Camp Upton, N. Y. Not long ago she paid a flying visit to the Normal, but did not stay long enough for all of her friends to see her.

Emma Byrd has been teaching at Shenandoah. Her friends were pleased to see her at Harrisonburg recently.

Bessie Moore taught last session at Climax, near Chatham. She says: ‘I like my place and the people are just lovely to me, but I often wish I were back at dear H. N. S.’

Juliet Gish writes: ‘My new work as Executive Secretary of the Home Service Section, Bedford County Chapter A. R. C. keeps me busy from morning till night.’

Miss Gish was a delegate from Virginia to the annual meeting of the Southern Sociological Congress at Knoxville in May.

Florence Allen is still keeping up her record as a teacher in Frederick County and is maturing plans to return to the Normal for advanced work.

Kathleen Harmsberger writes from Matoaka, W. Va., where she has been teaching in a private family. Like many others of our alumnae, she was kept away from commencement by the late closing of her school session.

Corinne Bowman Nye is happy in her home at Saltville, but she was anxious to attend commencement. Her plans were upset by influenza and pneumonia. She wrote ‘I shall think of you and I hope this may be the most enjoyable commencement that H. N. S. has ever known.’

Marguerite Housholder recently sent a message from Lovettsville. She is preparing to teach next year near her home.

Bess Mowbray sends her regards to all her friends at the Normal. She has been teaching at Graham, but since June 12 her home has been in Salem.

Eva Massey has recently closed a successful session at Winchester. She was able by her usual good management, to finish in time to attend commencement.
It is needless to say that every one here was glad to see her.

Mary Hankins has been teaching for two or three years at Coeburn. She was anxious to attend commencement, but the late closing of her school prevented her from doing so.

In the last preceding issue of the Bulletin was printed a list of nearly all the graduating essays of this year, the number being unusually large, of notable variety, and in many instances of a high degree of excellence. It is possible now to announce the prizes and honors that were awarded those essays that were adjudged as of special merit. The George N. Conrad prize, ten dollars in gold, offered for the best essay on Rockingham County’s Part in the World War, was awarded to Miss Genoa Swecker of Highland County. The Dingledine prize, ten dollars in gold offered by Prof. and Mrs. R. C. Dingledine for the best graduating essay of the year, was awarded to Miss Ottie Wine for her excellent essay on Education in Rockingham County.

In connection with the prize awards, special mention was made of the following essays:

- The Influence of History on the Literature of Virginia, by Miss Lucile Whitesell, of Maryland;
- Lafayette, a Promoter of Liberty, by Miss Gaylord Gibson of Fauquier County, Virginia;
- People and Places of Fairfax County, by Miss Hazel Davis of Fairfax;
- The Girl and the Book, by Miss Mamie Omohundro of Clifton Forge;
- The Salvation Army, by Miss Marie Scribner of Albemarle County;
- A Well-Bounded Teacher, by Hiss Ruth Calhoun of Augusta County.

Message From the President of the Alumnae Association

Groups of non-resident graduates and former students of the H. S. N. School who have been in attendance at the school at any time and who have obtained credit for work done shall be empowered to form among
themselves local chapters of the Alumnae Association of the H. S. N. School, provided there be a minimum of eight members who have been in attendance at the school at any time and who have obtained credit for work done.

The object of each local chapter shall be to stimulate and perpetuate school spirit and fellowship among all old 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.

Any graduate of the H. S. N. School shall be admitted to membership in local associations with all the rights and privileges which she enjoys in the general association.

Any non-graduate who satisfies the conditions specified in Article 1 shall be admitted to membership in the local associations under the following limitations: She shall not be entitled to vote or to hold office in the local association.

For every ten members in a local chapter that chapter shall be allowed to send to the meeting of the general association one non-graduate delegate, said delegate to be entitled to all privileges of the floor except voting.

There shall be an annual membership fee of twenty-five cents, ten cents of which shall be sent to the general association.

The President of the general association shall be notified immediately upon the formation of any local chapter, and shall be supplied with a complete list of officers and members of the same.

All local chapters shall conform, in general, to these regulations, but each local chapter is privileged to work out all minor details in accordance with its own needs.

An important epoch in the history of our school has just closed. Our President, whom we have always considered an integral part of the institution, for it has been his hand has guided us from the very beginning and his untiring efforts that have placed the Harrisonburg Normal where it stands today, has resigned. He has our best wishes, however, for he goes to a position of greater responsibility, a source of satisfaction in itself, and what is more he goes back to his own Alma Mater as its head.
There is one thing which as much as any other contributes to the progress, success and prominence of a school, that is, the alumnae as they increase in number and gain recognition in their various lines. In the past we have had a live organization and have worked for the glory of Blue Stone Hill; now as our new President comes into office, I want to make an appeal to you for your loyal support and faithful co-operation. May we bring new life and added enthusiasm to our association during the coming year.

(Signed) Reba L. Beard
President Alumnae Association

The following letter, typical of the enterprise and activity of our alumnae, has just been received by a member of our Bulletin Staff:

Hotel Axtmayer
Santurce, P. I., Nov. 22, 1919.

I was appointed as teacher of the eighth grade in July through the Bureau of Insular Affairs in Washington, D. C. On August 23rd I sailed from N. Y. and landed in San Juan August 28. I began teaching the native children with the exception of about six, on September 2nd.

It is not necessary to say that I like Porto Rico and especially San Juan. There are enough Americans here to make it pleasant and quite interesting, and always enough things to engage in, never to get homesick. I will admit though that coming to Porto Rico seems rather an unusual thing to do especially to the people of our section of the country, but after getting here we all wonder why we did not think of it sooner. It is such a fascinating place and is often called "The Isle of Enchantment." Out on the island in some places there are so few Americans, and in fact, there are places where the teacher is the only American and never hears his own language spoken.

Here in San Juan we have some delightful times swimming, rowing, sailing, playing tennis and golf, all good the year round. I spend as much time as possible learning Spanish and am studying under a native.

The climate here is delightful. It is just like per-
petual springtime. With a temperature ranging between seventy and eighty degrees. During the afternoons about four, the trade winds begin to blow and continue throughout the night, making it necessary to sleep under cover even in the tropics. This is not nearly so strange as our having a hailstorm last week. I believe though that is a rather unusual occurrence.

I have been by automobile nearly all over the island. One of the prettiest trips is across to the South. Winding around the mountains reminds one of the Blue Ridge mountains of Virginia. There is one mountain that leads straight up from the Caribbean Sea. Standing here we could see the island that Stevenson described in his Treasure Island. In another direction we could see the royal palm tree, the banana plant, the grape fruit tree, the bread fruit tree, the lime plant, the orange plant, the coffee bushes, or even the pineapple, not to omit the net covered patches of tobacco. The combination of mountains, tropical plants, and ocean or sea makes a picturesque scene.

You perhaps would enjoy visiting most of all the historical places. I have visited some of them, among them the famous old Fort San Cristobal, an old fort built over four hundred years ago and whose massiveness is realized only when seen from the inside. “The Haunted Sentry Box” is found here, the old moats and turrets, the cells and subterranean passages. There are the remains of other forts around San Juan like this. All were built during the days when the city was surrounded by a high stone wall as a protection against foreign nations.

Another place of interest to visit is an old cathedral which was begun as early as 1540. A part of the original building is still standing. This cathedral claims to have the remains of Ponce de Leon in it. By it is the statue of the king of Spain in the act of kissing the hero’s hand.

In the last angle of the west coast is a quaint little town, Aguidilla, the place where Columbus landed on his second voyage to America. The historic spot is marked by the erection of a monument in 1893.

All these I have seen and many more, but as time is limited I will close with the best of wishes for you and Blue Stone Hill. Sincerely,

Mabel Lewis Hitt
The Normal Bulletin

Alumnae Luncheon At The State Conference
November 28, 1919

Faculty, Alumnae, and Students Present

Samuel P. Duke
Harrisonburg, Va.

Helen G. Ward
Centralia, Va.

Louise E. Lancaster
McKenny, Va.

Octavia E. Goode
3306 Semmes Ave., Rd., Va.

Edmonia B. Shepperson
421 W. Grace, St., Rd., Va.

Effie M. Goode
Smithfield, Va.

James C. Johnston
Harrisonburg, Va.

Florence M. Shumandine
Norfolk, Va.

Virginia P. Eppes
Petersburg, Va.

Jennie P. Loving
Servedge, Va.

(Mrs.) Zola Hubbard Leek
Rio Vista, Va.

Selina H. Hinkle

Rebecca Hudgins

Mary H. Nash

Henry A. Converse
Harrisonburg, Va.

Olive McEnally

Annie Ritche
Richmond, Va.

Ruth Witt
Harrisonburg, Va.

Frances Kemper
Waynesboro, Va.

Raymond C. Dingledine
Harrisonburg, Va.

Amye Allison
Richmond, Va.

Katie Pruden
Buckhorn, Va.

Christina Berger,
R. F. D. 6, Rd., Va
Bluma Thompson
Amelia, Va.

Mattie Worster
Bruce, Va.

Alice Heckler
1345 N. 25th St., Rd., Va.

Kathleen Blankenship
Boulevard, Va.

Elizabeth P. Cleveland
Harrisonburg, Va.

Ellen DuVal
1110 Porter St., Rd., Va.

Juliet Wood
3105 Hanover Ave., Rd., Va.

Louise M. Richardson
1018 Park Ave., Rd., Va.

L. Grace Phillips
1701 Grove Ave., Rd., Va.

M. E. Goodwin

S. Maude Kelly
Amherst, Va.

G. E. Foreman
1728 Hamlin Ave.,
Norfolk, Va.

Wm. T. Sanger
Bridgewater, Va.

Susie Maloy
Beaverdam, Va.

Rachel F. Weems
Ashland, Va.

Mary Cook
Danville, Va.

Leone Reaves
South Boston, Va.

Gershon Allen
Earleysville, Va.

Ella M. Peck
Finchdale, Va.

Dr. J. W. Wayland
Harrisonburg, Va.

Halle B. Heath
Mattox, Va.

Frances R. Cole
Chester, Va.

Lucy E. Spitzer
Stephens City, Va.

Hazel D. Cole
Chester, Va.
Mary B. Ware
Fife, Va.
Elizabeth K. Miller
723 W. Main St., Rd., Va.
Virginia Nelson
Richmond, Va.
Daisy McEnally
Winterpock, Va.
Sara G. Stagg
Richmond, Va.
Banle Walden
Cheriton, Va.
W. J. Gifford
Harrisonburg, Va.
Kate M. Anthony
Harrisonburg, Va.
Mary McCown
Richmond, Va.
Julia Wade Abbert
Specialist Kindergarten
Bureau of Education
Washington, D. C.
Mary Louise Seeger
Harrisonburg, Va.
(Mrs.) Emily H. Smith Chewning,
Barton Heights, Rd., Va.
Lois Henderson
Westhampton, Jr. H. S.,
Richmond, Va.
Ada Lee Berry
Harrisonburg, Va.
Margaret V. Hoffman
Harrisonburg, Va.
W. D. Smith
Scottsville, Va.
Rosa M. Tindar
Harrisonburg, Va.
Hildegarde Barton
Norfolk, Va.
Lilla Gerow Diehl
Sutherland, Va.
Rachel E. Gregg
Chesterfield Apts., Rd., Va.
Freida Johnson
Lovettsville, Va.
Nan E. Wiley
Crozet, Va.
Ida L. Boston
Gordonsville, Va.
Clarla M. Thompson
Buchanan, Va.
Nettie Riddle
Petersburg, Va.
Margaret M. Prufer
Staunton, Va.
Frances I. Mackey
Harrisonburg, Va.

Mary Rodes Markwood
Richmond, Va.
Marion Sharp
Richmond, Va.
Ruth C. St. Clair
Alexandria, Va.
Essie C. Warren
Petersburg, Va.
Dallas Warren
Chester, Va.
C. T. Logan
Harrisonburg, Va.
Little Brockwell
Claremont, Va.
Gertrude Pierce
Ore Bank, Va.
Elizabeth Primrose
Claremont, Va.
Velma Moeschler
Hylton Hall, Danville, Va.
Elizabeth Mitchell
Elizabeth Kabler
1313 Grove Ave.,
Richmond, Va.
Dorothy Lacy
Scottsburg, Va.
Rebecca Goldman
1101 Floyd Ave, Richmond, Va.
Janet Farrar
The Walford, Richmond, Va.
Alice Gilliam
Nine Mile Road, Richmond, Va.
Susie Hawkins
1005 Floyd Ave., Richmond, Va.
Mary Hawkins
1005 Floyd Ave., Richmond, Va.
Mary Quigg
Fairmount School,
Richmond, Va.
Mary Davis
721 Spring Street,
Richmond, Va.
Frank Selby
2 S. 5th St., Richmond, Va.
Kate Selby
2 S. 5th St., Richmond, Va.
Mary Lancaster Smith
107 N. Harvie St.,
Richmond, Va.
Reba Beard
Petersburg, Va.
Miss Mary Bell
Harrisonburg, Va.
Miss Baugh
Harrisonburg, Va.
THE ALUMNAE OF H. N. S.

Acree, Nell Louise (Prof. 1918)—Gov. Service, 162 Brambleton Ave., Norfolk, Va.
Acton, Helen Primrose (H. E. 1918)—H. E. Teacher, 212 London St., Portsmouth, Va.
Adams, Althea Lee (R. N. 1915)—Teacher, Orlando, Fla.
Alexander, Angelyn Eliza (Prof. 1917)—Chase City, Va.
Alexander, Mary Shields (Prof. 1915)—Grade Teacher, Wilson, N. C.
Allen, Anna Rachel (H. E. 1914)—Postgraduate, Normal School, Harrisonburg, Va.
Anderson, Beulah Gladys (Prof. 1916)—Primary Teacher, Grundy, Va.
Anderson, Katherine (H. E. 1912)—Crozet, Va.
Anderson, Edna Ernestine (Prof. 1917)—Teacher, Lincoln, Va.
Armstrong, Roberta (Prof. 1917)—Teacher, Stony Point, Va.
Arnold, Emma Elizabeth (Prof. 1915)—Grade Teacher, Franktown, Va.
Ashmead, Pauline (H. E. 1915)—Delmar, Delaware.
Austen, Mary Clelia (R. N. 1915)—Grade Teacher, 611 Marshall Ave., S. W., Roanoke, Va.
Bagley, Frances Lee (Prof. 1917)—Mrs. Leitch Wright, Ashland, Va.
Baird, Marie Bingham (Prof. 1916)—Teacher, Hopewell, Va.
Baker, Eunice (Rgn. 1912)—Deceased.
Baker, Susie Vaughan (Prof. 1914)—Gov. Service, 49 Bryant St., N. W., Washington, D. C.
Ballard, Annie Elizabeth (Prof. 1917)—Grade Teacher, Charlottesville.
Barton, Hildegarde Mary (Prof. 1916)—Petersburg, Va.
Beard, Emma Katherine (Rgn. 1915)—Primary Teacher, Smithfield, Va.
Beard, Reba Lizette (H. E. 1915)—Teacher, Petersburg, Va.
Bell, Gretchen Parr (H. E. 1918)—Home Demonstration Agent, Bedford, Va.
Bendall, Mary Helen (Prof. 1916)—Grade Teacher, Danville, Va.
Bennett, Mary Clifford (H. E. 1917)—Home Demonstration Agent, Wilmington, N. C.
Benson, Hilda Mae (Prof. 1912)—Mrs. Harold Henshull, Rockville, Md.
Berrey, Ada Lee (Prof. 1917 and B. S. 1919)—Teacher of Mathematics, Normal School, Harrisonburg.
Bishop, Carrie Elizabeth (Prof. 1918)—Postgraduate, Normal School, Harrisonburg, Va.
Bowers, Ruth Irna (R. N. 1913)—Grade Teacher, Grottoes, Va.
Bowman, Corrine (R. N. 1914)—Mrs. J. S. Nye, Quarry, Va.
Bowman, Dick Alma (Prof. 1917)—High School Teacher, New Market, Va.
Bowman, Ellen Kay (Prof. 1916)—Grade Teacher, 1604 Chapman Ave., Roanoke, Va.
Bradshaw, Josephine Bland (R. N. 1914)—Teacher, Waynesboro, Va.
Brooke, Amelia Harrison (Prof. 1911)—Gov. Service, Washington, D. C.
Broughton, Katherine Virginia (Prof. 1918)—460 Reeves Avenue, Norfolk, Va.
Brown, Dorothy Lothrop (Prof. 1913)—Militia Department, Ottawa, Canada.
Brown, Emmie Anderson (Prof. 1918)—Teacher, Hampton, Va.
Brown, Harriet Leah (Prof. 1915)—Government Service, Washington, D. C.
Brown, Ruth Mae (R. N. 1915)—Grade Teacher, Broadway, Va.
Brown, Sarah Virginia (H. E. 1914)—Mrs. R. M. Rubush, 208 W. Grant Street, Alliance, Ohio.
Brown, Zelle Quinlan (H. E. 1917)—Mrs. H. C. Gregory, Allentown, Pa.
Bruna, Anna Mary (Prof. 1916)—Grade Teacher, Mt. Clinton, Va.
Brunke, Mattie V. (Prof. 1916).
Bryan, Margaret Amanda (Prof. 1918)—Teacher, Charlottesville, Va.
Buchanan, Virginia Ruth (Kng. 1914)—Primary Teacher, Harrisonburg, Va.
Buck, Mary Wallace (Prof. 1918)—Primary Teacher, Johns Hopkins University, Baltimore, Md.
Buckley, Esther (H. E. 1916 and B. S. 1919)—H. E. Teacher, Normal School, Frostburg, Md.
Buckley, Miriam (Prof. 1917)—Gov. Service, Clifton Station, Va.
Buckner, Mary Carter (H. E. 1914)—Mrs. J. A. Blackmon, Camden, N. J.
Burke, Margaret Anderson (R. N. 1914)—Grade Teacher, Hopewell, Va.
Burnley, Nannie (Prof. 1916)—Gov. Service, Washington, D. C.
Burns, Stella (Prof. 1916)—High School Teacher, 51st Street and Lafayette Ave., Norfolk, Va.
Burtner, Tracie (R. N. 1914)—Mrs. W. J. Tietje, Ronnoke, Louisiana.
Burton, Josephine (Prof. 1916)—Teacher, Homeville, Va.
Byrd, Emma Elizabeth (Prof. 1917)—Teacher, Alexandria, Va.
Caldwell, Mary Juliet (Prof. 1914)—Gov. Service, 1763 P St., N. W., Washington, D. C.
Campbell, Winifred Elizabeth (Kng. 1914)—Hagerstown, Md.
Carpenter, Frances White (Prof. 1914)—Grade Teacher, Amelia, Va.
Chalkley, Lillian Magruder (Prof. 1915)—Teacher, 208 E. Franklin St, Richmond, Va.
Chalkley, Marion Elliot (I. A. 1916)—Mrs. Ernest C. Lacy, Drakes Branch, Va.
Clarke, Veva Clifton (Prof. 1914)—Mrs. W. L. Hitt, Culpeper, Va.
Clarkson, Nannie May (Prof. 1916)—Teacher, Lovingston, Va.
Clary, Kate Edwena (H. E. 1917)—Teacher, Midlothian, Va.
Cline, Erma Eller (R. N. 1914)—Assistant Principal, Etlan, Va.
Cline, Tenney Sanger (R. N. 1915)—Mrs. Raymond Hulvey, Teacher, Timberville, Va.
Coffman, Juliet (Prof. 1918)—Teacher, 2117 Grove Ave., Richmond, Va.
Coleman, Beatrice Marie (H. E. 1916)—H. E. Teacher, Franktown, Va.
Conn, Ruth Randolph, Teacher, Rosemont, Va.
Constable, Mary Grace (H. E. 1916)—Gov. Service, 506 Olney Road, Norfolk, Va.
Cook, Mary Abbot (Prof. 1914)—Principal Central Academy, R. 4, Stuart, Va.
Cooper, Marie Shirley (Prof. 1913)—Mrs. Kenna Eastham, 1318 Stockley Gardens, Norfolk, Va.
Cooper, Marjorie (Prof. 1915)—Grade Teacher, 1318 Stockley Gardens, Norfolk, Va.
Corr, Susie Houseworth (Kng. 1912)—Primary Teacher, West Point, Va.
Coulbourn, Esther Mitchell (Kng. 1915)—Mrs. H. S. Dance, 1001 Roanoke St., Roanoke, Va.
Cox, Nannie Aurella (Prof. 1913)—Grade Teacher, Berwin, W. Va.
Coyner, Inez Eakle (Prof. 1912)—Mrs. H. P. Burgess, 49 Orange St., St. Augustine, Fla.
Crawford, Annie Lee (Prof. 1918)—Teacher, Charlottesville, Va.
Crickenberger, Nora (Prof. 1912)—High School Principal, Rustburg, Va.
Crigler, Beulah (Prof. 1918)—H. E. Teacher, Tye River, Va.
Critzer, Nellie Martin (Prof. 1918)—Postgraduate, Normal School, Harrisonburg, Va.
Darling, Mariam (Prof. 1916)—Primary Teacher, Norfolk Co., Va.
Davis, Sadie Virginia (H. E. 1912)—Mrs. L. H. Paul, Clifton Forge, Va.
Davis, Annie Lillian (H. E. 1911)—Mrs. S. A. Steger, 721 Spring St., Richmond, Va.
Davis, Mary Joseph (I. A. 1915)—721 Spring St., Richmond, Va.
Dee Moss, Sarah Watts (Kng. 1913)—Teacher, Greensboro, N. C.
Derflinger, Clara Esther (Prof. 1915)—Teacher, Walters, Va.
Diedrich, Minnie Caroline (Prof. 1911)—Mrs. (Rev.) J. N. England, Waverley, Va.
Dillon, Eleanor Mae (Prof. 1915)—Grade Teacher, Raleigh, N. C.
Dogan, Mary Neville (H. T. 1914)—Mrs. C. C. Lynn, Bristow, Va.
Drummond, Helen (M. A. 1911)—Stenographer, State Highway Commission, Richmond, Va.
Dudley, Mary Margaret (I. A. 1914)—Mrs. Frank M. McCue, Rolla, Va.
Dudley, Virginia Trovey (H. E. 1912)—Mossy Creek, Va.
Dunlap, Sadie Amelia (H. E. 1916)—304 Kingston Ave., Charlotte, N. C.
Dunn, Virginia Scott (M. A. 1911)—Mrs. W. T. Powell, Port Royal, Va.
Early, Mary Anne (Prof. 1916)—Teacher, Hughes River, Va.
Early, Sarah Lucile (Prof. 1916)—High School Teacher, Crozet, Va.
Earman, Virginia Oler (Kng. 1912)—Mrs. Harry McCandless, 154 Harvard St., Rochester, N. Y.
Eisenberg, Mary Caroline (H. E. 1916)—Staunton, Va.
Elderkin, Irene (H. E. 1916)—Norfolk, Va.
Eldred, Harriet Lorraine (Prof. 1916)—Mrs. M. L. Daffan, Goldvein, Va.
Eley, Emily Gay (H. E. 1917)—Dietitian, Protestant Hospital, Norfolk, Va.
Elliott, Lillian Long (Prof. 1916)—Teacher, Shenandoah, Va.
Ellis, Josie Chappelle (Prof. 1915)—Yale, Va.
Ellis, Mary Jeanette (Prof. 1914)—Primary Teacher, 56 Rodgers St., Norfolk, Va.
Englemau, Ellen Elizabeth (Prof. 1916)—Grade Teacher, R. 1, Lexington, Va.
Epnes, Mamie Loualla (Prof. 1918)—Primary Teacher, Scottsville, Va.
Epnes, Virginia Pegram (Prof. 1917)—Teacher, Jarratt, Va.
Everett, Ruth Ashmore (Prof. 1917)—Gov. Service, Washington, D. C.
Farrar, Garland Hope (Prof. 1916)—Primary Teacher, Suffolk, Va.
Farrar, Janet Garland (Kng. 1913)—Kindergarten Teacher, 2419 W. Main St., Richmond, Va.
The Alumnae of H. N. S.

Ferebee, Sarah Cason (H. E. 1916)—727 Raleigh Avenue, Norfolk, Va.
Fisher, Ruth Addison (Prof. 1915)—Mrs. Thomas Turner, Bayford, Va.
Fitzpatrick, Annie May (Prof. 1917)—Teacher, Chuckatuck, Va.
Fletcher, Delucia Sarah (B. S. 1919)—Harrisonburg, Va.
Folk, Martha Melissa (Prof. 1915)—Gov. Service, Washington, D. C.
Foreman, Georgia Etta (Prof. 1916)—Teacher, Back View, Va.
Fox, Margaret Eleanor (Prof. 1912)—Mrs. Minder, Elizabeth City, N. C.
Fox, Mary Hart (Kng. 1913)—Primary Teacher, Earlysville, Va.
Funkhouser, Eva (Prof. 1915)—Grade Teacher, Dante, Va.
Furr, Catherine Laura (H. E. 1915)—Bluemont, Va.

Ferebee, Sarah Cason (H. E. 1916)—727 Raleigh Avenue, Norfolk, Va.
Fisher, Ruth Addison (Prof. 1915)—Mrs. Thomas Turner, Bayford, Va.
Fitzpatrick, Annie May (Prof. 1917)—Teacher, Chuckatuck, Va.
Fletcher, Delucia Sarah (B. S. 1919)—Harrisonburg, Va.
Folk, Martha Melissa (Prof. 1915)—Gov. Service, Washington, D. C.
Foreman, Georgia Etta (Prof. 1916)—Teacher, Back View, Va.
Fox, Margaret Eleanor (Prof. 1912)—Mrs. Minder, Elizabeth City, N. C.
Fox, Mary Hart (Kng. 1913)—Primary Teacher, Earlysville, Va.
Funkhouser, Eva (Prof. 1915)—Grade Teacher, Dante, Va.
Furr, Catherine Laura (H. E. 1915)—Bluemont, Va.

Garden, Mary Elizabeth (H. E. 1918)—H. E. Teacher, Prospect, Va.
Garland, Effie Virginia (Prof. 1915)—Mrs. K. M. Duff, Graham, Va.
Garrett, Margaret (Kng. 1913)—Primary Teacher, Norfolk, Va.
Gatling, Alpine Douglas (Prof. 1912)—Mrs. H. G. Martin, Norfolk, Va.
Gatling, Lucy (H. E. 1918)—Teacher, Norfolk, Va.
Gatling, Marceline Armida (R. N. 1913)—Norfolk, Va.
Gaw, Grace Bell (Prof. 1918)—Teacher, Suffolk, Va.
Gay, Margaret Porter (Kng. 1913)—Grade Teacher, Norfolk, Va.
Gerow, Lilla Marie (Prof. 1915)—Mrs. Thomas C. Diehl, Sutherland, Va.
Gill, Pattie Mae (Prof. 1917)—Teacher, Suffolk, Va.
Gilliam, Alice Sears (H. E. 1915)—Grade Teacher, R. 3, Richmond, Va.
Girard, Lucetta Audrey (Prof. 1918)—Grade Teacher, Charlottesville, Va.
Gish, Juliet Barclay (Prof. 1913)—Home Demonstration Agent, Bedford County, Bedford, Va.
Glassett, Mary Spottswood (H. E. 1917)—Postgraduate, State Normal School, Harrisonburg, Va.
Glenn, Annie Elizabeth (H. E. 1917)—Mrs. J. H. Garber, Grade Teacher, Fishersville, Va.
Glick, Vada Virginia (Prof. 1916)—Floyd, Va.
Goldman, Rebecca (Prof. 1918)—Substitute Teacher, 1401 West Cary St., Richmond, Va.
Goode, Octavia Ernestine (R. N. 1912)—Teacher, Open-air School, Richmond, Va.
Gound, Mary Margaret (H. E. 1917)—Industrial Arts Teacher, Clifton Forge, Va.
Grasty, Cecile Audrey (R. N. 1914)—Gov. Service, 1843 Vernon Street, N. W., Washington, D. C.
Greaves, Elizabeth Agnes Rush (Prof. 1916)—Ivy, Va.
Green, Janet Clarmond (M. A. 1911)—Mrs. Haden, Palmyra, Va.
Greer, Mary Virginia (H. E. 1912)—Rural Supervisor, Henrico County, Richmond, Va.
Grizzard, Marjorie Lee (Kng. 1913)—Primary Teacher, Capron, Va.
Grove, Ruth (Prof. 1916)—Teacher, New Hope, Va.
Guthrie, Charlee Franklin (Prof. 1916)—High School Principal, Roseman, N. C.
Guthrie, Willie Tom (Prof. 1918)—Primary Teacher, Danville, Va.
Haldeman, Anna Pearl (Kng. 1912)—Winchester, Va.
Haldeman, Emily Margaret (H. E. 1917)—H. E. Teacher, Middletown High School, Middletown, Va.
Hankins, Mary Coles (Prof. 1916)—Teacher, Coeburn, Va.
Hardaway, Virginia Elma (Prof. 1913)—Rural Teacher, Roanoke, Va.
Harless, Kathleen Chevallie (R. N. 1914)—Grade Teacher, Norfolk, Va.
Harman, Ethel (H. E. 1912)—Mt. Clinton, Va.
Harmsberger, Kathleen Bell (Kng. 1911)—Private Teacher, Latoaka, W. Va.
Harris, Helen (H. E. 1915)—Mrs. Jas. McFarland, Scottsville, Va.
Hatcher, Virginia Wilcox (Prof. 1915)—Welch, W. Va.
Hauh, Martha Ashby (Prof. 1918)—Gov. Service, Washington, D. C.
Hawkins, Susie Moffett (Prof. 1918)—Junior High School Teacher, 3000, Floyd Ave., Richmond, Va.
Heatlwole Ella Catherine (Prof. 1912)—Mrs. E. H. Jacobson, Sweet Grass, Mont., Deceased.
Heaven, Mabel Lankford (Prof. 1913)—Roanoke, Va.
Helflin, Margaret Wilson (H. E. 1913)—Mrs. Roy Jones, Driver, Va.
Henley, Laura Mathena (Prof. 1918)—Mrs. Fred Willis, Harrisonburg, Va.
Heyser, Susan Fechtig (H. E. 1914)—H. E. Teacher, Hagerstown, Md.
Hickman, Mabel Virginia (R. N. 1915)—Teacher, Roanoke, Va.
Higgins, Selma Cecil (Prof. 1914)—Grade Teacher, Elk Creek, Va.
Hinton, Catherine Neville (Prof. 1918)—Mrs. E. Lindsay Sawyer, Petersburg, Va.
Hitt, Mabel Lewis (Prof. 1913)—Grade Teacher, Porto Rico.
Holbrook, Annie Laura (Prof. 1913)—Primarp Teacher, Graham, Va.
Holcombe, Alpha Vane (Prof. 1914)—Teacher, 916 Dinwiddie Street, Portsmouth, Va.
Holland, Mary Louise (Prof. 1914)—Teacher, Clarendon, Va.
Holmes Zenia Ruth (Prof. 1915)—High School Principal, Clifton Station, Va.
Honaker, Virginia (Kng. 1915)—Mrs. J. W. Umberger, Wytheville, Va.
Hoover, Ada May (Prof. 1918)—High School Teacher, Buchanan, Va.
Hopcroft, Lydia Inez (Prof. 1911)—Mrs. Clifton O. Rood, Jersey City, N. J.
Householder, Anna Margaret (Prof. 1918)—Lovettsville, Va.
Houseman, Helen Louise (Prof. 1915)—Grade Teacher, Fincastle, Va.
Hubbard, Esther Jane (Prof. 1916)—Primary Teacher, 830 Campbell Ave., Roanoke, Va.
Hubbard, Zola Young (Prof. 1917)—Mrs. Chas. F. Leek, Rio Vista, Va.
Huffman, Kathleen (Prof. 1917)—High School Teacher, Whitmell, Va.
Hufford, Nancy (Prof. 1916)—Mrs. George C. Fenow, Honolulu, Hawaii.
Hughes, Hallie Lee (I. A. 1912)—State Agent for Girls’ Clubs, Blacksburg, Va.
Jasper, Anna Mary (Prof. 1916)—Mrs. Ray Hudson, Slate Mills, Va.
Jennings, Clarita (Prof. 1916)—Mrs. E. E. Jones, 105 E. Grace St.
Richmond, Va.
Jennings, Nancy Wise (Prof. 1912)—Teacher, Roanoke, Va.
Johnson, Annie Susan (Prof. 1918)—Primary Teacher, Dante, Va.
Johnson, Columbia Isabelle (I. A. 1915)—Grade Teacher, Lovettsville, Va.
Johnson, Daisy Welthia (Prof. 1917)—Teacher, Ashburn, Va.
Johnson, Kate Marie (H. E. 1915)—H. E. Teacher, 345 Olney Road, Norfolk, Va.
The Alumnae of H. N. S.

Jones, Annie Lee (Prof. 1913)—Grade Teacher, Petersburg, Va.
Jones, Corinne Snowden (Kng. 1915)—Mrs. Duelucius Fletcher, Linville, Va., Deceased.
Jones, Laura Lee (R. N. 1915)—Principal, Doe Hill, Va.
Jones, Lydia Audrey (R. N. 1914)—Mrs. E. A. Thomas, Goshen, Va.
Jones, Mary Elizabeth (Prof. 1918)—Primary Teacher, Stuart’s Draft, Va.
Jordan, Mary Green (H. E. 1916)—H. E. Teacher, 1535 West Avenue, Richmond, Va.

Kane, Stella Virginia (Prof. 1918)—Gate City, Va.
Kean, Thelma Leah (Prof. 1917)—High School Teacher, Jeffersonton, Va.
Keeton, Bessie Reid (Prof. 1917)—Teacher, R. 4, Suffolk, Va.
Keesell, Florence Arabelle (R. N. 1914)—Teacher, Orlando, Fla.
Kellam, Loulie Catherine (H. E. 1918)—Franktown, Va.
Kelley, Elizabeth Montgomery (Kng. 1913)—Mrs. L. L. Davis, Roanoke, Va.
Kendig, Mabel Long (Prof. 1917)—Stuart’s Draft, Va.
Keys, Ruth Isabelle (Prof. 1913)—Mrs. Snyder, Boonsboro, Md.
Kidd, Rosa Mildred (Prof. 1918)—Principal, Covesville, Va.
Kinnear, Margaret (H. E. 1915)—High School Teacher, Raphine, Va.
Kiracofe, Mabel Ruth (Prof. 1917)—Principal, BARcroft, Va.
Koogler, Evelyn Margaret (Kng. 1915)—Primary Teacher, 2004 West Ave., Newport News, Va.

Lacy, Edith Juliette (Kng. 1914)—Kindergarten Teacher, 2008 Grove Ave., Richmond, Va.
Lacy, Rowena Julia (Prof. 1915)—Grade Teacher, Portsmouth, Va.
Lake, Agnes Martin (Prof. 1914)—Supervisor of Rural Schools, Culpeper, Va.
Lam, Grace Elizabeth (Prof. 1917)—Grade Teacher, Leesburg, Va.
Lancaster, Louise Ely (Kng. 1912)—Rural Supervisor, Dinwiddie, Va.
Lane, Ella May (Prof. 1918)—Broadway, Va.
Lauck, Audrey Wilhoit (Prof. 1915)—High School Teacher, Shenandoah, Va.
Law, Aurie Edna (Prof. 1912)—Rural Teacher, Glade Hill, Va.
Lawson, Charlotte Henry (Prof. 1911)—Grade Teacher, Lynchburg, Va.
Layman, Pauline Elizabeth (H. E. 1918)—Postgraduate, Normal School, Harrisonburg, Va.
Leach, Virginia Fisher (Prof. 1914)—Principal, Flint Hill, Va.
Leavell, Louise (Prof. 1916)—Teacher, Culpeper, Va.
Lee, Clara Elizabeth (Prof. 1918)—Stony Creek, Va.
Leftwich, Bessie Marie (Prof. 1913)—Mrs. P. H. Bailey, Lynchburg, Va.

Lewis, Mary Gertrude (Prof. 1913)—Mrs. Harry Sanford, Orange, Va.
Lifsey, Mary Claiborne (Prof. 1918)—Primary Teacher, Emporia, Va.
Liggett, Mary Coffman (Kng. 1912)—Mrs. C. C. Copp, New York, N. Y.
Livick, Mamie Olive (H. E. 1914)—High School Teacher, Basic, Va.
Lockard, Marion Caroline (Prof. 1915)—Grade Teacher, Elkton, Va.
Lockstamper, Bessie Alma (Prof. 1917)—Teacher, Strasburg, Va.
Loose, Kathryn (Prof. 1918)—Student, University of Wisconsin.
Loving, Jennie Perkins (Prof. 1916)—Principal, Savedje, Va.
Lowman, Blanche Elizabeth (Prof. 1916)—Teacher, Pulaski, Va.
Lyle, Mary Lacy, (H. E. 1912)—H. E. Teacher, Galloway, College, Searcy, Ark.
MacCorkle, Ruth Bouldin (Prof. 1911)—Social Worker, Harrisonburg, Va.
McCung, Mary Katherine (H. E. 1918)—H. E. Teacher, Christiansburg, Va.
McCown, Agnes Stuart (Prof. 1914)—Mrs. C. A. Berry, R. 1, Lexington, Va.
McCown, Mary Wilson (Prof. 1914)—Student, Pres, Training School for Lay Workers, Richmond, Va.
McDonald, Rora Etta (Prof. 1918)—Teacher, Bronax, Va.
McLeod, Mary Lucile (R. N. 1913)—Teacher, Detroit, Mich.
Madison, Lucy Hiden (Prof. 1912)—Mrs. Chesley Allen Haden, Newport News, Va.
Madison, Susie Daniel (H. E. 1912)—Mrs. C. C. Richardson, Paris Island, S. C.
Magruder, Margaret (Prof. 1916)—Teacher, 1840 Mintwood Place, Washington, D. C.
Maloy, Mary Virginia (R. N. 1915)—McDowell, Va.
Maloy, Susie Lavinia (R. N. 1915)—Teacher, Gouldin, Va.
Marsh, Edry Christine (Kng. 1914)—Mrs. Jackson, Petersburg, Va.
Marsh, Helena (Prof. 1918)—Teacher, 243 41st, Norfolk, Va.
Marshall, Mary Elizabeth (R. N. 1914)—Primary Teacher, Bristol, Va.
Marshall, Ruth (Prof. 1917)—B. S. Graduate, Normal School, Harrisonburg, Va.
Massey, Eva Douglas (R. N. 1912)—Grade Teacher, Winchester, Va.
Matthews, Edna Earl (Prof. 1918)—Gov. Service, Washington, D. C.
Martin, Rosa Lee (R. N. 1904)—High School Teacher, Charlotteville, Va.
Meisel, Marie (Prof. 1916)—Grade Teacher, 2100 Stuart Avenue, Richmond, Va.
Menefee, Frances Eleanor (Kng. 1913)—Teacher, Waynesboro, Va.
Meserole, Mary Stella (Prof. 1911)—Gov. Service, Washington, D. C.
Milby, Edna Lavina (Prof. 1915)—Primary Teacher, Chukatuck, Va.
Miley, Pauline (Prof. 1918)—Postgraduate, Normal School, Harrisonburg, Va.
Miller, Annie (Prof. 1914)—Harrisonburg, Va.
Miller, Elsie Rebecca (Prof. 1917)—Mrs. Ward Swank, Harrisonburg, Va.
Miller, Janet (Kng. 1911)—Mrs. J. J. King, Staunton, Va.
Miller, Martha (L. A. 1913)—Grade Teacher, Staunton, Va.
Millner, Bossit Price (Prof. 1913)—Grade Teacher, Schoolfield, Va.
Millner, Mary Lillian (R. N. 1915)—Mrs. D. S. Garrison, Norfolk, Va.
Mitchel, Elizabeth Lewis (H. E. 1914)—Teacher, Beford, Va.
Moeschler, Velma (H. E. 1915)—H. E. Teacher, Danville, Va.
Moffett, Mary Ledger (H. E. 1911)—Head of H. E. Dept., State Normal School, East Radford, Va.
Moffett, Sarah Achsah (Prof. 1913)—Mrs. W. N. Walters, Virginia Heights, Roanoke, Va.
The Alumnae of H. N. S. 269

Monroe, Sara Agnes (R. N. 1915)—Gov. Service, 1840 Biltmore, St., N. W., Washington, D. C.
Moore, Geneva Gertrude (Prof. 1916)—Principal, Rectortown, Va.
Moore, Irene Muriel (H. E. 1918)—Teacher in Industrial School, Dyke, Va.
Morris, Marcia Wade (Prof. 1915)—Grade Teacher, Charlottesville, Va.
Mowbray, Ann Elizabeth (Prof. 1917)—High School Teacher, Graham, Va.
Murphy, Maria Catherine Cecilia (H. E. 1915)—Dietitian, Camp Upton, L. I., New York.

Nash, Mary Hall (B. S. 1919)—H. E. Teacher, Driver, Va.
Noell, Pearl (Prof. 1912)—Grade Teacher, Bedford, Va.
Oldaker, Hazel Leota (Prof. 1915)—Teacher, Miller Orphanage, Lynchburg, Va.

Omoloundro, Margaret Van Lew (Prof. 1918)—Grade Teacher, 3006 Floyd Ave., Richmond, Va.
Orndorff, Irene (Prof. 1911)—Grade Teacher, Glen Allen, Va.
Orndorff, Rachel (Prof. 1916)—Teacher, Parnassus, Va.
Pace, Nellie (H. E. 1917)—Grade Teacher, Ridgeway, Va.
Parrish, Lucy Anderson (Prof. 1916)—Grade Teacher, Roseland, Va.
Patterson, Maurice (Prof. 1912)—Mrs. Horace Patterson, Harrison, Va.

Payne, Nellie Scott (H. E. 1917)—Mrs. E. N. Smith, Westchester Apts., Richmond, Va.
Peck, Ella Margaret (Prof. 1918)—High School Teacher, Troutville, Va.
Perry, Kathleen Dickinson (H. E. 1917)—Teacher, Victoria, Va.
Pettus, Elizabeth Chambers (Prof. 1915)—Teacher, Portsmouth, Va.
Phaup, Patty Goode (R. N. 1914)—Primary Teacher, North Tazewell, Va.
Phillips, Eva Lillian (Prof. 1917)—Teacher, McGaheysville, Va.
Pierce, Mary Gertrude (Prof. 1918)—Primary Teacher, Arvonia, Va.
Primrose, Elizabeth Margaret (Prof. 1918)—Primary Teacher, Claremont, Va.
Proctor, Mary Wilma (R. N. 1914)—Mrs. J. B. Roberts, Colfax, La.
Pruden, Sarah Katherine (Prof. 1917)—Teacher, McKenney, Va.
Pugh, Virginia Edith (Prof. 1917)—Grade Teacher, Charlottesville, Va.
Pulliam, Lucy Russell (Prof. 1912)—Teacher, Culpeper, Va.
Purcell, Anna Marie (H. E. 1915)—Graduate Nurse, Providence Hospital, Washington, D. C.
Quigg, Mary Elizabeth (Prof. 1916)—Primary Teacher, 204 W. Grace Street, Richmond, Va.
Rabey, Susie Lynton (Prof. 1915)—High School Teacher, Suffolk, Va.
Rankin, Lillian (Prof. 1917)—Mrs. Clarence H. Strader, Bane, Va.
Reaves, Christine (Prof. 1918)—High School Teacher, Penola, Va.
Reaves, Leone Iren (I. A. 1914)—Teacher, Agricultural High School, Claremont, Va.
Reid Emma Idell (Prof. 1913)—Gov. Service, Washington, D. C.
Reiter, Alma Lucretia (R. N. 1913)—Stenographer, Harrisonburg, Va.
Rhodes, Emma Grace (Prof. 1912)—Mrs. R. G. Cook, New York, N. Y.
Ridgour, Virginia Clare (Prof. 1916)—Grade Teacher, 30 Fillmore Street, Petersburg, Va.
Ritchie, Annie Elizabeth (Prof. 1916)—Grade Teacher, 707 W. Grace Street, Richmond, Va.
Ritchie, Ethel (H. E. 1916)—Grade Teacher, Hopewell, Va.
Ronne, Richie Avice (Prof. 1914)—Grade Teacher, Staunton, Va.
Rodgers, Rachel (H. E. 1917 and B. S. 1919)—Normal School, Harrisonburg, Va.
Rolston, Frances (B. S. 1919)—Mathematics Teacher, Lewisburg Seminary, Lewisburg, W. Va.
Rome, Sally Florence (Prof. 1914)—High School Teacher, Newport News, Va.
Ropp, Margaret Vance (H. E. 1916)—Mrs. E. J. Currin, Jr., Meredithville, Va.
Round, Ruth Althea (Kng. 1912)—Mrs. A. A. Hooff, Manassas, Va.
Rowbotham, Margaret May (Prof. 1916)—Primary Teacher, 2225 Hanover Ave., Richmond, Va.
Royce, Katherine (Prof. 1911)—Mrs. N. G. Payne, Madison, Va.
Ruan, Carolyn Rebecca (Prof. 1914)—Mrs. Arthur H. Beebe, Stillman Valley, Ill.
Rubush, Margaret Virginia (Prof. 1914)—Mrs. W. H. Shirley, Buena Vista, Va.
Rubush, Sara Elizabeth (Prof. 1918)—Grade Teacher, Charlottesville, Va.
Rucker, Bessie Katherine (Prof. 1912)—Critic Teacher, Winthrop College, Rock Hill, S. C.
Ruebush, Mary Virginia (Kng. 1913)—Mrs. H. W. Estes, Coeburn, Va.
Runde, Ouline Virginia (Kng. 1913)—Primary Teacher, Waynesboro, Va.
Ryals, Elise Emogen (Prof. 1915)—High School Teacher, Sandidges, Va.
Sale, Annie Elizabeth (H. E. 1913)—Teacher, Columbus, Miss.
Sale, Susan Estaline (Prof. 1914)—Mrs. A. L. Montelth, Low Moor, Va.
Sanders, Ruth Adele (H. E. 1915)—Federal Protective Officer, Richmond, Va.
Saunders, Luna Elizabeth (H. E. 1917)—H. E. Teacher, High Point, N. C.
Saville, Elizabeth Frances (Prof. 1914)—Student Nurse, Johns Hopkins Hospital, Baltimore, Md.
Scates, Carrie Lena (I. A. 1913)—Teacher, Sandy River, Va.
Scates, Fannie Hundley (Prof. 1911)—Mrs. O. Hairfield, Martinsville, Va.
Scoggin, Bessie Wilson (Prof. 1914)—Grade Teacher, Stony Creek, Va.
Scott, Mary Emma (Prof. 1916)—Student, George Washington University, Washington, D. C.
Seeber, Mary McKeel (H. E. 1918)—Postgraduate, Normal School, Harrisonburg, Va.
Selby, Frances Parlette (I. A. 1915)—Richmond, Va.
Selby, Katherine Kemp (Prof. 1913)—Richmond, Va.
Settle, Mary Beckham (R. N. 1913)—Mrs. C. P. Emory, Winchester, Va.
Shafer, Lillian Duffield (Prof. 1916)—Grade Teacher, Harrisonburg, Va.
Shamburg, Mary Tracy (R. N. 1915)—Mrs. Fansler, Matthias, W. Va.
Shapleigh, Beulah Maude (Prof. 1913)—Teacher, Roanoke, Va.
Shenk, Marguerite Spitzer (Prof. 1917)—Teacher, 1015 Church St., Lynchburg, Va.
Shepperd, Edmonia Blair (M. A. 1912)—U. S. Hospital, Cape May, N. J.
Sherman Louise (Prof. 1916)—Gov. Service, 637 M. Street N., E., Washington, D. C.
Shickel, Elsie Naomi (Prof. 1911 and I. A. 1914)—Student, Peabody College, Nashville, Tenn.
Shields, Sarah Humphries (Prof 1911 and H. E. 1912)—Missionary, Hoshapur, India.
Shifflett, Nettie Lee (Prof. 1917)—Clerk, N. & W. R. R., Roanoke, Va.
Shumadine, Florence May (Prof. 1917)—Teacher, R. 2, Norfolk, Va.
Sibert, Irene (H. E. 1916)—Primary Teacher, Public Schools, Washington, D. C.
Sibley, Mary Lewis (R. N. 1914)—Gov. Service, 66 Adams St., N. W., Washington, D. C.
Smith, Ann Elizabeth (Prof. 1917)—Grade Teacher, Barcroft, Va.
Smith, Emily Hazen (Prof. 1918)—Mrs. G. A. Chewning, Richmond, Va.
Smith, Mary Lancaster (H. E. 1914)—Educational Secretary and Home Economics Teacher, Y. W. C. A., Richmond, Va.
Snyder, Marj Gertrude (Prof. 1918)—Grade Teacher, Charlottesville, Va.
Speas, Rachel Josephine (H. E. 1918)—Home Demonstration Agent, Winston-Salem, N. C.
Spitzer, Atha May (Prof. 1914)—Gov. Service, Washington, D. C.
Spitzer, Lucy Elton (Prof 1917)—Rural Supervisor, Stephens City, Va.
Spitzer, Nora Lella (I. A. 1917)—Mrs. Sidney Summers, Detroit, Mich.
Spencer, Dorothy McKinky (H. E. 1918)—Postgraduate, Normal School, Harrisonburg, Va.
Sprinkel, Ethel Katherine (Kng. 1911)—Kindergarten Teacher, Harrisonburg, Va.
Stanton, Christine (H. E. 1917)—Gov. Service, Washington, D. C.
Staples, Julia Tappscott (Prof. 1913)—Bookkeeper, Harrisonburg, Va.
Steeger, Eva Waugh (Prof. 1914)—Primary Teacher, Pulaski, Va.
Stephens, Mary Duval (Prof. 1913)—Mrs. (Rev.) O. M. Blackwell, Philadelphia, Pa.
Stone, Mary Jordan (Prof. 1914)—Primary Teacher, Coalwood, W. Va.
Stribling, Agnes Browne (Prof. 1915)—Mrs. R. C. Dingley, Harrisonburg, Va.
Styne, Mary Virginia (Prof. 1918)—Grade Teacher, 502 10th Avenue, S. W., Roanoke, Va.
Suter, Edith Virginia (Kng. 1913)—Mrs. C. A. Funkhouser, Dayton, Va.
Swartz, Bessie (Prof. 1915)—Mt. Jackson, Va.
Tallafaro, Ruth (Prof. 1915)—Teacher, Wilder, Va.
Tardy, Margaret Virginia (Prof. 1914)—Teacher, Marion, Va.
Tardy, Mary Elizabeth (Prof. 1915)—Teacher, Lexington, Va.
Taylor, Kate Hanger (Prof. 1912)—Primary Teacher, Hampton, Va.
Tench, Annie Ferris (Prof. 1912)—Grade Teacher, Petersburg, Va.
Thom, Mary Sheldon (Kng. 1912)—Mrs. E. H. Monroe, Miami, Fla.
Thompson, Clara May (Prof. 1914)—Grade Teacher, Natural Bridge Station, Va.
Thompson, Margaret (Prof. 1916)—Primary Teacher, Rockfish, Va.
Thompson, Stella May (H. E. 1917)—H. E. Teacher, Purcellville, Va.
Turner, Bessie Sue (Kng. 1914)—Primary Teacher, Harrisonburg, Va.

Vaiden, Ruth Gale (Prof. 1917)—Clerk, Texas Oil Co., 411 Redgate Ave., Norfolk, Va.
Wachsman, Othelia Beatrice (H. E. 1918)—333 St. Andrews Street, Petersburg, Va.
Walden, Banie Emiline (Prof. 1918)—Teacher, Cheriton, Va.
Ward, Anna Howard (R. N. 1913)—Teacher, Georgia.
Warner, Kathleen (H. E. 1917)—Mrs. A. D. Collins, Jessup, Md.
Warren, Dallas (Prof. 1918)—Teacher, Chester, Va.
Warren, Joe Beam (Prof. 1915)—Postgraduate, Normal School, Harrisonburg, Va.
Webb, Margaret Louise (H. E. 1918)—Mrs. A. B. Taylor, 5th and Brookstown, Aves., Winston-Salem, N. C.
Weems, Rachel Fletcher (H. E. 1917)—Student, Richmond College.
Werner, Janie Katherine (Prof. 1913)—Grade Teacher, Charlotteville, Va.
Westcott, Maude Tyson (Prof. 1911)—Painter, Va.
Wheatley, Mary Virginia (Kng. 1915)—Teacher, Danville, Va.
White, Willye (Kng. 1912)—Cashier-Bookkeeper for Columbia Peanut Co., Boykins, Va.
Whitesel, Vada (Prof 1912)—Critic Teacher, Harrisonburg, Va.
Whitney, Marguerite Helen (H. E. 1918)—Postgraduate, Normal School, Harrisonburg, Va.
Williams, Dorothy Weaver (Prof. 1918)—Postgraduate, Normal School, Harrisonburg, Va.
Williams, Ernestine (Prof. 1916)—Mrs. H. D. Willis, Rock Hill, S. C.
Williamson, Janet Adella (H. E. 1914)—Mrs. R. A. Savage, Deans, Va.
Wilson Katie (Prof 1918)—Teacher, Stuart’s Draft, Va.
Wilson, Mary Inez (H. E. 1914)—Home Economics Teacher, Guilford College, N. C.
Wine, Helen Bowman (Prof. 1914)—Teacher, Gordonsville, Va.
Wine, Oottie Ola (Prof. 1918)—Grade Teacher, McGaheysville, Va.
Winfrey, Katie Virginia (Prof. 1912)—Grade Teacher, Culpeper, Va.
Winn, Emma Virginia (Prof. 1916)—Teacher, Ballston, Va.
Wise, Annie Thomas (Kng. 1912)—Kindergarten Teacher, Hampton, Va.
Witt, Ruth (B. S. 1919)—Rural Supervisor, Harrisonburg, Va.
Worley, Ruby Alma (Prof. 1916)—Glasgow, Va.
Yancey, Lois (Prof. 1917)—Grade Teacher, Harrisonburg, Va.
Yancey, Mary Virginia (Prof. 1917)—Critic Teacher, Harrisonburg, Va.
Yowell, Mary Alma (R. N. 1914)—High School Teacher, Madison, Va.
CLASSES OF 1919

GRADUATES AWARDED DIPLOMAS

Professional Courses

Frances Louise Adams .......... Alexandria
Florence Evelyn Alexander .... Highland Springs, Hanover County
Virginia Andes ................. Fredericks Hall, Louisa County
Willie Elizabeth Barbour ...... Martinsville, Henry County
Sallie Hendren Bell .......... Marionville, Northampton County
Elizabeth Otey Black .......... Mint Spring, Augusta County
Helen Louise Bowman .......... Petersburg
Minnie Moore Bowman .......... Harrisonburg
Ruby Mae Brill ................. Mt. Jackson, Shenandoah County
Rosalie Teresa Brock .......... Harrisonburg
Sallie Lewis Browne .......... Stanardsville, Green County
Margaret Evelyn Buchanan ..... Abingdon, Washington County
Ruth Mercier Calhoun .......... Fishersville, Augusta County
Pauline Harline Callender ..... Rockingham, Rockingham County
Mary Lucille Campbell ......... Jefferson, Culpeper County
Margaret Esther Coleman ...... Nelly's Ford, Nelson County
Robbie Dart .................... Brunswick, Georgia
Ruth Birch Deahl ............... Alexandria
Martha Elizabeth Edwards ..... Portsmouth
Lucile Martin Fagg ............ Axton, Henry County
Mary Woodville Ferguson ..... Clifton Station, Fairfax County
Sue Wheatley Foster .......... Logan, Spotsylvania County
Kathleen Gaylord Gibson ...... Delaplane, Fauquier County
Flossie Belle Grant (July, 1918).... Roanoke, Roanoke County
Rebecca Goldman (Dec. 1918) ... Richmond
Myrtle Gould Haden ............. Gettys, Pittsylvania County
Ray Louis Hanger .............. Stuarts Draft, Augusta County
Frances Louise Hawkins ..... Clifton Forge
Mary Elizabeth Hawkins ..... Clifton Forge
Nannie Lois Henderson ......... Roseland, Nelson County
Mary Alice Hodges ............. Portsmouth
Mildred Bolling Jones ......... Petersburg
Sue Maude Kelly ............... Culpeper, Culpeper County
Ada Wray Kemp ................ Hampton, Elizabeth City County
Frances Hopkins Kemper ....... Lynwood, Rockingham County
Dorothy Elma Lacy ............. Scottsburg, Halifax County
Mary Stringfellow Lancaster .... Norfolk
Ella Mae Lane (Dec. 1918) .... Broadway Rockingham County
Katherine Stuart Lewis ........ Lynwood, Rockingham County
Elsie Augusta Loewner ......... Harrisonburg
Kathryn Alice Loose (Aug. 1918).... Waukesha, Wisconsin
Erna Eula Martin .............. Proffit, Albemarle County
Mary Winifred Maurer (July 1918) ..... Lovettsville, Loudoun County
Sara Jaqueline McCown ......... Lexington, Rockbridge County
Elizabeth Katherine Miller ..... Richmond
Annie Ford Moseley ............ Alvis, Brunswick County
Virginia Nelson ................ Richmond
Mary Elizabeth Nichols ......... Portsmouth
Jean Burnett Nicol ............. Rockville, Maryland
Manie Wilson Omohundro ...... Clifton Forge
Julia Ethel Parrott .......... Stanardsville, Greene County
Elsie Perkinson ............... South Hill, Mecklenburg County
Pearle Mae Potter .............. Lexington, Rockbridge County
Margaret Miller Prufer ......... Staunton
Anna Rebecca Potterfield ..... Lovettsville, Loudoun County
Elsie Holmes Ranes .......... LaCrosse, Mecklenburg County
The Normal Bulletin

Lena Maude Reed ........................................ Penn Laird, Rockingham County
Sara Frances Roller ....................................... Harrisonburg
Daisy Blount Sandridge .................................... Indian Rock, Botetourt County
Marie Lee Scribner ........................................ Earleysville, Albemarle County
Minnie Belle Shaw ......................................... Rockbridge Baths, Rockbridge Co.
Harriet Louise Short ...................................... Petersburg
Jane Winifred Simpson .................................... Front Royal, Warren County
Barbara Clark Smith ....................................... Finecastle, Botetourt County
Carrie Spradlin ........................................... Stewardsville, Bedford County
Verlie Parry Story ......................................... Madison, Madison County
Genoa Ruth Swecker ....................................... Monterey, Highland County
Doris Virginia Turner ...................................... Parksley, Accomac County
Ruth Bagley Wallace ...................................... Green Valley, Bath County
Carrie Constance Watson ................................. Middletown, Frederick County
Mardia Taylor White ....................................... Manry, Southampton County
Ottie Ola Wine (Aug. 1918) .............................. North River, Rockingham County

Household Arts Courses

Katherine Cannon .......................................... Norfolk
Catharine Crickenberger Cash ............................. Waynesboro, Augusta County
Margaret Buchanan Cowling .............................. Eastville, Northampton County
Emily Laura Doughty ..................................... Belle Haven, Accomac County
Eloise Minor Hinton ....................................... Petersburg
Ruth Cobb Holland ......................................... Norfolk
Helen Virginia Hopkins ................................... McGaheysville, Rockingham County
Mera Glenn Matthews ...................................... Ballston, Alexandria County
Phyllis Hollingsworth Page .............................. Charlottesville
Louelle Virginia Potts ..................................... Round Hill, Loudoun County
Eva Rooshup .................................................. Richmond
Doris Mary Sanders ....................................... Bedford, Bedford County
Rose Lee Simpson ......................................... Pursellville, Loudoun County
Caroline End Snyder ....................................... Marion, Smythe County
Mary Frances Stone ....................................... Lynchburg
Eva Lilly Sullivan ......................................... Brandy Station, Culpeper County
Birdie Belle Warren ....................................... Carson, Prince George County

Household-Industrial Arts Course

Hazel Louise Davis ....................................... Swetnam, Fairfax County
Mary Elizabeth Greenawalt .............................. Winchester
Anna Page Lewis ........................................... Lynnwood, Rockingham County
Robert Lee Moore ......................................... Chrisfield, Maryland
Ruth Rodes ................................................. Greenwood, Albemarle County
Mary Love Stallings ...................................... Suffolk
Ennis Louvenia Strupe ................................... Tobaccoville, North Carolina

Graduates Awarded the Bachelor of Science Degree

Elementary Teaching and Supervision

Ruth Witt .................................................... Roanoke

High School Teaching and Administration

Ada Lee Berrey ............................................. Criglersville, Madison County
Ruth Marshall .............................................. Callands, Pittsylvania County
Frances Rolston ........................................... Pulaski, Pulaski County

Home Economics

Esther Buckley .............................................. Clifton Station, Fairfax County
Sara Delucia Fletcher .................................... Harrisonburg
Rachel Rodgers ............................................. Staunton
Elizabeth Hendren Nicol ................................ Rockville, Maryland
Virginia Zirkle ............................................ Harrisonburg
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