

nel must be found. The opportunity is wide open through English.

Without doubt the next great opportunity to break away from subject-matter domination and socialize the learning in high schools exists in the field of social studies. It is not easy there because of the well-established subjects of history, geography, and collateral special subjects. Noteworthy developments are taking place and others are just ahead in these fields. There is no space here for discussion of this movement, even if the writer were capable of doing so. The subjects of mathematics and science must be reorganized to fit new conceptions of learning and pupil needs in the twentieth century. Each subject must be made to contribute significantly to rounded education in relation to all other subjects and according to children's needs, if it retains a place in the curriculum.

Emphasis in education has definitely shifted from subject matter to children. Any subject must justify itself by its contribution to purposeful development of youth into useful and happy adults.

PAUL HOUNCHELL

### THE HARRISONBURG OF YESTERDAY

**T**HIRTY odd years ago a group of farsighted and patriotic citizens of Harrisonburg and Rockingham County, led by Dr. T. O. Jones, Dr. J. H. Neff, Mr. Adolph H. Snyder (editor of the *Daily News*) and others, recognizing the need for an additional school for the preparation of teachers, resolved to make every effort to secure the establishment of such an institution in this beautiful spot in the center of the Shenandoah Valley. After long and arduous work, under the leadership of that able and determined statesman, Senator George B. Keezell, rightly called the "father" of this institution, the law for the establishment of the school was enacted on March 14, 1908. The town and county pro-

vided \$15,000 and the state appropriated \$50,000 for the purchase of land, the erection of buildings, and support during the first year.

Governor Swanson appointed a Board composed of Senators Keezell, Floyd W. King, N. B. Early, D. P. Halsey, Delegates Floyd W. Weaver and Frank Moore, Dr. J. A. Pettit, Professor Ormond Stone, Mr. A. H. Snyder, and Mr. E. W. Carpenter. State Superintendent J. D. Eggleston was a member *ex-officio*. It has been my privilege to work with numerous public boards and commissions during the past thirty-six years, and I have never known a better group or one more devoted to the best interests of the public. The first board meeting was held on April 29, 1908, and a broad policy for the development of the institution was adopted. Events followed rapidly: June 18, the purchase of the Newman farm as a site; June 26, the election of a president; July 9, the first visit of the president to Harrisonburg; September 15, the adoption of numerous recommendations, including a building plan for the completion of an institution to accommodate eventually 1,000 students; October 7, the approval of the building plans for the first dormitory and the science hall; November 5, the award of contract for building to W. M. Bucher & Son, of Harrisonburg; November 25, the breaking of the ground for the first building; February (1909), the issuance of a prospectus of 112 pages, announcing six departments, eighty-seven courses, admission requirements, curricula, faculty as far as secured at date of publication, etc.; April 15, the laying of the corner-stone of the science hall. Then came the great rush of trying to get ready for the opening.

One of the greatest events for me was the first faculty meeting. There were fourteen of us, only two of whom now remain in this faculty. Three have passed on to their great reward. They had been selected for their preparation for the work to be done, but also and chiefly because of their

enthusiasm and consecration for service. Later, members of the public school faculty joined us. There was never a more harmonious and faithful group of teachers.

A great thrill had come to me four or five months before when I received the first application for admission, and now another thrill came when the first student to arrive reached the campus. Soon more came and we had 150 with dormitory accommodations for 64. We had no traditions, of course, but we had something better. We had ideals and a pioneer spirit of building for the future, a responsibility which every teacher and every student felt very keenly.

As planned a year before, the first session began promptly on the morning of September 28, 1909, and the next morning we had our first assembly. Those of us who were present will always remember the beautiful and appropriate prayer of dedication offered by Dr. Wayland. The assembly-room consisted of two classrooms thrown together, at the northern end of the second floor of the science hall. The basement of the single dormitory housed the dining-room, the kitchen and pantry, the heating plant for all buildings, and a little space for storage.

A number of organizations were formed the first year, and numerous activities were engaged in, most of our entertainments being homemade but none the less enjoyable. Three weeks after the opening Governor Swanson visited us and every girl was introduced to him by name. During the winter the Legislature gave us another dormitory, and the corner-stone was laid on May 2, 1910. The "best year in the history of the institution" was closed with a Commencement at which Governor Mann was present to deliver an address, although we had no graduates. During the year we had a total registration of 209, and in the following summer quarter we had 207.

The second year brought us considerable expansion. There were more activities and entertainments, including the Coburns with their beautiful plays under the apple trees.

This year we had a real Commencement, with 20 graduates, all of whom had passed the strict faculty censorship with skirts six inches from the floor. Just before, we had our first athletic day, when it was reported in the morning paper the girls had jumped "six feet high!"

In all the years we had lots of fun mixed with the hard work. Some of you may remember the little purple and orange bows of identification upon arrival, the old board walks on the campus and in town, the surries which filled the place of the automobile in those days, the frog pond, Walker, Black Willie, and Page, the trips to Grottoes, the measles and mumps, the tonsillitis and flu, the stewed tomatoes and pineapple ice cream, the lesson-plans and the boxes from home, etc. *ad infinitum*. Surely you have not forgotten Shakespere year in 1916 with its pageant; the terrible war period with its Red Cross activities, its food and fuel restrictions, its drills, and finally its armistice celebrated some time in advance.

As I look back on the early years it seems to me that they were unquestionably years of worthwhile achievement. Whatever success crowned our efforts was, in my estimation, due to a number of very important factors, among which were: the ideals which were set up in the beginning and persistently pursued; the place given to religion, the first accession to the library having been a copy of the Holy Bible presented to us by the president of Hollins College; the everlasting loyalty, zeal, efficiency, unselfishness, and faithfulness of the members of the faculty and other employees; the exceptionally friendly relations existing between the faculty and the students; the hearty and lasting cooperation of the students and their recognition of high responsibilities; the cordial and helpful relations with the people of the community, including the town and county officials; and the hearty and inestimably valuable cooperation of the public schools in a truly great project of educational pioneering, without which this institution could hardly have succeeded.

Would that someone capable of doing so would some day write a history of those early years, and particularly treat of the service rendered by all of the fine men and women who contributed so much to the development of this now splendid institution!

And now, it would delight me to speak of the recent years, with the wonderful development they have brought, and the future which is destined to bring even greater accomplishments. In the nearly two decades since fate decreed that I should change my work, there has been rapid advancement in all directions on this campus which all of us love so dearly. Student enrolment, faculty, physical plant, courses, and so on, speak for themselves. All of us must recognize the deepest gratitude to the present efficient head of our institution, not only for these tangible evidences of his skill but also for the imponderable values which he has continued to bring by the maintenance of high standards. We old-timers do greatly appreciate the gracious regard he has had

for our ideals, our aims, and our hopes, and we shall cherish an abiding faith that this will lead to ever greater achievements.

Fellow workers of the old days, whether you be teachers or alumnae, we were partners in a great enterprise, in a glorious adventure. Let us remember that "No work truly done, no word earnestly spoken, no sacrifice freely made, was ever made in vain." The foundation was duly and truly laid, and the generations are rising to call you blessed! Each year new groups of alumnae are coming to grasp the torch with eager hands, loyal hearts, and brave spirits, and they will continue to carry it high, in fulfillment of the prophetic declaration made in song twenty-eight years ago:

"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."

JULIAN A. BURRUSS

### A PERFECT FABLE FOR TEACHERS

*Extracted by Christopher Morley in 1932 from something  
Thomas Fuller wrote, probably before 1642.*

**F**ULLER tells the marvelous story, a perfect fable for teachers, of the gentleman who took a number of children for a walk into the country, and forgetting that they were so much younger than himself, he led them farther than he intended to. They began to 'grutch,' complained that they were tired and began to whine. I can't accurately quote Fuller's language, but he describes that this gentleman cut a big stick from the hedge as a nag for himself, and little switches as ponies for the children, and told them that they were horses, and thus mounted, he says, 'Fancy' (or what we would call imagination) 'Fancy put metal into their legs and they came cheerfully home.' And I often think to myself, if only teachers would remember that, if they would just enliven our pedestrianism now and then with a little more imagination, how much longer journeys we could take, and how much more cheerfully we would get home."

—CHRISTOPHER MORLEY in "Carrier Pigeons,"

*Ex Libris Carrissimis*, pp. 72-73.