2-1-1927

Virginia Teacher, February 1927

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

Follow this and additional works at: http://commons.lib.jmu.edu/vateacher

Recommended Citation
Virginia Teacher, February, 1927, VIII, 2, Harrisonburg, (Va.): State Normal School for Women at Harrisonburg.
THE VIRGINIA TEACHER

February, 1927

THE ECONOMIC AND CIVIC VALUES OF THE SHENANDOAH NATIONAL FOREST
Mary I. Payne

CAMPUS POLITICS
A STUDY OF THE VARIOUS METHODS OF STUDENT ELECTIONS IN THE COLLEGES OF VIRGINIA
Lorraine Gentis

AN ACCORDION BOOK
A UNIT IN INDUSTRIAL ARTS AND HISTORY
Kathryn Brown Roller

A LESSON PLAN IN NINTH GRADE BIOLOGY
Mary Will Porter and Ruth F. Lewis

Published at the State Teachers College of Harrisonburg, Va.

15 CENTS
ATTENTION OF TEACHERS AND PRINCIPALS

We carry a complete line of School Furniture, Auditorium Seating, Blackboards and Accessories. School Supplies, Maps, Globes and Charts, latest publications. Kindergarten Supplies, Teachers Supplies, Playground Equipment, Gymnasium and Athletic Goods. Any special catalog or prices mailed on request. Write us today.

Virginia School Supply Co.
Box 1177
2000 W. Marshall St.
Richmond Virginia

A FOOD AND AN ENERGY BUILDER

Imperial
The cream of all ice creams

Manufactured in Harrisonburg, Va.
and sold by all leading Ice Cream dealers throughout the Shenandoah Valley
Just Published

RATIONAL BOOKKEEPING AND ACCOUNTING

by Albert G. Belding, B. S.,
Supervisor of Commercial Subjects in
High and Continuation Schools,
New York City

And Russell T. Greene, A. M.
Chairman of Department of Accounting
and Law High School of Commerce
New York City

EMPHASIZES fundamentals.
ELIMINATES non-essential routine and mechanics.
EMPLOYs a unique method of approach and teaching plan.
ELEVATES the subject to a higher educational plane.
EDUCATES the student to interpret and use the information supplied by accounting records.

Write for Information

THE GREGG PUBLISHING COMPANY
New York, Chicago, Boston, San Francisco.

HISTORY HELPS

By John W. Wayland
A Manual for Use with Wayland's
History of Virginia for Boys and Girls
Postpaid, 25c

THE VIRGINIA TEACHER
Harrisonburg
Virginia

D. C. DEVIER'S SONS
Reliable Jewelers
Harrisonburg - - - Virginia

CHARTS AND FLASH CARDS

The Child's World Readers

CHARTS
Beautifully illustrated charts which motivate the first steps in reading and secure group attention. Primer...$5.00

SENTENCE STRIPS
Lift sentences out of sequence and serve as check on comprehension. Primer...60

PHRASE CARDS
Break sentence and more definitely establish recognition of its parts. Primer...75; First Reader...$1.50

WORD CARDS
For promotion of instantaneous recognition of words. Primer...1.00; First Reader...$1.40

PHONIC CARDS
Consonants, double consonants, long and short vowels, and diphthongs with their applications. Primer...80

Write for complete list of Teachers Helps

Johnson Publishing Company
Richmond - - - Virginia

S. BRADLEY & SONS, INC.
Iron Founders and Machinists
240 S. High St.  Harrisonburg, Va.

THE STA-KLENE STORE
A COMPLETE LINE OF
FANCY GROCERIES
FRUITS AND VEGETABLES

LINEWEAVER BROS., INC.
Phones 122 and 195, Harrisonburg, Va.

ENDLESS CAVERNS

NEW MARKET, VIRGINIA
OPEN DAY AND NIGHT THROUGHOUT THE YEAR
BEGIN—No man knows when
Tea Room Service at All Hours
END—No man knows where
Descriptive Booklet Mailed on Request
CONTENTS

The Economic and Civic Values of the Shenandoah National Forest..................Mary I. Payne 31

Campus Politics—A Study of the Various Methods of Student Elections in the Colleges of Virginia..................Lorraine Gentis 37

An Accordion Book—A Unit in Industrial Arts and History for the Upper Grades or the Junior High School .............Kathryn Brown Roller 45

The General Goes Home—A Playlet ..................Lucy Barton 50

A Lesson Plan in Ninth Grade Biology, Mary Will Porter and Ruth F. Lewis 54

Educational Comment ..................56

Books ..................59

News of the College and Its Alumnae..................61

$1.50 a Year Published Monthly except August and September 15 Cents a Copy

Heath’s Modern Language Series

A FEW BOOKS LISTED IN VIRGINIA

Lavisse: Histoire de France

Cours Elementaire

Cours Moyen

Bruce: Lectures Faciles

Fontaine: En France

Snow and Lebon: Easy French

Moffett: Recits Historiques

D. C. HEATH & COMPANY
239 West 39th Street, New York City
THE ECONOMIC AND CIVIC VALUES OF THE SHENANDOAH NATIONAL FOREST

LAYING within twelve miles of the city of Harrisonburg is the Shenandoah National Forest with an area of approximately one half million acres of land. This forest has a merchantable stand of seventy million feet of building material and one hundred thousand cords of tanbark, and is capable of producing fifty million feet of building material per annum. The forest also furnishes forage for two thousand head of cattle, sheep, and horses, protects the municipal watersheds of five Valley towns, and furnishes four camp grounds and a summer home site area for the public.

The Act of Congress approved March 1, 1911, known as the Weeks Law, enabled the Government to acquire lands for the establishment of National Forests. It also created a National Forest Reservation Commission and authorized the acquisition of lands on the watersheds of navigable streams for the purpose of conserving their navigability and for the conservation of the lumber supply. The Secretary of Agriculture was authorized and directed to examine, locate, and recommend to the commission for purchase such lands as in his judgment might be necessary to the regulation of the flow of navigable streams. He was also authorized to purchase, in the name of the United States, such lands as had been approved for purchase by the National Forest Commission at the price or prices fixed by this Commission.¹

In accordance with the foregoing law the Shenandoah Forest, the largest National forest in the Southern Appalachians, has been established. The limits and boundaries of this forest with its three divisions are to be seen in the accompanying map. This land is within Augusta, Bath, Frederick, Highland, Page, Rockbridge, Rockingham, Shenandoah, and Warren Counties in Virginia, and Hampshire, Hardy and Pendleton Counties in West Virginia. It forms the rim of the famous Shenandoah Valley of Virginia, which abounds in a wealth of historic interest and scenic beauty.

The passage of the Weeks Law was the outgrowth of realized conditions. Perhaps the primary reason was the fact that protection was vitally necessary for the headwaters of the Potomac, one of the main rivers of the East. This river was silting up badly, the result which always attends the denudation of a watershed. Another reason was the fact that the main bodies of timbered and virgin stands left in the eastern United States are located in the Southern Appalachians and timber production and marketing are rapidly becoming vital considerations in this section. Five sixths of the timber land in the United States has been cut or burned over and the country is now using four times as much timber annually as is grown. Fifty per cent of all standing timber remaining is located in Pacific Coast States, and seventy-five per cent is west of the Mississippi. Much of

the timber used locally, therefore, is shipped from two to three thousand miles at an approximate cost of twenty-five dollars per thousand board feet. This is an enormous tax on the material used in the establishment of the country's mainstay, the home.

The greater part of the land purchased for the forest was a cut-over area—the timber having been cut to furnish charcoal for the iron furnaces which formerly existed in this region. Most of the lands in this area had been bought originally for the lumber and minerals then present and had been left idle as they ceased to serve these purposes. Some of the land—but very little—had virgin timber. This tendency on the part of the local people to get out of the mountains and make their homes elsewhere for various economic and social reasons made the land available for the market and at a reduced cost. The Government only wanted timber producing land for the forest area, not land suitable for agriculture.

In considering the economic and civic aspects of the Forestry Service those values are accounted economic that provide material gains and those are accounted civic and social which bear directly on the well-being of people.

One of the main economic functions of the forest in protecting the watershed is the production of timber. The first consideration here is to check the destruction of the present crop of mature and young timber by its greatest enemy, fire. For this purpose a vast fire fighting and fire prevention organization has been built up and is set into motion during each fire season—in this forest from March 15 to May 30, and from November 1 to December 31.

The forest is divided into five ranger districts with a ranger in charge of each, who has several crews of men near his station that he can call out in time of fire. During the fire season this ranger always carries with him fire fighting equipment. This precaution is taken so that no time will be lost should a fire be discovered. There are from one to three lookout stations, located at high points, in each of these districts which are manned at all times during the fire season. The tower located on Elliot Knob occupies the highest point in the forest—4473 feet above sea level. This tower typifies the general plan which will be carried out in completing the others. It is a steel tower thirty feet high topped with a steel cabin. In this tower is located a telephone which is connected with telephones in the other towers, and with the ranger's and supervisor's offices. The forest is also divided into one hundred and seven warden districts with a warden in charge of each who has a crew of men who can be called into service in time of fire.

This fire organization works automatically. As soon as a smoke is sighted by the lookout man he locates it by means of a fire finder, calls the ranger in charge of the district and gives him the bearing of the fire. The ranger then gets the bearing of the fire from another lookout station and from these two readings locates the fire on his map. He then calls out his crew. The warden, on being notified, calls his crew together and leaves immediately for the fire. The ranger and lookout man keep constantly in touch. If reinforcements are needed they are immediately dispatched. It is seldom more than thirty to forty-five minutes after a smoke is sighted before fire fighters are on the ground, unless the fire is in some extremely inaccessible place which ordinarily happens only when fires are started by lightning.\(^2\)

This organization is not the work of a minute but is the product of careful planning and a constant process of elimination.

and substitution. The system is fundamentally sound. This has been proved by the fire record on this National Forest during the past five years. During this period of time thirty-eight fires originating on National Forest land were extinguished at a cost of approximately two thousand dollars with twenty-eight hundred acres of National Forest land burned over. This was an average of a little more than one-tenth of one per cent of the total area per annum. G

There are many reasons for preventing fires other than the preservation of the timber. Fires destroy the humus, or ground cover, and leave the slopes bare—nothing to hold the moisture with which to feed the streams. Rain comes and the dry earth is washed from mountains and carried down the streams and eventually silts up navigable portions. This causes an enormous expenditure for dredges. The absence of a ground cover may also cause floods. When the humus is gone there is nothing to hold the water. Hence low places and mountain streams are flooded. Disastrous floods in the valley prior to the time the Forest Service came have been reduced materially by fire prevention.

The second economic consideration in the production of timber is the checking of disease and the destruction of the insect enemies of the trees. The United States Department of Agriculture has experts working on every phase of timber preservation. This work includes specially insect infection and tree diseases. Probably the worst timber scourge in this section is the chestnut blight. It is now conceded by these experts that the chestnut in the Southern Appalachians is doomed and the only thing left for the Forest Service to do is to market this species as fast as a market can be found for it and before it becomes too decadent for use. It is hoped that there may be developed a few blight resistant trees, but even this seems doubtful.

The third economic function is to support local industries dependent upon the products of the forest. There is sufficient timber on the Shenandoah National Forest to support the local wood using industries for many years. Labor is plentiful and a reasonable wage prevails.

The principal industry for many years has been the tanning of leather, and the forest has furnished many thousands of tons of chestnut oak bark, one of the principal ingredients of the tanning fluid. At the present time, however, there is a suspension of tanneries which has resulted in a loss of market for the bark, a loss of revenue from its sale, and a loss of work for many forest residents. It is hoped that this industry may be revived, but this seems remote, to say the least, since the tendency at present is to move the tanneries to the sea-coast, where the imported hides and skins come in.

The Shenandoah Valley is a vast apple producing region and in good apple years the manufacture of staves and headings for apple barrels gives employment to many men and is a source of revenue for the Forest Service. The forest could support this industry indefinitely. There are markets in lesser quantities for poles, posts, ties, and building material, and the forest contributes materially to the support of these industries.

The fourth economic consideration is the construction of roads to and within the forest, which gives access to adjacent lands. Ten per cent of the receipts from the sale of all National Forest timber, products, and other activities, such as grazing and land uses, is returned to the State. This fund is used exclusively for National Forest roads within the State. Twenty-five per cent of the receipts is returned to the State to be apportioned among the counties in which the forest lies, on the basis of the acreage within the counties. This is paid into the road and school fund in lieu of
taxes lost by the counties through the acquirement of the land by the government. The ten per cent fund is usually kept until some big project is undertaken in which aid is granted by the counties and sometimes by the State. In this way the greatest good to the greatest number may be accomplished with this fund.

A fifth economic consideration is that the forest serves as an experiment in methods of preserving other forests. In this way it may aid materially in the future timber production and supply of the United States, and of the East especially.

The last of the economic considerations, but far from the least, is the fact that the Forest Service brings to the valley a supervised conservation of resources. If left to the individual, resources are apt to be squandered.

The forest presents a vast number of opportunities and possibilities for the establishment of game refuges. At present only a few deer are found in the forest—a dozen in the southern end and about fifty in the extreme northern end—whereas it might be thickly stocked. The Forest Service only has concurrent jurisdiction in this forest over the game, therefore it is a task for the game department of the State and the sportsmen to establish refuges in the forest. The values derived from such refuges would in time be many. Much meat could be raised in this way and recreation and pleasure would be afforded sportsmen. The sale of licenses for hunting in this forest would bring to the State Game Department, money which could be used for improved game conditions in the State.

As previously indicated the Forest Service presents a civic and social side as well as an economic side in its various activities.

Forest Service does not attempt within the limited area at its disposal to grow enough timber to supply the needs of the nation, but does attempt to furnish a "demonstration area", as it were, to teach the public the manner in which timber and other natural resources should be preserved. "The abandoned sawmill town has no place in the picture of the Shenandoah National Forest since this is indicative of a timber mining operation which is wasteful and economically unsound. It must be cropped, not mined," says Mr. S. H. Marsh, Forest Examiner. By doing this it is carrying out one of its main civic functions. Conservation of resources really means discriminate utilization of resources. The National Forest for the purpose of better silvicultural regulation has been divided into units, called working circles. An amount of timber, equal to the annual growth, is sold each year from these working circles and data are kept showing the time each particular circle is cut over. In this way it will be possible to perpetuate the timber. Forests thus regulated furnish better seed, and a better class of reproduction is the outcome.

As rapidly as possible after purchase cut-over land will be reforested. This will take many years and is a tremendous undertaking. During the past April thirteen thousand white pine and three thousand European Larch trees were planted on cut-over land near Stokesville, Virginia. These have made a growth of from three to seven inches since that time. Two thousand spruce seedlings which require a high elevation were planted on Elliot Knob and are making a satisfactory growth. A nursery is being established at Deerfield, Virginia.

The members of the Forest Service have offices at a number of towns throughout the Valley, the main office being located at Harrisonburg, Virginia. All members are well informed on all forestry matters and gladly impart their information gained by study and years of experience to anyone who is interested. They are frequently con-

---

sulted about individual problems of forest residents. These Forest Service men are of the highest type of citizenship, and take a leading part in the communities in which they live.

Of the forests remaining, four-fifths are privately owned and a large number must remain so. For this reason one of the vital problems of the future will be the farm wood-lot. Therefore the coming generation must be immediately taught its proper place in the economic scheme of things. The Forest Service is endeavoring by wide dissemination of facts concerning the untold destruction wrought by forest fires, to create a sentiment in favor of fire prevention. In the forests of the Southern Appalachians and particularly in the Shenandoah National Forest it has succeeded to a great extent in doing this.

The Forest Service promotes education in the preservation, conservation, and propagation of the forests by printing bulletins and pamphlets on these various phases of forestry for the schools and for the public in general. Particular attention might be called to the pamphlet *Forestry Facts for Young Folks*, issued by the District Forester, Eastern National Forest District, Forest Service, Washington, D. C. In this pamphlet simple but important facts, which every citizen of the United States should know and practice, are given in an attractive and simple manner. The children in the lower grades can read, enjoy, and understand them without difficulty. All of this printed matter may be had for the asking and much of it can be used to great advantage in the schools.

The United States Forest Service works in co-operation with the State Forest Service in all things pertaining to forestry. While Virginia now has no State Forest, it does have a State Forest Service which is actively engaged informing the public of the means of fire prevention and timber production. A tract of land for a nursery and for experimental work is provided for the State by the University of Virginia. Chapin Jones, professor of forestry at the University, is State Forester.

The Shenandoah National Forest, lying as it does, within one hundred to five hundred miles of the densest centers of population, carries out its primary social function by furnishing one of the greatest of mountain vacation lands. The forest is the property of all and as such is free to the public for all reasonable use. The only thing required of campers is the obedience to the following regulations: Be careful with fire, preserve the beauty of the mountains and the purity of the streams, and leave the camp in perfect order for the next occupant.\(^5\)

A number of public camp grounds have been prepared within the forest where travelers may find every convenience obtainable in a commercial camping place—stone fire places, benches, and other conveniences. A never failing spring at each camp provides water for drinking and cooking. In addition to these conveniences there are wonderful scenery, clear, pure, cold mountain water, swimming holes, and trout streams to be found at or near these camps.

---


---

### PUBLIC CAMPS IN THE SHENANDOAH NATIONAL FOREST

<table>
<thead>
<tr>
<th>NAME</th>
<th>ELEVATION</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth Furnace</td>
<td>2,000 ft.</td>
<td>Waterlick, Va.</td>
</tr>
<tr>
<td>New Market Gap</td>
<td>1,800 ft.</td>
<td>Five miles from New Market, Va.</td>
</tr>
<tr>
<td>North River Gap</td>
<td>3,875 ft.</td>
<td>Twenty-four miles west of Harrisonburg, Va.</td>
</tr>
<tr>
<td>Elliott Knob</td>
<td>800 ft.</td>
<td>Fifteen miles from Staunton, Va.</td>
</tr>
</tbody>
</table>
Tourists following the Valley Pike have on either side of them the ridges and peaks of the Shenandoah National Forest and can turn aside and find in one-half an hour's ride a desirable camping place in the mountains.6

Another feature which will greatly add to the attractiveness and usability of the forest has recently been started. An area approximately seventy-five by one hundred and fifty feet in size laid off. These lots are available to summer home seekers at a price of fifteen dollars per year. Plans and specifications for the erection of camps on these lots must be approved by the For-

est Supervisor before work is begun. Each camp must be erected at the cost of at least four hundred dollars; this includes, of course, both materials and labor. A good road is being built across the Massanutten Mountain to connect with the state road at Luray, Virginia. This area will be accessible at all times when this road is completed.7

The forest serves the people in a direct and most useful way by protecting the municipal watersheds of some of the valley towns. Staunton has a watershed of thirty thousand acres protected by the forest. Woodstock and Strasburg have watersheds protected by the forest and the watersheds of Edinburg and Harrisonburg are partially within the Shenandoah National Forest.

MARY I. PAYNE

BIBLIOGRAPHY


To establish 100 scholarships for rural teachers in summer schools of George Peabody College for Teachers, Nashville, Tenn., the sum of $100,000 has been donated to the college.

7Gordon, W. H.—op. cit., p. 4.

CAMPUS POLITICS

A Study of the Various Methods of Student Elections in the Colleges of Virginia.

IN MAKING this study of the various methods of student elections in the colleges of Virginia, my object has been to determine the variety of procedure. Questionnaires were sent to the presidents of the Student Government organizations of fourteen colleges and with these authentic data, I have been able to study this variety of procedure and to present it in tables.

In none of the fourteen colleges here included does the faculty have the power of appointing to office any of the five major student offices considered. This is the only point on which the men’s and women’s colleges agree wholly.

The sources of nominations do not vary greatly. For president of Student Government, Y. M. C. A., Y. W. C. A. and Athletic Association, nominations are received in most cases from the Student Body. Sweet Briar and V. M. I. show a variation in that the president of Student Government is nominated from classes only. The president of the Y. M. C. A. at V. P. I. is nominated by the Y. M. C. A. Student Council composed of students from the Corps. No additional nominations may be made. V. P. I. also shows another striking variation. The president of the Athletic Association is nominated by the general Athletic Association whose membership is limited to those men who have paid the Athletic fee and are recognized members of the Association. At William and Mary the editor of the Annual is nominated by the retiring staff. This is the only case of its kind. In the other colleges all nominees for this office come from the Student Body or classes, usually Junior and Senior. In the case of the newspaper, the retiring staff has greater power in nominating the new editor.
<table>
<thead>
<tr>
<th>At</th>
<th>For Pres. Stud. Gov't. From</th>
<th>For Pres. Y.M.C.A.-Y.W.C.A. From</th>
<th>For Pres. Ath. Asso. From</th>
<th>For Editor of Annual From</th>
<th>For Editor of Newspaper From</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farmville</td>
<td>Student Body</td>
<td>Student Body</td>
<td>Student Body</td>
<td>Student Body</td>
<td>Student Body</td>
</tr>
<tr>
<td>Fredericksburg</td>
<td>Student Body</td>
<td>Student Body</td>
<td>Student Body</td>
<td>Student Body</td>
<td>Student Body</td>
</tr>
<tr>
<td>Harrisonburg</td>
<td>Student Body</td>
<td>Student Body</td>
<td>Student Body</td>
<td>Student Body</td>
<td>Student Body</td>
</tr>
<tr>
<td>Hollins</td>
<td>Student Body</td>
<td>Student Body</td>
<td>Student Body</td>
<td>Student Body</td>
<td>Retiring Staff</td>
</tr>
<tr>
<td>Radford</td>
<td>Upper Classes</td>
<td>Student Body</td>
<td>Student Body</td>
<td>Student Body</td>
<td>Student Body</td>
</tr>
<tr>
<td>Randolph-Macon Woman's College</td>
<td>Student Body</td>
<td>Student Body</td>
<td>Student Body</td>
<td>Student Body</td>
<td>Retiring Staff</td>
</tr>
<tr>
<td>Randolph-Macon College</td>
<td>Student Body</td>
<td>Student Body</td>
<td>Student Body</td>
<td>Student Body</td>
<td>Student Body</td>
</tr>
<tr>
<td>Richmond College</td>
<td>Student Body</td>
<td>Student Body</td>
<td>Student Body</td>
<td>Student Body</td>
<td>Student Body</td>
</tr>
<tr>
<td>Sweet Briar</td>
<td>Classes</td>
<td>Student Body</td>
<td>Junior Class</td>
<td>Retiring Staff</td>
<td></td>
</tr>
<tr>
<td>Virginia Military Institute</td>
<td>Student Body</td>
<td>Student Body</td>
<td>Classes</td>
<td>Classes</td>
<td></td>
</tr>
<tr>
<td>Virginia Polytechnic Institute</td>
<td>Student Body</td>
<td>Student Council (Exec. Comm.) of Y. M. C. A.</td>
<td>Athletic Association. Junior Class</td>
<td>Retiring Editor</td>
<td></td>
</tr>
<tr>
<td>Washington and Lee</td>
<td>Student Body</td>
<td>Societies</td>
<td>Student Body</td>
<td>Student Body</td>
<td>Student Body</td>
</tr>
<tr>
<td>Westhampton</td>
<td>Student Body</td>
<td>Student Body</td>
<td>Student Body</td>
<td>Student Body</td>
<td>Student Body</td>
</tr>
<tr>
<td>William and Mary</td>
<td>Student Body</td>
<td>Student Body</td>
<td>Student Body</td>
<td>Retiring Staff</td>
<td>Retiring Staff</td>
</tr>
</tbody>
</table>
### TABLE 2—EXTENT OF FACULTY APPROVAL

Nominations must be approved by the faculty:

<table>
<thead>
<tr>
<th>At</th>
<th>For Pres. Stud. Gov't</th>
<th>For Pres. Y.M.C.A.-Y.W.C.A.</th>
<th>For Pres. Ath. Asso.</th>
<th>For Editor of Annual</th>
<th>For Editor of Newspaper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farmville</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Fredericksburg</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Harrisonburg</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Hollins</td>
<td>By President</td>
<td>By President</td>
<td>By President</td>
<td>By President</td>
<td>By President</td>
</tr>
<tr>
<td>Randolph-Macon Woman's College</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Randolph-Macon College</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Richmond College</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Sweet Briar</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Virginia Military Institute</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Virginia Polytechnic Institute</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Washington and Lee</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Westhampton</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>William and Mary</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

### TABLE 3—METHODS OF NOMINATING

Nominations are made:

<table>
<thead>
<tr>
<th>At</th>
<th>For Pres. Stud. Gov't</th>
<th>For Pres. Y.M.C.A.-Y.W.C.A.</th>
<th>For Pres. Ath. Asso.</th>
<th>For Editor of Annual</th>
<th>For Editor of Newspaper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farmville</td>
<td>Secret Ballot</td>
<td>Secret Ballot</td>
<td>Secret Ballot</td>
<td>Secret Ballot</td>
<td>Secret Ballot</td>
</tr>
<tr>
<td>Fredericksburg</td>
<td>Secret Ballot</td>
<td>Secret Ballot</td>
<td>Secret Ballot</td>
<td>Secret Ballot</td>
<td>Secret Ballot</td>
</tr>
<tr>
<td>Harrisonburg</td>
<td>Secret Ballot</td>
<td>Secret Ballot</td>
<td>Secret Ballot</td>
<td>Secret Ballot</td>
<td>Secret Ballot</td>
</tr>
<tr>
<td>Hollins</td>
<td>(Nominating Committee and Floor Nominations Approved by at Least Fifteen Students) (Retiring Staff)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Randolph-Macon College</td>
<td>Secret Ballot</td>
<td>From Floor</td>
<td>From Floor</td>
<td>From Floor</td>
<td>From Floor</td>
</tr>
<tr>
<td>Richmond College</td>
<td>Secret Ballot</td>
<td>Secret Ballot</td>
<td>Secret Ballot</td>
<td>Secret Ballot</td>
<td>Secret Ballot</td>
</tr>
<tr>
<td>Sweet Briar</td>
<td>From Floor</td>
<td>From Floor</td>
<td>From Floor</td>
<td>Junior Class</td>
<td>Retiring Staff</td>
</tr>
<tr>
<td>Virginia Military Institute</td>
<td>Secret Ballot</td>
<td>Secret Ballot</td>
<td>Secret Ballot</td>
<td>Secret Ballot</td>
<td>Secret Ballot</td>
</tr>
<tr>
<td>Virginia Polytechnic Institute</td>
<td>Open Nomination</td>
<td>Open Nomination</td>
<td>Open Nomination</td>
<td>Open Nomination</td>
<td>Open Nomination</td>
</tr>
<tr>
<td>Washington and Lee</td>
<td>No Nomination</td>
<td>Y. M. C. A. Cabinet</td>
<td>No Nomination</td>
<td>Posted List of</td>
<td>Posted List of</td>
</tr>
<tr>
<td>William and Mary</td>
<td>Secret Ballot</td>
<td>Nominating Comm.</td>
<td>Open Nomination</td>
<td>Retiring Staff</td>
<td>Retiring Staff</td>
</tr>
</tbody>
</table>
At none of the men's colleges must there be faculty approval of nominations. Westhampton and Harrisonburg are the only women's colleges in which faculty approval of nominations for all five offices is necessary. At Hollins the president of the college approves nominations and at Radford the Faculty Committee on Student Activities serves in this capacity. It is interesting to note that only nominations for president of Student Government must be approved at Fredericksburg. Sweet Briar, Randolph-Macon Woman's College, and Farmville are the only women's colleges in which faculty approval is not required.

The most popular methods of nominating are by secret ballot and by the nominating committee. V. P. I. uses the open nomination entirely except in the case of the editor of the newspaper. He is nominated by the retiring editor. At Washington and Lee all men interested in the positions of editor of the Annual and editor of the newspaper make application and automatically become nominees. Another method peculiar to this college is that no nomination is necessary for the presidency of Student Government and Athletic Association. In the election proper the man receiving the highest number of votes for each office is declared elected. Hollins makes use of the nominating committee but other nominations may be added from the floor with the approval of at least fifteen students. This does not hold true in the case of the editor of the newspaper. All nominations for this office are made by the retiring staff. V. P. I. and Randolph-Macon Woman's College show the only variation in the method of election proper. The other colleges use the secret ballot in all elections. At V. P. I. the presidents of Student Government, Y. M. C. A., and Athletic Association are elected by secret ballot but the editor of the Annual is elected by open vote and the editor of the newspaper by open recorded vote. At Randolph-Macon Woman's College the secret ballot method holds true in the first three offices named above, but the editor of the Annual is elected by a standing vote of the Junior and Senior classes and the editor of the newspaper by the retiring staff in any manner most convenient.

The use of the printed ballot is not as general as would be supposed. Farmville and Radford (women's colleges) use it in all five elections while V. M. I., Randolph-Macon College, Westhampton, Sweet Briar, Hollins, and Harrisonburg do not in any one of them. Washington and Lee and Richmond College use it in all elections except that of president of Y. M. C. A. At Randolph-Macon Woman's College its only use is in the election of president of Student Government. It may be noted, after a study of Table 4, that the printed ballot, a form used in national and state politics, is as popular in the women's colleges as in the men's.

**TABLE 4—USE OF THE PRINTED BALLOT**

The printed ballot is used in the elections:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Farmville</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Fredericksburg</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Harrisonburg</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Hollins</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Radford</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Randolph-Macon Woman's College</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Randolph-Macon College</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Richmond College</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Sweet Briar</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Virginia Military Institute</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Virginia Polytechnic Institute</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Washington and Lee</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Westhampton</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>William and Mary</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
### TABLE 5—METHODS OF CASTING VOTES

Votes are cast:

<table>
<thead>
<tr>
<th>At</th>
<th>For Pres. Stud. Gov't. at (on)</th>
<th>For Pres. Y.M.C.A.-Y.W.C.A. at (on)</th>
<th>For Pres. Ath. Asso. at (on)</th>
<th>For Editor of Annual at (on)</th>
<th>For Editor of Newspaper at (on)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farmville</td>
<td>Poll-Election Day</td>
<td>Poll-Election Day</td>
<td>Poll-Election Day</td>
<td>Poll-Election Day</td>
<td>Poll-Election Day</td>
</tr>
<tr>
<td>Radford</td>
<td>Poll-Election Day</td>
<td>Poll-Election Day</td>
<td>Poll-Election Day</td>
<td>Poll-Election Day</td>
<td>Poll-Election Day</td>
</tr>
<tr>
<td>Randolph-Macon Woman's College</td>
<td>Poll-Election Day</td>
<td>Y. W. C. A. Meeting</td>
<td>Poll-Election Day</td>
<td>Class Meeting</td>
<td>Staff Meeting</td>
</tr>
<tr>
<td>Richmond College</td>
<td>Poll-Election Day</td>
<td>Election Day</td>
<td>Poll-Election Day</td>
<td>Poll-Election Day</td>
<td>Poll-Election Day</td>
</tr>
<tr>
<td>Virginia Military Institute</td>
<td>Class Meeting</td>
<td>Stud. Body Meeting</td>
<td>Stud. Body Meeting</td>
<td>Class Meeting</td>
<td>Class Meeting</td>
</tr>
<tr>
<td>Virginia Polytechnic Institute</td>
<td>Poll-Election Day</td>
<td>Council Meeting</td>
<td>Poll-Election Day</td>
<td>Class Meeting</td>
<td>Ath. Council Meeting</td>
</tr>
</tbody>
</table>

### TABLE 6—METHODS OF COUNTING VOTES

Votes are counted in the elections:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Farmville</td>
<td>Student Committee</td>
<td>Student Committee</td>
<td>Student Committee</td>
<td>Student Committee</td>
<td>Student Committee</td>
</tr>
<tr>
<td>Fredericksburg</td>
<td>Student Committee</td>
<td>Retiring Y. W. C. A.</td>
<td>Retiring Athletic</td>
<td>Retiring Staff</td>
<td>Retiring Staff</td>
</tr>
<tr>
<td>Harrisonburg</td>
<td>Student Council</td>
<td>Cabinet</td>
<td>Council</td>
<td>Retiring Staff</td>
<td>Presiding Officer</td>
</tr>
<tr>
<td>Hollins</td>
<td>Student Committee</td>
<td>Student Committee</td>
<td>Student Committee</td>
<td>Student Committee</td>
<td>Student Committee</td>
</tr>
<tr>
<td>Radford</td>
<td>Electoral Board</td>
<td>Electoral Board</td>
<td>Electoral Board</td>
<td>Electoral Board</td>
<td>Electoral Board</td>
</tr>
<tr>
<td>Randolph-Macon College</td>
<td>Student Committee</td>
<td>Student Committee</td>
<td>Student Committee</td>
<td>Student Committee</td>
<td>Student Committee</td>
</tr>
<tr>
<td>Richmond College</td>
<td>Student Senate</td>
<td>Student Senate</td>
<td>Student Senate</td>
<td>Student Senate</td>
<td>Student Senate</td>
</tr>
<tr>
<td>Sweet Briar</td>
<td>Student Committee</td>
<td>Student Committee</td>
<td>Student Committee</td>
<td>Student Committee</td>
<td>Staff Members</td>
</tr>
<tr>
<td>Virginia Military Institute</td>
<td>Student Committee</td>
<td>Y. M. C. A. Council</td>
<td>Student Committee</td>
<td>Student Committee</td>
<td>Student Committee</td>
</tr>
<tr>
<td>Washington and Lee</td>
<td>Student Committee</td>
<td>Sec'y Y. M. C. A.</td>
<td>Student Committee</td>
<td>Student Committee</td>
<td>Student Committee</td>
</tr>
<tr>
<td>Westhampton</td>
<td>Student Committee</td>
<td>Student Committee</td>
<td>Student Committee</td>
<td>Student Committee</td>
<td>Student Committee</td>
</tr>
<tr>
<td>William and Mary</td>
<td>Student Committee</td>
<td>Student Committee</td>
<td>Student Committee</td>
<td>Student Committee</td>
<td>Student Committee</td>
</tr>
</tbody>
</table>
The preceding table gives the methods by which votes are cast. It may be noted that those colleges using the printed ballot also make use of the poll and have a set election day. The custom of voting at Student Body meetings seems to be the most popular and general.

Richmond College and Radford use the most parliamentary form in the counting of votes. The Student Senate at Richmond College does this work and at Radford it is the duty of the Electoral Board. Randolph-Macon Woman's College uses an appointed committee in each case with the exception of that of editor of the newspaper. The retiring editor or her appointee does the counting of votes for this office. V. P. I. and Harrisonburg show the greatest variation in methods. A different organization or group does the counting for each office.

The business managers of the Athletic Associations, Annuals, and newspapers are—with few exceptions—elected. The business managers of the Athletic Associations at Washington and Lee and Randolph-Macon College, of the Annual at William and Mary, and the newspapers at William and Mary and Randolph-Macon Woman's College, are appointed. Sweet Briar, Richmond College, and V. P. I. do not have a business manager of the Athletic Association. At V. P. I. this office is filled by an officer appointed by the Athletic Council and known as the Graduate Manager of Athletics. He must be a graduate of the college and must have been an athlete at the institution when he was a student.

### TABLE 7—BUSINESS MANAGERS—ELECTED OR APPOINTED

<table>
<thead>
<tr>
<th>At</th>
<th>Bus. Mgr. of Ath. Asso. is</th>
<th>Bus. Mgr. of Annual is</th>
<th>Bus. Mgr. of Newspaper is</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farmville</td>
<td>Elected</td>
<td>Elected</td>
<td>Elected</td>
</tr>
<tr>
<td>Fredericksburg</td>
<td>Elected</td>
<td>Elected</td>
<td>Elected</td>
</tr>
<tr>
<td>Harrisonburg</td>
<td>Elected</td>
<td>Elected</td>
<td>Elected</td>
</tr>
<tr>
<td>Hollins</td>
<td>Elected</td>
<td>Elected</td>
<td>Elected</td>
</tr>
<tr>
<td>Radford</td>
<td>Elected</td>
<td>Elected</td>
<td>Elected</td>
</tr>
<tr>
<td>Randolph-Macon Woman's College</td>
<td>Elected</td>
<td>Elected</td>
<td>Appointed</td>
</tr>
<tr>
<td>Randolph-Macon College</td>
<td>Appointed</td>
<td>Elected</td>
<td>Elected</td>
</tr>
<tr>
<td>Richmond College</td>
<td>Elected</td>
<td>Elected</td>
<td>Elected</td>
</tr>
<tr>
<td>Sweet Briar</td>
<td>Elected</td>
<td>Elected</td>
<td>Elected</td>
</tr>
<tr>
<td>Virginia Military Institute</td>
<td>Elected</td>
<td>Elected</td>
<td>Elected</td>
</tr>
<tr>
<td>Virginia Polytechnic Institute</td>
<td>Elected</td>
<td>Elected</td>
<td>Elected</td>
</tr>
<tr>
<td>Washington and Lee</td>
<td>Elected</td>
<td>Elected</td>
<td>Elected</td>
</tr>
<tr>
<td>Westhampton</td>
<td>Elected</td>
<td>Elected</td>
<td>Appointed</td>
</tr>
<tr>
<td>William and Mary</td>
<td>Elected</td>
<td>Elected</td>
<td>Appointed</td>
</tr>
</tbody>
</table>

### TABLE 8—TIME OF THE YEAR OF NOMINATIONS AND ELECTIONS

Nominations and elections take place:

<table>
<thead>
<tr>
<th>At</th>
<th>For Pres. of Student Gov't. in the</th>
<th>For Pres. of Y.M.C.A. in the</th>
<th>For Pres. of Y.W.C.A. in the</th>
<th>For Editor of Ath. Asso. in the</th>
<th>For Editor of Annual in the</th>
<th>For Editor of Newspaper in the</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farmville</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
</tr>
<tr>
<td>Fredericksburg</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
</tr>
<tr>
<td>Harrisonburg</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
</tr>
<tr>
<td>Hollins</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
</tr>
<tr>
<td>Radford</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
</tr>
<tr>
<td>Randolph-Macon Woman's College</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
</tr>
<tr>
<td>Randolph-Macon College</td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
</tr>
<tr>
<td>Richmond College</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
</tr>
<tr>
<td>Sweet Briar</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
</tr>
<tr>
<td>Virginia Military Institute</td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
</tr>
<tr>
<td>Virginia Polytechnic Institute</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
</tr>
<tr>
<td>Washington and Lee</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
</tr>
<tr>
<td>Westhampton</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
</tr>
<tr>
<td>William and Mary</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
</tr>
</tbody>
</table>
Table 8 shows that all but six elections take place in the spring. These six are held in the fall—three at V. M. I., two at Radford, and one at Randolph-Macon College. Some advantages in elections at these particular times may be quoted.

**V. M. I.**

(Presidents of Student Government, Y. M. C. A., and Athletic Association.)
“The logical time for such elections.”
(Editors of Annual and newspaper.)
“To allow as much time as possible for preparation.”

**V. P. I.**

(Presidents of Student Government, Y. M. C. A., and Athletic Association.)
“So they can get their officers, committees, etc. organized before the school year is over and can do such work as they may deem necessary during the summer.”
(Editors of Annual and newspaper.)
“It is advantageous for the editor to begin work promptly on the Annual for the next year and in this case, when the election returns are announced, he can begin his work during the summer.”

(Richmond College)
“Gives incoming officers chance to have help of outgoing officers.”

(Randolph-Macon College)
“That they may be in position to act in September.”
(Editors of Annual and newspaper.)
“An issue of the paper is gotten out before the students arrive which gives information to new students.”

(William and Mary)
“The incoming officers can have the help of the outgoing officers and will also have summer to plan ahead. Also has advantage of being choice of Seniors who know students best fitted.”

Sweet Briar
(Editors of Annual and Newspaper.)
“An early election makes possible better contracts with publishers.”

Westhampton
(President of Student Government.)
“Have one month before going into office to get idea of how things are done and in our case to have time to prepare to attend Southern Conference of Student Government.”

Hollins
“Gives incoming officers the opportunity of working under guidance of outgoing officers.”

Randolph-Macon Woman’s College
(Editor of Newspaper)
“The new staff edits the last two issues of the year. This enables them to begin their tasks with the advice of the retired staff.”

Radford
(President of Athletic Association.)
“The president of the Athletic Association, not having so much to do in the first month of school, may be chosen in October.”

It is most interesting to note that only in the women's colleges is high scholarship a requirement for eligibility. At the men's colleges residence term, ability, experience, and popularity play the largest part in determining the office-holder. Fredericksburg shows an unusual variation in that the business managers of the Annual and newspaper must be commercial students.

This study of the methods of student elections in the colleges of Virginia has been detailed and through it I have presented every phase of the election except the inevitable electioneering and "log-rolling." This phase is always present but most diffi-
<table>
<thead>
<tr>
<th>The qualifications that make for eligibility:</th>
<th>For Pres. Y. M. C. A. and Y. W. C. A. are</th>
<th>For Pres. Ath. Asso. are</th>
<th>For Bus. Mgr. Ath. Asso. are</th>
<th>For Editor of Annual are</th>
<th>For Editor of Newspaper are</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fredericksburg</td>
<td>Senior</td>
<td>High</td>
<td>High</td>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>80% Average</td>
<td>Academic</td>
<td>Academic</td>
<td>Commercial</td>
<td>Academic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Standing</td>
<td>Standing</td>
<td>Student</td>
<td>Standing</td>
</tr>
<tr>
<td>Harrisonburg</td>
<td>Average &quot;C&quot;</td>
<td>Average &quot;C&quot;</td>
<td>Average &quot;C&quot;</td>
<td>Average &quot;C&quot;</td>
<td>Average &quot;C&quot;</td>
</tr>
<tr>
<td></td>
<td>&quot;C&quot; on all Subjects</td>
<td>&quot;C&quot; on all Subjects</td>
<td>&quot;C&quot; on all Subjects</td>
<td>&quot;C&quot; on all Subjects</td>
<td>&quot;C&quot; on all Subjects</td>
</tr>
<tr>
<td>Hollins</td>
<td>High</td>
<td>High</td>
<td>High</td>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Academic</td>
<td>Academic</td>
<td>Academic</td>
<td>Academic</td>
<td>Academic</td>
</tr>
<tr>
<td></td>
<td>Standing</td>
<td>Standing</td>
<td>Standing</td>
<td>Standing</td>
<td>Standing</td>
</tr>
<tr>
<td>Radford</td>
<td>High</td>
<td>High</td>
<td>High</td>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Academic</td>
<td>Academic</td>
<td>Academic</td>
<td>Academic</td>
<td>Academic</td>
</tr>
<tr>
<td></td>
<td>Standing</td>
<td>Standing</td>
<td>Standing</td>
<td>Standing</td>
<td>Standing</td>
</tr>
<tr>
<td>Randolph-Macon Woman's College</td>
<td>80% Average</td>
<td>80% Average</td>
<td>80% Average</td>
<td>80% Average</td>
<td>80% Average</td>
</tr>
<tr>
<td>Randolph-Macon College</td>
<td>Popularity</td>
<td>Popularity</td>
<td>Popularity</td>
<td>Popularity</td>
<td>Popularity</td>
</tr>
<tr>
<td></td>
<td>Member of Varsity Club</td>
<td>Member of Varsity Club</td>
<td>Experience</td>
<td>Experience</td>
<td>Experience</td>
</tr>
<tr>
<td>Richmond College</td>
<td>Popularity</td>
<td>Popularity</td>
<td>Member of Varsity Club</td>
<td>Experience</td>
<td>Experience</td>
</tr>
<tr>
<td>Sweet Briar</td>
<td>No failures</td>
<td>No failures</td>
<td>No failures</td>
<td>(No such</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Academic Office</td>
<td>Academic Standing</td>
</tr>
<tr>
<td>Virginia Military Institute</td>
<td>Leadership</td>
<td>Interest</td>
<td>Leadership</td>
<td>Ability</td>
<td>Ability</td>
</tr>
<tr>
<td>Virginia Polytechnic Institute</td>
<td>Academic</td>
<td>Academic</td>
<td>Academic</td>
<td>Academic</td>
<td>Academic</td>
</tr>
<tr>
<td></td>
<td>Junior</td>
<td>Office</td>
<td>Junior</td>
<td>Office</td>
<td>Junior</td>
</tr>
<tr>
<td>Washington and Lee</td>
<td>Residence</td>
<td>Residence</td>
<td>(No Such</td>
<td>(No Such</td>
<td>Senior</td>
</tr>
<tr>
<td></td>
<td>Term of Three Years</td>
<td>Term of Three Years</td>
<td>Academic</td>
<td>Academic</td>
<td>High</td>
</tr>
<tr>
<td>Westhampton</td>
<td>Senior; High Academic Standing</td>
<td>Senior; High</td>
<td>Senior or Academic</td>
<td>Senior or Academic</td>
<td>Senior</td>
</tr>
<tr>
<td>William and Mary</td>
<td>Senior</td>
<td></td>
<td>Experience</td>
<td>Experience</td>
<td>Experience</td>
</tr>
</tbody>
</table>
cult to measure. I have presented in detail faculty powers of censorship, methods of nominations and elections, the use of the printed ballot and the popularity of "Election Day at the Polls," and the qualifications that make for eligibility. It would seem from the foregoing tables that no one college shows outstanding value in methods of procedure. If one college excels the others in a certain method or form, it is soon paralleled by another of unusual value in another college.

LORRAINE GENTS

AN ACCORDION BOOK

A Unit in Industrial Arts and History for the Upper Grades or the Junior High School.

Situation: The class had made different types of alphabets and wanted a book in which they could mount them. The question thus came, "What is the best book for this purpose, and how shall we make it?"

I. What the Children Did

1. They discussed books they had previously made:
   a. By fastening sheets together with brads.
   b. By folding paper, punching three holes, and lacing with raffia.
   c. By sewing several signatures together.

2. They examined material supplied jointly by teacher and pupils consisting of books, pictures, and charts.

3. They decided to make the accordion book because:
   a. It would best show sequence.
   b. It could be made of "home materials".
   c. It was a new type of book.

4. They secured further information about the accordion book by:
   a. Consulting the art supervisor.
   b. Reading.
   c. Writing to the Metropolitan Museum of Art, New York City, and to paper companies.

5. They planned the book by:
   a. Deciding to use old tablet backs for the covers and to have them 4½ in. by 6 in.; deciding to use two strips of brown wrapping paper each 5¾ in. by 20½ in. for leaves.
   b. Discussing the cover paper and the design for same.

6. They made the book by:
   a. Measuring and folding the paper for the pages.
   b. Pasting the two strips together. See Fig. 1.
   c. Cutting the cardboard to the desired size.
   d. Covering the cardboard with the cover paper.
   e. Pasting the folded pages to the cover. See Fig. 2.
   f. Drawing and then painting the cover design.

7. They decided to leave a record for ensuing classes consisting of:
b. A bibliography on bookmaking.

8. They accepted invitations from other grades:
   a. To exhibit and explain the completed books.
   b. To make talks about books and book making.

II. Information the Children Needed in History

A. The first records were made by:
   1. The Assyrians writing on rock cliffs and tablets of bone, brass, lead, or gold.
   2. The Babylonians writing on clay tablets and bricks with a three-cornered instrument, the work being done before the clay was dry.
   3. The Egyptians writing on papyrus rolls.
   4. The Chinese writing on the bark of the bamboo until 600 A.D.
   5. The Romans writing on waxed tablets with a pointed metal instrument called a stylus.
   6. The Indians writing on birch bark and on stone cliffs.
   7. The Anglo-Saxons carving on sections of beech, hence the word book.

B. The first book was gradually developed by:
   1. Using long rolls of parchment pasted together. These rolls were often eighty to one hundred and thirty feet long.
   2. Writing on one side of the roll and fastening the end to sticks.
   3. Dividing the inscribed material into sections.
   4. Folding the rolls between the divisions and adding a stiff cover—much like the accordion book.
   5. Cutting the parchment into sheets and sewing the back edges together.
   6. Binding the sewed pages.

C. The first manuscript books were:
   1. Made of parchment, then later of paper.
   2. Copied by hand by the medieval monks (scribes) who often did nothing else.
   3. Decorated with brilliant colors and large initial letters.
   4. Chained to shelves or kept in chests.
   5. Ornated with metal or ivory clasps or corners and with jewels. In 1583 the King of France declared that civilians must not use more than four diamonds on one volume. During this period damask, satin, and velvet were often used in binding.

D. Block books were first made in Holland by Laurence Coster:
   1. They were made by:
      a. Carving a copy of each page on a block of wood, printing by moistening the block with ink and pressing on a sheet of parchment.
   2. They were illustrated with pictures cut and printed from blocks of wood. This method is now widely used in America.

E. The Volume of the Pandects is considered to be the oldest bound book:
   1. It is thought to have been made in the sixth century.
   2. It is bound in wood boards covered with red velvet.
   3. It is now in the Laurentian Library in Florence, Italy.
F. The Book of Kells is considered the most beautiful book in the world:
1. It is a Celtic decorated manuscript executed in the eighth or ninth century and now in Trinity College, Dublin.
2. It is an excellent example of a composite whole, because of its literary content, its legibility, proportion, and spacing.
3. It contains the genealogy of Christ, the Eusebian Canons, and the four gospels.

III. Information Needed in Art
A. In design they learned the following essential principles:
1. Balance is obtained by the orderly repeating a motif to form a border or a surface design. See Fig. 3.

![Figure 3](image)

3. Harmony is obtained by adapting the design to the purpose of the book. For example, a delicate lacy design is not suitable for a book entitled, "Iron Works." See Fig. 4.

![Figure 4](image)

A. In design they learned:
2. Rhythm is obtained by repeating any simple motif. For example, B. In color they learned:

![Figure 5](image)

4. Unity is obtained by assembling the parts into a beautiful ensemble or whole. Contrast Fig. 5 with Fig. 6.

![Figure 6](image)
1. Fundamental rules for color schemes.
   a. Contrasting colors have a tendency to enrich or emphasize each other. They are used where brilliance and emphasis are desired as on posters or billboards. Contrasting colors are opposite each other in Fig. 7. For example, No. 1 and No. 7, and No. 6 and No. 12.
   b. Related colors are a group which has some one color running through them all. They are used when soft harmonies are desired as in fabrics, costumes, and room decorations. Related colors are near each other in Fig. 7. For example, Nos. 1, 2 and 3 each contain orange; Nos. 4, 5, and 6 each contain red; Nos. 6, 7, and 8 each contain violet; Nos. 7, 8, and 9 each contain blue; Nos. 9, 10, and 11 each contain green; and Nos. 11, 12, and 1 each contain yellow.

2. Fundamental rules for determining quantities of color.
   a. Brilliant colors are used in small quantities. For example, a room with a large amount of grey-blue might have an orange lamp as the dominant note.
   b. Dulled or grayed colors are used in larger quantities. For examples, since the walls, furniture, and rugs in a room are the larger quantity they should always be in dulled or grayed colors.

C. They learned that lettering is ornament or the decoration of surfaces:
   1. Letters and words should appear the same distance apart. See Fig. 8 and Fig. 4.
   2. Letters may be made to fit within a given space. See Fig. 8.
   3. Letters must be appropriate to the design and purpose of the book. See Fig. 4.

IV. Skills and Abilities Strengthened
   A. In arithmetic they developed skill in estimating amounts of material to be
measured, folded, and cut. For example, the strips of wrapping paper must be folded an equal number of times to fit the cover.

B. In reading they developed facility in finding selections from tables of contents and in choosing from a selection parts necessary for special reports.

C. In industrial arts they improved in:

(1) handling cardboard and paper, (2) measuring and cutting accurately, (3) pasting smoothly.

D. In fine arts they learned:

1. In design: (a) to arrange masses of light and dark to obtain balance, (b) to select and draw a suitable design, (3) to assemble parts into a beautiful and orderly whole.

2. In color: (a) to recognize groups of contrasting colors, and know when to use them, (b) to recognize groups of related colors and know when to use them, (c) to select the correct amount of brilliant colors and of grayed colors.

3. In lettering: (a) to letter rapidly, (b) to space letters and words to appear an equal distance apart, (c) to fit letters within a given space, (d) to select and draw letters appropriate to a design.

4. In picture study: (a) to recognize the principles of design in the masterpieces studied, (b) to recognize the color schemes in these masterpieces.

V. Attitudes and Ideals Strengthened

A. Greater appreciation of beauty in: (1) masterpieces in paintings, (2) colors, designs and materials used in books.

B. Greater understanding and respect for:

(1) materials available at home for art work, (2) books and libraries.

C. Greater understanding of the part the past plays in the present. They saw the present day book as the development of centuries. They saw the influence of environment in suggesting and providing materials to meet needs;

VI. New Interests Leading Toward Further Activities

1. Interest in paper, including its early history, modern methods of paper making, watermarks, different materials now used, and different varieties of paper.

2. Interest in printing, including ancient relief processes, block printing, the invention of typography, early printing presses, and reproduction processes.

3. Interest in parchment.

4. Interest in the development of writing, including tools and materials used.

5. Interest in the early manuscript books, including methods of illumination and illustration.

6. Interest in color, including its history and symbolical associations.

7. Interest in design, including its history, the Greek ideal, the influence of the Renaissance, and conditions that control modern design.

BIBLIOGRAPHY

I. Books


Davenport, Cyril—The Book, Its History and Development. Van Nostrand Co. N. Y.
THE VIRGINIA TEACHER

*Harding, Samuel B.—*Story of the Middle Ages. Scott, Foresman Co. Chicago, Ill. Chap. XVI.


II. Drawing Books


III. Magazines


IV. Pictures


The Old Scribe—Israel. No. 755. Perry Picture Co.

Columbus at the Court of Ferdinand and Isabella—Prosk. No. 1325. Perry Picture Co.


THE GENERAL GOES HOME

By Lucy Barton

*A Playlet for Eleven Girls*

*Editors Note.—This delightful playlet is printed from the bulletin of the Playground and Recreation Association of America, as a sample of the many helpful suggestions contained in it. This new publication, entitled “How to Celebrate Washington’s Birthday,” may be obtained from the office of the Association, 315 Fourth Avenue, New York City.*

**Time:** December, 1783—It is early afternoon.

**Place:** The drawing room of a house in Maiden Lane, New York City.

Clarissa, Patty, Lucy, Annette, Freda, all of New York; Rebecca, from Salem; Dorcas, from Philadelphia; Michelle, from Normandy.

**Characters:** Diantha, Betsy, Polly, (Enter from door R. Diantha, Betsy and Michelle.)

**Diantha:** (with a little accent) No, cherie, I do not think so. All my life till I come to your so delightful city I am living in the very old Normandy chateau far in the country from Caen. I think I will go there by the hard coach journey so soon as we reach land. My father, he will go to pay his duty to the king.

**Betsy:** But you do go to Paris, don’t you? O, How I should like to go.

**Michelle:** Yes, once have I been to court. It was very gay, but I did not like it as I do here. Your balls are happier than those at Versailles. O, I do not want to go back! I have there either the lonely country and the cold, triste chateau or else that stiff court of the king—Versailles all painted ceilings, mirrors and whispered intrigue, or Paris, of narrow streets and noisy cobblestones. But in your so lovely New York there are country houses in the city, the village of Greenwich with the river, and the Bouvier; and also there are merchants and shipping and balls—

**Diantha:** And Officers. Yes, I know. But the officers will soon be gone, and what will the balls be then? No, I for one should like to be with Mr. Franklin at the court of your king—at least for a while.

**Michelle:** Will you not, perhaps, have a king of your own, now that you have a new country which is not English? Will not your great General be the new King George?

**Polly:** (entering, with her bonnet on at the door R) What! Royalist plots! Made-moiselle, your compatriot, the Marquis de Lafayette, would not have said that. He knows that a king we do not want.
Have you not heard that, when some of the General's soldiers, with not very wise love, offered to make him a king, he sternly refused? We are, Mademoiselle, the free and independent States of America, and so I hope you will tell your noble friends when you return home. (She sweeps a curtsy and walks down R. her head in air.)

Betsy: Faith, Polly, and you need not be so hot-headed. Michelle has just told us how she loves America and dreads the court of France. I daresay she would much rather live in a country which has no king.

Michelle: My duty, Polly, is to my king and France—yet I could be very happy here.

Polly: I am truly sorry, Michelle, that I was tart with you. I am, Father says, often more patriotic than prudent.

(A knock is heard, not very near. All listen. There is a murmur of voices and in come a whole bevy of girls, wearing bonnets and wraps. Clarissa, Patty, Lucy, Annetje, Freda. They enter by the door R., bursting in enthusiastically. The other girls greet them, in a little confusion of voices.)

Clarissa: Girls, do hush a minute. I want to tell Diantha the news.

(noise of voices subsides.)

Clarissa: There is to be a ball for the officers before they disperse.

Polly: A ball! O when?

Betsy: Where?

Clarissa: Immediately. Tomorrow night. In the Long Room of Fraunces' Tavern.

Polly: Oh! Where only yesterday the General bade farewell to his officers! They wept then—how could they dance there now?

Lucy: Well, 'tis a public house, not a church—they cannot set it aside for a shrine. Worthy Master Fraunces must do business if the carpet is bedewed with tears of your hero from—

Freda: Hush, Lucy, you shall not tease her. You know it is a far way from here to the Carolinas,—

Polly: I thank you, Freda. But 'tis not to the Carolinas but to dark Kentucky he goes.

Annetje: Well, are we all to go to the ball, whether with smiles or tears?

Patty: Surely we will—to rejoice that there is no more war—

Annetje: Then I say we had best practice walking the new minuet, and not stand here talking of deep and sorrowful matters.

Diantha: An excellent plan. Come, girls, let's make a set. How many are there? But, Lud, I had forgot your bonnets and pelisses. Give them to me and I will put them in the music room. (She goes from one to another, Betsy assists her, and they take the wraps out through the door L.)

Clarissa: One, two, three, four, five, six, seven eight—and Michelle makes nine. Well, I shan't dance.

Michelle: Au contraire, Clarissa, it is I who will not dance, for I shall play. The harpsichord is heard very well, from that room (pointing L.) in this, and you will dance the best if you need not sing the music.

Polly: How kind you are, Michelle. (She takes her hand and shyly kisses her.)

Michelle: Thank you, chérie—now I go. (She goes out door L.)

(Diantha returns as soon as Michelle has gone out.)

Clarissa: Take your partners for the set. Longways like this (points from one side of stage to the other). Who will be gentlemen?

Lucy: I.

Betsy: I.

Patty: I.
Diantha: And I, Polly, will you make believe I come from Kentucky?

Polly: (curtsies) With pleasure. (They take places at head of the set.)

Patty: Freda, Do I look like enough to that young orderly of General Von Steuben to give you pleasure in walking this dance with me?

Freda: Minx! Yet I will walk it with pleasure. (curtsys. They become second couple.)

Lucy: (Bowing before Clarissa) Will you walk this dance with me, Mistress Clarissa, even though I am not a gentleman with a more Polish name even than Pulaski?

Clarissa: Don't be silly, Lucy—you know I don't care anything about him. (curtsys, takes Lucy's arm, and they join the set.)

Betsy: As for us, Annetje—we'll content ourselves with New Amsterdam—I have been told I look like old Peter Stuyvesant—though I swear we are only English—So I'll say my name is Diedrich Van—

Annetje: (curtsys) So of course I will dance with you. (They take their places.)

Diantha: (calling) Michelle, we are ready, Michelle, if it please you to begin.

Michelle: (outside) I begin.

(Music and they dance. They should dance with smiles and coquetry on the part of the "ladies", and gallantry a little exaggerated from the "gentlemen". About half way through the dance, Dorcas appears in the doorway, R. The music continues till Diantha sees Dorcas, motions to the girls to stop, and calls. Directions for Minuet see page II.)

Diantha: Michelle!

Michelle: Yes?

Diantha: Stop, please. (The girls stand in their places, a little embarrassed.)

Dorcas: (coming forward) Thy black Cato sent me in here, Diantha. But in-deed thee need not stop thy dance for me. Thee knows we Friends to not judge others. Because it seems not good to me for me to dance, makes no reason that I should forbid others. Go, on, pray do.

Diantha: Dorcas, "thee is a dear". Sit down, then, and let us finish. There is a ball tomorrow night, did you know? And we must dance our best to bid the soldiers farewell.

Dorcas: I knew of the farewell, if not of the ball. Do thy dance; then I shall hear more.

Diantha: (calling) Michelle, will you go on from where you stopped? (The music proceeds and the dance is at its last steps, when Rebecca appears in the door, R. Dorcas sees her first, and smiles slyly at sight of the Puritan girl's shocked expression. At the last curtsy, Clarissa looks up and sees her also.)

Clarissa: O girls! (All look toward the door, and straighten up in some confusion.)

Diantha: (going over to Rebecca) Welcome, Rebecca, even though I see you do not approve our occupation. Come in. (leads her to a chair, The others break up the set and stand or sit in groups.)

Rebecca: I cannot but disapprove this worldliness, Diantha. But indeed, New York is full of such frivolity, and I must needs make the best of it till I return to Salem. Still I mean not to be discourteous for I do like you all, if I do not approve your amusements. Did you know that the General has gone?

Polly: Did he really go? Is he not staying for the ball?

Rebecca: Yes, he is gone. You must know how he has longed to return to Mount Vernon—as I have longed for Salem. And, by the way, Father will take me home one day this week.

Diantha: We are glad for you, Rebecca,
but sorry to lose you. Now tell us more of the General's departure.

(at this point Michelle enters and joins a group.)

REBECCA: Father, of course, was at Fraunces' with all the other officers to bid the General farewell. For he had announced that he would leave that day.

MICHELLE: But it was only yesterday, the fourth of December!

REBECCA: Why, so it was only yesterday! We have been so busy since! Well, the officers were there in the Long Room when he arrived. My father said they spoke hardly a word to each other, but thought only of the parting. So he entered. He stood a moment and said (I do not remember the words, but something like this): "It is with love and gratitude I leave you. May your later days be prosperous and happy as your former ones have been glorious and honorable."

POLLY: No long speech, no fine phrases. How like him!

REBECCA: Then he said he would be obliged if each of them would come and take him by the hand. First General Knox, who was nearest, and after him every officer in the room, came forward to embrace him. When everyone had kissed him they were all in tears.

BETSY: Isn't it strange, we longed for the end of the war, in which the soldiers suffered and endured so much, yet now it is over and we too are sad.

CLARISSA: Do you remember how the day the Declaration was read, men tore down the statue of King George in Bowling Green?

PATTY: Yes, and how it was melted into bullets to destroy his hated soldiers?

LUCY: How long it seems since then! Sometimes I thought the war would never end—and here it is, two years since the surrender at Yorktown.

POLLY: When the British held New York—it almost seemed we could not win.

DINANTHA: What must the General have thought at Valley Forge?

DORCAS: He prayed. 'Twas my uncle who overheard him praying in the woods. He came home and told my aunt that we should surely win.

REBECCA: And then in the Spring, Baron Von Steuben drilled the ragged troops. Freda, you may well be proud that your father is of the Baron's nationality. He is our true friend.

DIANTHA: And that Michelle's father came with Lafayette.

MICHELLE: Even if he did come partly because I was too long visiting the De Lancey cousins, and he was lonely for me. But, O he loves your General and your country, even as the Marquis loves them.

CLARISSA: Do not tease me about Poland if I remind you, as you name the foreign aid, what General Kosciuszko has done to help us.

LUCY: All brave gentlemen, these foreigners, all proud to serve under Washington.

DIANTHA: Rebecca, you have not told the last of your story. How did he go?

REBECCA: With one last look at the grieving faces of his silent comrades, he turned and left the room. Downstairs, outside the door, a corps of light infantry was drawn up on either side of the path, standing at attention. Silently he walked between them and on to Whitehall where a barge was waiting. All the officers followed him still silent. By the water a great crowd had gathered—

LUCY: What a pity that we girls were not allowed to go out for such a gathering!

REBECCA: We might have gone safely. They were orderly and sad. He got into the barge, and when he was well out he stood up and waved his hat in a last farewell. Some people left then, but most
of his officers strained their eyes across the Hudson till they thought they saw him land on the Jersey shore.

Clarissa: May he have the quiet and peace that he so well deserves!

Betsy: They say he cannot for long. His country will need him again.

Dorcas: Then he will come back to us. (A voice outside calls "Diantha, I want you a moment").

Dianatha: Yes, Mother. (She goes out, door L. A moment's silence. She returns) Michelle, I have news for you.

Michelle: O, what? Is it good?

Diantha: I am sure you will say so. My mother has a note from your father.

He says: (reads) "Tell Michelle not to hurry back this afternoon, but to stay to supper if she likes. We need not pack to sail on Monday for France. At the suggestion of General Washington, I have been granted a tract of land in northern New York, and here I stay—a citizen of the United States."

Michelle: No more gloomy chateaux! I, too, am an American.

Rebecca: May God Bless the General!

All: Amen!

CURTAIN

Notes on Production

The setting can be any school platform which has doors Right and Left of the stage. If you have only one, central door, change the words and stage direction a little to fit conditions. Set the stage as attractively as possible. "Period" furniture of course helps. There are so many imitations of Early American styles that suitable chairs and tables can probably be collected. Use as little furniture as possible to make the room attractive. The stage is really "dressed" by the pretty frocks of the girls.

No curtain is necessary although if you have one it is a little more effective for the final tableau. If you have none—hold the picture a second, then break up informally and join the audience.

The costumes are those made familiar to us by innumerable pictures. There are paper patterns for making them very nicely. Use whatever your means permit—all the way from taffeta, to sateen and paper cambric to flowered Dennison crepe paper. Bonnets may be made of the paper. Wraps can all be circular capes or almost any loose evening capes of the present fashions. There may be small fur muffs. The time is afternoon, so the dresses while pretty and colorful, need not be elaborate.

The harpsichord off stage is of course a piano. It is possible for the performer to touch the keys so that the sound is the plucked string timbre of the harp, the desired effect. The minuet is appended.

The play should be acted as lightly and naturally as possible, with sincere emotion in the mention of the General. See that the minuet is danced with all the grace and "style" that can be put into it. Good standing positions are essential, both for that and in general to make the costumes look right.

A LESSON IN NINTH GRADE BIOLOGY

Time allowance: One discussion period of forty minutes and one laboratory period of eighty minutes.

Major unit: To determine what force sends the soil, water, and earth constituents into the tree. This question had been raised by the class in their general study of the tree.

Materials: Egg, glass, thistle tube, sugar solution, and hydrochloric acid.

Step I. Performing the experiment

Make a small opening in the egg and take out the white and the yolk; make a medium solution of hydrochloric acid and put the egg shell into it leaving it until the acid has eaten the lime from around the membrane; make a strong sugar solution, pour into the egg membrane, insert a thistle tube, close the cavity around the thistle tube, and set the membrane in a glass of water; watch the thistle tube.

Step II. Discussing the experiment.

Questions

How do you account for the rise of the solution in the thistle tube? Which is the thicker solution the water or the sugar solution in the egg membrane? Does the thinner substance flow toward the thicker or vice versa? What force causes this flow? What force sends the food and water supply into the tree?
Subject Matter

1. The egg shell is a base. We place it in acid in order that the lime may be eaten from the membrane.
2. In the process of osmosis the thinner substances go toward the thicker.
3. Osmotic pressure is the force that sends the food and water into the tree.

Step III. Applying the principle

1. Place a stem with a white blossom in red ink and bring it to class.
2. Summarize in a short paragraph the principles of osmosis and osmotic pressure.

Mary Will Porter
Ruth F. Lewis

THE POWER OF TRUTH

No one who really believes in the power of truth fears liberty. However man may stumble, however wrongheaded or however blinded he may be by passion or by interest, we are forced to believe either that truth is real and can be found, or that there is no such thing as truth and therefore that interest or passion may properly enough be enshrined in the place that has been reserved for truth to occupy.—President Nicholas Murray Butler.

SCHOOL INTELLIGENCE TEST FOR NEW STUDENTS

A new two-sided intelligence test—abstract and social—used this fall for the first time, was administered to nearly 1,200 incoming students at George Washington University, Washington, D.C. An abstract test, devised by the director of research of the United States Civil Service Commission, covered information, relation, meaning, synonyms, and reasoning. The purpose of the social phase of the test, devised by the associate professor of psychology at the university, is to determine natural social abilities of students. Tests were made in remembrance of names and faces, in comprehension and exercise of judgment in social positions, and in correct interpretation of emotions and attitudes as shown in characteristic roles of moving picture actors.—School Life.

LIBERTY'S SOLE HOPE

The American university has increasingly tended to become a genuine university, a home of intellectual liberty and freedom of the spirit, and of course it gives hearing to doctrines and opinions held by sincere and scholarly seekers after truth which are by no means universally accepted and which may indeed excite more or less violent opposition. In the church such exhibitions of freedom of thought would lead to expulsion; in the state they invite political attack, and if possible personal humiliation and suffering and loss. The university remains the only present home of liberty and apparently its only hope. If the voice of liberty be silenced there and the intolerance that now prevails in church and in state be permitted to invade the precincts of the universities of the world, then indeed must we be prepared to enter upon a new and dismal Dark Age that will cast the thoughts and the activities of man in common and uniform molds, there to remain until such time as the unquenchable thirst for liberty shall again effectively manifest itself among men.—President Butler, of Columbia University.

Student government by men students of the University of Wisconsin has been abandoned after 20 years' effort of the men to administer disciplinary powers granted by university officials. The student court in a body submitted its resignation this fall to the board of regents, and discipline of men students revert to the faculty. Women students, however, have built up a strong organization, and activities of the women's self-government association are steadily increasing in effectiveness and importance.
EDUCATIONAL COMMENT
THE MINNESOTA STUDY OF TEACHERS' PREPARATION

An abstract of a paper read before the College and Normal School Section of The National Council of Teachers of English at Philadelphia, November 27, 1926, by Dewey Belle Inglis, of the University of Minnesota, has an interest for teachers of all subjects.

Only a small per cent of the high school teachers of English have done any written work of any kind. It is a significant weakness that the teacher does not do enough writing herself to appreciate the problems of the students. It might be well to advocate as a minimum essential one professional and one artistic production a year, whether published or unpublished. Inexperienced teachers were better read in poetry than the experienced teachers, but that experienced teachers were better read in biography, travel, and other literature not usually in the university courses.

The results show that the college gives more than is needed of early American writers and that there is a crying need for work with modern American authors. The teachers reported not enough training in

personal items about authors. They seem to get emotional reaction from poetry but not enough oral reading to present it properly. The teachers report no help on literary standards and want training in how to tell good from bad. They also need help in teaching students to visualize when they read.

Summary of Findings

1. About one-third of the English teachers had majored in a subject other than English while in college.
2. Only about one-fourth have done any graduate work.
3. Practically all the teachers belong to the Minnesota Education Association; only 13% belong to the National Council.
4. Almost nothing in the way of published work either educational or literary has been produced by these teachers.
5. Teachers are reading on an average seven hours a week outside of school preparation. The quality of their reported recent reading is high both for books and periodicals.
6. Over one-third do not subscribe to any literary or current events magazine; about two-thirds do not subscribe to any educational magazine.
7. The average teacher has read less than one-fourth of the books on the state high-school reading list for 9th and 10th grades, and less than one-fifth of the books for 11th and 12th grades.
8. Teachers evidence a marked desire for a course in grammar in college. Their recommendation of Chaucer and Milton are infrequent.
9. Students at the University of Minnesota are being overtrained in the early American writers and undertrained in the later ones.
10. Teachers feel overtrained in the older British writers and undertrained in modern ones, especially American writers.
11. Teachers are overtrained in formal
characterizations of authors and types, but undertrained in actually discriminating between good and poor literature; overtrained in formal types of composition but undertrained in letter-writing.

12. They need methods, courses in teaching and directing activities.

13. Teachers are giving far too little attention to oral work compared with literature and written work. About 10% of them never had a public-speaking course.

METRIC VICTORY
Forecast For 1927

That the United States during the present year will take final legislative action to place its merchandising on the decimal metric basis in weights and measures was the declaration made at the annual executive conference of the All-America Standards Council, held in San Francisco, January 6th.

"Metric legislation is now prominent before both houses of Congress," stated Aubrey Drury, director of the Council, "and when a vote is called, victory appears assured for the metric standards, which are on the convenient decimal ratio, like our dollars-and-cents currency. A recent canvass of the United States Senate has indicated an almost certain majority for metric adoption.

"Obstructionists have always fought bitterly to kill in committee any metric action. The great basic strength of this issue in Congress was shown the one and only time it was allowed to come up for a general vote. In the House of Representatives, the Stone Metric Bill successfully passed two of the necessary three readings, but after a dispute on rules of order it was recommitted to the Committee on Coinage, Weights and Measures on request of its author, with expectation of a later vote, indefinitely delayed. The metric legislation was never defeated in a general vote in Congress. It can and will win in the 1927 vote.

"The metric issue has won overwhelming victories in more than 40 of the great parliaments of the world. At one time a metric standards bill passed the House of Lords in Britain; at another, lacked only 5 votes to win in the House of Commons. The House of Representatives in Australia has endorsed the decimal weights and measures by a vote of 36 to 2. All civilized nations except the United States and the British Commonwealths are now on the metric basis in merchandising, and British units are largely different from ours."

Declaring that decimal metric weights and measures for the United States have been endorsed by 7 Congressional committees, but with never a general vote in Congress, metric advocates throughout the country are urging a "show-down" in 1927 and predict a definite victory at the roll-call.

PRACTICES RELATING TO ABSENCE WITH PAY

Payment of full salary during leave of absence on account of sickness or other necessary cause is granted public school teachers in at least 35 cities of the United States of 100,000 or more population for periods ranging from 1 to 20 days or more. Some additional leave on part pay is granted by school authorities in 26 cities. Of 43 cities reporting, 8 do not grant any leave on full pay, though all but 1 grant some leave on part pay, according to figures compiled by the United States Bureau of Education in co-operation with the office of the city school superintendent of Washington, D. C., and published by the Interior Department, Bureau of Education, in City School Leaflet No. 21. Part pay following a period of full pay, or part pay alone, is granted in 33 cities of this size for periods of 5 to 20 days or more. The amount deducted from the teacher's salary when absent on part
pay is the amount paid the substitute or a fraction of the teacher's salary, usually one-half.

Of 120 cities of 30,000 to 100,000 population reporting, 16 grant no leave whatever with full pay, but grant some leave on part pay. Full pay for periods of from 1 to 20 days or more is granted teachers in 104 cities, and of these 53 grant some additional leave on part pay. Part pay following a period of full pay, or part pay alone, is granted by school authorities in 81 cities with population of 30,000 to 100,000, for periods of from 5 days to 20 or more.—School Life.

LOCARNO WORLD CONFERENCE ON NEW EDUCATION

The True Meaning of Freedom in Education

The subject of the Fourth World Conference on New Education, organized by the New Education Fellowship, 11 Tavistock Square, London, W. C. I., England, is one that will appeal to every forward-looking teacher and educationalist. From 3rd to 15th August, 1927, members of the Conference will gather at Locarno, in the loveliest surroundings, to discuss "The True Meaning of Freedom in Education."

Among the speakers will be M. Pierre Bovet, Professor at the University of Geneva and Director of the International Bureau of Education; Dr. Alfred Adler, author of Individual Psychology; Professor Lombardo-Radice, Editor of l'Educazione Nazionale; Dr. Ovide Decroly, Director of l'Ecole Pour la Vie Par la Vie, and Professor at the University of Brussels; Dr. Carson Ryan, Professor of Education at Swarthmore College, Pa.; Dr. Carleton Washburne, Superintendent of the Public Schools of Winnetka, Illinois; Dr. Lucy Wilson, Principal of the South Philadelphia High School for Girls; Dr. Adolphe Ferrière, Founder of the International Bureau of New Schools; Dr. Elisabeth Rotten, Director of the German Bureau of the New Education Fellowship; Mrs. Beatrice Ensor, Chairman of the New Education Fellowship.

Study groups, led in each case by an expert, will inquire into such specific problems as Co-education, the Problem Child (Fear, Lying, Stealing, etc.), Sex Education, the Psychological Freeing of the Teacher, Individual Methods (such as the Winnetka Technique, the Project, Mackinder, Decroly, Montessori Methods, Dalton and Howard Plans, etc.), Progressive Methods in Secondary Schools, History Teaching from the International Standpoint, the Pre-School Child, the Post-School Adolescent, New Ways in Art Teaching, Intelligence Testing, and Vocational Guidance. An Exhibition of children's work and various educational materials will add greatly to the practical value of the Conference.

Recreation is an important part of the programme. Full advantage will be taken of the ideal surroundings: there will be excursions, rowing, bathing in the lake, sun-baths.

Further details of the Conference can be obtained from the offices of the New Education Fellowship.

FILIPINOS TOO ENTHUSIASTIC

To discourage overemphasis on athletics in Philippine schools, only students who have a good record in their studies will be allowed hereafter to represent their schools in provincial, interprovincial, and carnival meets, according to recent ruling of the Philippine Bureau of Education. Credit formerly allowed for participation in these meets will be discontinued, and no pupil who fails of promotion one year will be allowed to represent his school the following year. Athletes, however, are excused from regular physical education and will be given every opportunity to make up work they miss on account of participation in public athletic events.
BOOKS

MAKING OBSERVATION MORE SCIENTIFIC


This manual for observation and participation is the result of careful experimentation at Ohio University. It is divided into a series of Achievement Problems, and units on Observation of Teaching, Study of Management, Observation of Teaching, A Study of Types of Learning and Teaching and Lesson Planning, and Personality.

The book is most attractively put together. It is punched so that it may serve as the basis of a notebook. Tables are provided to facilitate the instructor’s checking the jobs. Much content is given along with the jobs, and a carefully selected set of references is included.

The book makes no attempt to guide the beginning teacher at the most critical place, the period of induction into actual class teaching. The work on types of learning and teaching is suggestive and constructive. But combining it with the set of lesson plan outlines results in a scheme for planning that is impracticable. The authors state that these forms are to be discarded for a series of brief notes once the student has learned to plan. But no outline for this series of “brief notes” is offered nor any guidance for changing from the detailed outlines to such a plan.

KATHERINE M. ANTHONY

INSPIRATION OUT OF THE WEST


What a public school system! Provisions for the under-privileged child, including the deaf, the blind, and crippled; evening schools for adults, both elementary and high; vocational training for boys and girls of high school age not suited to the regular curriculum; college training in medicine and education for the city’s future leaders; a research department to share its findings with the schools of America—truly Detroit believes in education.


A report of a city superintendent of schools, yet the first chapter, approximately 40% of the pamphlet, is made up of accounts of character development in the various Cleveland schools. Moreover, the next chapter, another 40%, is a fascinating story of how Cleveland children are trained into habits of health. Send for this report, Mr. Superintendent; it will gladden your heart.

K. M. A.

A BRIDGE TO CÆSAR


Efficiency is the keynote of D'Ooge and Eastman's Cæsar in Gaul which contains no matter that is not serviceable, yet comprises all the necessary material for the second year of Latin.

The schools which have a limited library and those which have no library at all can rest assured that all the necessary material for the understanding of Cæsar is here. The introduction contains an account of Cæsar's life and political career, a discussion of the Gauls and their country, and of Roman military affairs, which explains the army, equipment of soldiers, the camp, and methods of warfare.

The selections of the Argonauts, the life of Hannibal by Nepos, and the life of Julius Cæsar offer sight reading material for drill work.

One of the outstanding features of the book is the change of the indirect discourse passages of Books I and II to the direct discourse. These indirect discourse passages have always been a stumbling block for all Latin classes. And yet, the indirect
discourse is there for reference and comparison. The full notes are really helpful, as they explain the difficult constructions and not the obvious ones.

Other features are the composition based on all Latin selections, the complete treatment of syntax, the 1,000 word drill, and its excellent vocabularies.

The numerous illustrations and the excellent maps and battle plans increase the pupil’s interest.

This book certainly bridges the gap between beginning Latin and Caesar.

Louise Boje

OTHER BOOKS OF INTEREST TO TEACHERS


Aside from this and the development of the paragraph sense there is nothing distinctive in the composition. Although there is plenty of formal grammar in the advanced book, it seems a little lacking in “solid meat.”


Planned for the introductory course in college literature, this book offers a classification by types that is comparable in scope with the existing chronological compilations. Its thorough-going character may be indicated by the divisions: The Ballad, popular and literary; the Epic; the Metrical Romance; Miscellaneous Narrative; Lyric Poetry, the song, lyrics of love, lyrics of death, religious lyrics, the reflective lyric; Dramatic Lyric; the Sonnet; the Ode; Elegiac Poetry, the elegiac mood, dirges and laments, memorial poems, formal elegy; Epigram; the Idyll; Didactic, Descriptive, and Informal Verse; Satire; Vers de Societe and Humorous Verse.

Both British and American poetry appear under each head, both classical and contemporary. In the case of the Pariae Queen, for instance, and Paradise Lost, the editors have not hesitated to use extracts, although complete poems are presented when it is feasible or desirable to do so.


A complete prose translation of Homer’s Odyssey, supplemented by illustrations of Greek vases, scenes, etc., and by germane selections from Keats, Tennyson, Browning, Lang, and Stephen Phillips.


A story of adventure and hardship, presenting an authentic account of the early development of the Middle West. Prepared as a textbook for junior high school English classes.


A satisfactory edition for junior high school, although the illustrations may tend to confusion. If the various actresses pictured in the role of Katherine had been designated, if notes had explained the source of eighteenth century prints as well as twentieth century photographs, there would have been added a historic value. Perhaps fewer illustrations all presenting the same face the play for each character would have been more instructive for junior high school pupils, however.


New students are photographed upon registration at Pennsylvania State College. Under the plan inaugurated this year five prints will be made. One of these will be attached for identification to the student’s records in the office of the registrar; others are for use of the college physician, the dean of men or of women, the dean, and the head of the department in which the student is enrolled.
The winter quarter boomed off with the addition of twenty-three new members to the student body and an improvement in the class schedule. The school day has seven fifty-minute periods with ten minutes now for intermission instead of the former five minutes which was somewhat cramping. There are no classes in the fifth period on non-assembly days; the last period ends at four-thirty. Among the added students are Emma Winn, Palmyra, and Zelia Wisman, Cumberland, Maryland, who are returning here to complete work for their degrees this year.

The beginning of a quarter is a usual time for noting who has joined what. In the first place, President Duke is now a life member of the National Education Association; in recognition of his services to the college the faculty presented him with the N. E. A. life membership as a Christmas gift. The literary societies, furthermore, have taken in members, following the election of new officers to serve through the second quarter.

The Lanier pilots are Ruth Cary, president; Adelia Krieger, vice-president; Lucille Duling, secretary; Virginia Tisdale, chairman of the program committee; Ruth Fitchett, sergeant-at-arms; and Helen Roche, critic. The initiates are Virginia Charles, Peggy Sexton, Anna Charles, Stribbie Lottier, Martha Spencer, Rose Hogge, Virginia Curtis, Martha Williams, Mildred Brinkley, Sarah Mercer, Bess Cowling, Mary Turner, Helen Turner, Margaret Eaton, Mary Virginia Compher, and Marjorie Scott.

The Lee officers are Lucy Davis, president; E. Lambert, vice-president; Elizabeth Knight, secretary; Elizabeth Mason, treasurer; Charlotte Turner, chairman of program committee; Bill Alphin, sergeant-at-arms; and Helen Yeatts, critic. Nell Vincent, Louise Patrick, Virginia Boggs, Mary Ida Payne, Juanita Berry, Elizabeth Knight, Ruth Dold, Mayme Turner, and Annie are the new members.

Elsie Proffitt is president of the Pages; Sallie Kent, vice-president; Florence Reese, secretary; Ruth King, treasurer; Nina Frey, chairman of program committee; and Sherwood Jones, critic. The new Pages are Phyllis Palmer, Mina Thomas, Ruth Hill, Florence Wood, Helen Lineweaver, Irene Garrison, Sarah Milnes, Parepa Smith, Evlyn Steiner, Elizabeth Kaminsky, Mildred Rhodes, and Virginia Hinton.

Four “goats” have been taken in the Stratford Dramatic Club and royally entertained at a banquet in the College dining hall. The actresses are Ruth Dold, Elizabeth Hopkins, Annie Bulloch, and Phyllis Palmer.

Lightly dancing into the organization, Ruth Cary, Virginia Tisdale, Rose Hogge, Stribbie Lottier, Bess Cowling, Virginia Curtis, and Martha Spencer have been taken into the Cotillion Club.

Mr. Duke, Dr. Gifford, and Mrs. Varner went to Farmville for January 14 and 15 to attend a meeting of the presidents, deans, and deans of women of the Virginia teachers colleges. More common standards for the four institutions were discussed. They brought back reports of the progress being made in the sister schools.

“Expansion” continues at H. T. C. At first the movement was into new buildings; now rooms are the specialty. The tea room, established in the basement of Harrison Hall, is a successful actuality under the management of Mrs. Luther Goode with the assistance of the entire home economics department. The cheery meeting place was opened with a silver tea, Wednesday, January 12. The old Y. W. social room was taken over for the new enterprise, and one
of the former classrooms in the same building is being fixed up by the association. The remodelling of another classroom into a suitable place for study has met a real need of the day students. The crowded condition in the library is being improved by converting the faculty room into a reading room where all the periodicals are now shelved.

Since Sheldon Hall is now a dormitory, there are not "threes" where only "twos" were intended. The added space, following the completion of this building, has also made it possible for the Student Council and the Annual Staff to return to their offices.

Freshmen and other new students Thursday, January 6, took the psychological examination which is part of the school procedure each year. The administration of the tests was satisfactory and the results, it is hoped, will be.

Athletic ability has been tested too. The first basketball game to be staged in Walter Reed gymnasium was played between the Old and New Girls, January 8, the Old Girls taking the victory. Action was swift and the game was much more interesting than the one played between Bridgewater and Harrisonburg January 14. The local team triumphed with a 45-9 score that night and in the return game the following week won to the tune of 27-5. Following the Bridgewater games, the remainder of the schedule provides for games with the three sister teachers' colleges, and is arranged for these dates: Jan. 29, Fredericksburg—there; February 7, Radford—here; February 19, Radford—there; February 26, Fredericksburg—here; March 4, Farmville—there; March 12, Farmville—here.

Hockey honors in the form of letters and jerseys were awarded Turpin, Holladay, Gentis, Nickell, Lambert, Herring, Rand, Gibson, Mattox, Farrar, Doan, and Miller. Interest is further being shown in physical education. One of the advanced gym classes has organized and is trying to learn how other schools conduct games and contests.

The athletes are not the only persons who play. The Blue Stone orchestra has elected Eugenia Ely pianist and Elizabeth Terry business manager. Mr. Duke made the organization a gift with which to buy new music.

Entertainment has been of a high order. Tony Sarg's Marionettes held matinee and evening audiences spellbound. For the first time in the history of the school the College music faculty gave a recital. A large group of students and town people attended the concert, January 14. The music faculty has been honored further. Miss Margaret Miller, teacher of piano, is president of the Second District of the Virginia Federation of Music Clubs.

There has been some "fiery" excitement. A slight blaze in the chimney of Wellington created a "thriller" January 15. More serious was the fire at the Blue Bird Tea Room across the street from the campus.

Social events have been thick and close together. The Y. W. C. A. had the new girls to tea. Officers of the Choral Club entertained the members at tea. Mrs. T. N. Haas and Mrs. George E. Sipe entertained the College faculty, Saturday afternoon, January 29. The Breeze staff blew itself to a banquet. Doris Persinger, editor of the paper last year, left her teaching in Charlottesville to be at the College that week-end.

The Varners have both entertained and been entertained in their new home. The entire faculty gave the couple a surprise shower of gifts. The Alumnae Hall girls enjoyed a delightful radio party with Mr. and Mrs. Varner.

Plans for the College dance, and the class stunts are well under way. The winter season reaches its height.
ALUMNÆ NOTES

Ella O'Neal is teaching in the Middle-town high school in Frederick County. She lets us hear from her occasionally.

Mary Lee Bishop writes under recent date from her old home at Proffit, Albemarle County. She says, "I often think of the happy days spent at Blue-Stone Hill." Her sister Carrie is still teaching at Portsmouth, Va.

Lucile Early (Mrs. Albert N. Fray) writes from her home, "Fraylinn," at Advance Mills, Va. She has many friends among the alumnae.

Anna Hall is teaching at Waynesboro. Her address is Box 23, Park Station.

Mattie Worster sent us a line recently from Portsmouth. She says, "I took a trip to Baltimore and Frederick, Md., during the Holidays." It seemed quite natural to see her and Mary McDonald together at Roanoke during the Thanksgiving educational conference.

May Rowbotham (Mrs. Peter Gatling) lives in Norfolk, and she sends us a message now and then.

Janet Farrar spent the holidays at home in Clifton Forge, so says Mamie Omohundro. Janet teaches in Cleveland, Ohio. Her address there is 10065 Republic Court.

Lucy Gatling is still teaching in Petersburg. Evidently they like her there. Her address is 1603 Berkeley Avenue.

Lucile Keeton writes from Alberta, Brunswick County. She and her sister Bessie are always loyal to Harrisonburg.

Rebe Moyler is teaching in the schools of Franklin, Va. We have good reports of her work.

Carolyn Wine and Elizabeth Harley are teaching at Bassett, Va. They were greeting many old friends at Roanoke at Thanksgiving.

Hazel Davis is holding down a big job in the N. E. A. headquarters at Washington and is planning a trip to Europe next summer. She attended George Washington University last winter.

Gladys Yowell is now Mrs. Claude L. Yowell and is living in Standardsville, Va., where her husband is principal of the public schools.

Eunice Lipscomb is teaching at Ridgeway. She likes the boys and girls of Patrick and of Henry, with good reason, we doubt not. She also sends us word of Bluma Thompson, who is teaching near Ridgeway.

Beulah Fix heads her letter at Hot Springs, Va., and sends a good word to all her friends.

Mildred Hoshour and Edna Hoover are taking the extension courses that are being given by the College at Woodstock. In the same classes are Mr. E. M. O'Flaherty and one or two others who have been enrolled at Harrisonburg in former years.

Marceline Gatling and Mr. Samuel G. Staples were married on December 27th. They are at home at 2006 Hampton Boulevard, Norfolk. In a letter written on January 7 Marceline says: "We went to New York for our wedding trip. We got home in time for work this past Monday."

Elizabeth Nicol married Mr. Arthur Metcalf in June, 1925. They spent last winter in Cambridge, Mass., Mr. Metcalf doing post-graduate work in Harvard. Elizabeth took the teachers' examination for domestic science in Washington and passed at the head of the list.

Jean Nicol, Elizabeth's sister, is teaching at Rockville, Md., the home town of the Nicols.

On November 9, 1926, Hazel Haun and Mr. Charles H. Zigler were married at Woodstock. Mr. Zigler holds an important position at the Massanutten Caverns, Harrisonburg.

Sadie Rich and Mr. George M. Norwood were married at Emporia, Va., on December 24, 1926. We shall be pleased to have further news of this happy couple, as well as of all other Beatrices and Benedicts upon whom we have legitimate claims.

Marguerite Garrett (Mrs. Etheridge)
sends greeting from Miami, Florida, where she has been living for several years.

Georgie Foreman (Mrs. G. F. Smith) lives at Norfolk. Her address is 15 1-2 Street, Willoughby Beach.

Roselyn Brownley of Norfolk still remembers her friends at Blue-Stone Hill. She and Florence Shelton made the first “Breeze” to blow hercabouts.

Lelia Brock Jones wishes to be remembered by all of her old friends (and they are many). She writes from Smithfield, Va.

Mary Lee Perry sends greetings from Sarasota, Florida. At this season of the year she seems to prefer oranges to snowballs.

Ruby Norford’s address is 3912 Seminary Avenue, Richmond, Va. She is pleased to hear from old friends.

Montelle Boisseau seems to be faring far. She heads her message at De Witt, Kansas. We trust that she may soon be nearer to Old Virginia.

Carolyn Weems is following in the footsteps of Rachel Medical College and all that. Her recent card from Ashland was much appreciated.

Vergilia Sadler is living and teaching at Buckingham. We shall be delighted to see her back at the old college at commencement.

Emily Burger (Mrs. Austin) writes from Fincastle, Va. She saw many of her former classmates at Roanoke Thanksgiving.

OUR CONTRIBUTORS

MARY I. PAYNE is a two-year graduate of the Farmville State Teachers College. She is completing her work for her Bachelor of Science degree at Harrisonburg.

LORRAINE GENTIS is a candidate for the Bachelor of Science degree in the Harrisonburg State Teachers College. She is editor-in-chief of The Schoolma’am, the college annual. Her home is in Norfolk, Virginia.

KATHRYN BROWN ROLLER is a member of the senior class. She has had wide experience in the teaching and supervision of art.

MARY WILL PORTER, a senior in the College, is teaching ninth grade biology in the Pleasant Hill school.

RUTH F. LEWIS is supervising principal of the Pleasant Hill school.

LUCY BARTON is one of the co-authors of the new bulletin of the Playground and Recreation Association of America on “How to Celebrate Washington’s Birthday.”

---

**Your Prosperity is Important to This Bank**

We want every member of this community to prosper.

Even though you may do no business with us direct, your prosperity is an advantage to the community and consequently to us.

If we can help, with advice or service, please remember that we are cheerfully at your command.

You may correctly count us YOUR FRIEND.

**The Rockingham National Bank**

Harrisonburg, Virginia
**THE VIRGINIA TEACHER**

*We protect you. We are big enough to take care of your wants. If you see anything advertised by any firm in the Valley of Virginia, we believe we can furnish it for the same price—or less. Send us the advertisement and we will see that you get it through our Mail Order Department. Write us for prices and samples. Special prices to the Faculty and College Students.*

<table>
<thead>
<tr>
<th>B. NEY &amp; SONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harrisonburg, Va.</td>
</tr>
</tbody>
</table>

| DR. W. L. BAUGHER |
| DENTIST |
| Harrisonburg | Virginia |

| BURKE & PRICE |
| FIRE INSURANCE |
| Harrisonburg, Va. |

| THE DEAN STUDIO |
| Harrisonburg, Va. |
| **PHOTOGRAPHYS** |
| **FLIMS DEVELOPED and PRINTED** |

| DR. WALTER T. LINEWEAVER |
| DENTIST |
| Peoples Bank Building |
| HARRISONBURG, VA. |
| Phones: Office, 85; House, 85-M |

<table>
<thead>
<tr>
<th>ARCHITECTS</th>
<th>DESIGNERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Neilson Construction Co.</td>
<td></td>
</tr>
<tr>
<td><strong>BUILDERS AND BUILDERS SUPPLIES</strong></td>
<td></td>
</tr>
<tr>
<td>Harrisonburg, Virginia</td>
<td></td>
</tr>
<tr>
<td>Phone 142</td>
<td>Office 90 E. Market St.</td>
</tr>
</tbody>
</table>

| HINKELS |
| EXPERT SHOE REPAIRING |
| West Market Street at Liberty |

| S. BLATT |
| FINE MERCHANT TAILOR |
| CLEANING | DYEING | PRESSING |
| NEW MODERN MACHINERY |
| East Market St. | Harrisonburg, Va. |

| FOREST E. PETERS |
| Make a Specialty of |
| WATCH REPAIRING |
| E. Market St. | Harrisonburg, Va. |

| JOS. NEY & SONS CO. |
| The Best Department Store in |
| HARRISONBURG, VA. |

| BECK'S |
| FOR |
| HEALTH'S SAKE |
| EAT |

| SALLY ANN BREAD |
| made in the |
| Shenandoah Valley—Nature's Picture Land—We Feed It |
IMPORTANT

SUMMER SCHOOL ANNOUNCEMENT TO HIGH SCHOOL GRADUATES

Perhaps many high school graduates have planned to enter the State Summer Schools and to secure a certificate to teach in the fall. This could formerly be done when a provisional certificate was granted for the completion of five college session hours of work in eleven or twelve weeks. This can no longer be done and the lowest grade of certificate issued by the State Board of Education for 1927-28 will require ten session hours or two full summer quarters' work of eleven or twelve weeks each after high school graduation.

This means, of course, that most of the June high school graduates who had planned to enter the summer schools will enter a teacher training institution for the full session of nine months leading to the elementary professional certificate.

The State Teachers College at Harrisonburg will gladly furnish you any further information you may desire regarding your professional preparation for teaching.

Apply to THE PRESIDENT