JOHN MARTIN
ON
WHAT A CHILD'S MAGAZINE SHOULD BE

WILLIAM M. BROWN
ON
THE SELECTION OF CURRICULUM MATERIALS

ALUMNAE NOTES

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WHAT A CHILD'S MAGAZINE SHOULD BE

In the development of the idea and purpose of the publication of a child's magazine, there are two aspects of outstanding importance.

First in importance is the ethical or moral value to the child; second, its purely physical character. In my analysis, however, I shall reverse the places of these two points and take up the physical first, for without the right material thing it is not possible to present to the child the highest measure of ethical value—the senses must accept before the subtleties of appreciation can be stirred.

Format. Under this heading are the physical form, size, binding, page area, etc. Regarding format, we must first consider the impression made upon the senses of the child, and then follow the awakened interest this form produces.

For younger children, especially of the read-to period from three to seven, the book—or magazine—should be comfortable to handle and carry about; the paper should be good and of a moderate tone in color (cream or sepia-white is preferable). The margins about the text of pages and pictures should be ample and never "cropped" in appearance; in my reference to "ample margins," I wish to emphasize that the abundance, space, and freedom of a page serves to release the mental concepts of the child. Young eyes and minds must not be cramped or narrowed down. We believe that the violence of pure white paper, especially when covered with the black of type and the color of pictures, fails to record impressions as happily as a "toned" stock.

Type. This should be clear, well spaced, and openly leded. In *John Martin's Book*, the standard width of the type page is 7x10 inches, set in two columns of 3¼ inches. The points of type should range from 18-pt. to 12-pt., thoughtfully selected to meet the needs of the child, as determined by scientific investigations; and references must be constantly made by the editors to established practices of educators of known experience.

Illustrations. These should be invariably well drawn with a central object in each illustration that specifically holds the child's mind to a concrete thought in the nearby or associated text. We believe that the "line-cut" makes the ideal illustration for children, and that it contributes more value to the child's mental experience than the "half-tone," which gives a blurred appearance to the area occupied by the picture, and leaves a hazy mental impression.

The child's mind naturally "fences in" its pictures; therefore it is wise to enclose the majority of illustrations in a border, or containing line.

Every effort should be made to assure drawings that are beautiful, but never "over-artistic"; by this I mean we should not illustrate for our children on purely modern lines that are mainly decorative, without illustrative value. We believe, however, that the occasional appearance of the modern illustration is valuable to the child as another mental adventure or discovery, thus adding to the child's cultural impressions. It may be readily seen that permitting an occasional experience in modernism opens up the capacity of "recognition" in later years.

All illustrations should skillfully follow the style, character, and beauty of artists or illustrators of standard or established place in art. We have trained our illus-
trators to follow Howard Pyle, Walter Crane, Flaxman, Greenaway, Crawhall, Durer, and masters of woodcuts. It can be readily seen that this insistence on good art must shape the child's taste and bring about a natural preference for the “refined” in picture and line, as well as a familiarity with better art standards.

We work to develop that magic called taste!

*Color.* The use of red, as instanced in *John Martin's Book*, is done with the obvious intention of stimulating the eye experience of the child. There is a certain value in the violence of red; its expressive influence is certain. Added to this, the use of red contributes to the artistic value of the book's ensemble, and to the child's physical feeling red adds a thrill of unconscious excitement which fixes subjective impressions.

There are many associated but minor comments upon format which might be added, but I believe the important necessities have been covered in the foregoing paragraphs.

*Variety.* In illustrations variety should be constant. Each issue of the magazine should retain uniformity of general idea, but upon study should provide constant change for both eye and mind. The whimsical and even bizarre is permissible, but never the gross or fear-awakening.

The “Feeling” of a Book. In *John Martin's Book* we immovably hold to the conviction that our magazine should be made to appear as much like a book as is consistent with post-office requirements. We, therefore, insist upon a monthly change of cover. We invariably give the child striking end-papers or frontispieces, always in two colors and highly decorative and imaginative. We insist upon a conventional Title Page and the expected Contents Page.

You will see that by doing this we give the child the repeated experience of getting the impression of a real book. Our object in this is obvious—we develop in the child mind a knowledge of and a respect for a real book.

*Advertisements.* You will note that no advertisements ever appear in the front sections of *John Martin's Book*, nor do we “jump” pages in completing editorial text.

*Binding.* The binding of this magazine, which goes to children from four to twelve years of age, is made very strongly durable and the magazine should open flat.

**ETHICAL AND CULTURAL OBJECTIVE OF JOHN MARTIN'S BOOK**

*Text.* The magazine material should be absolutely free from all suggestions of fear, vulgarity, insidious mischief, death, and killing. The policy should be immovable in perpetrating in print only those ideas and ideals that shape good taste, humor, reverence, and confidence in the publishers.

Therefore, in this magazine there should be embodied a wide gamut of moral and cultural influences. Each issue should, as far as possible, specifically put into concrete form stories, narratives, pictures, and verses that suggest the above given objectives.

The English should be as nearly perfect as experience and care can make it. In vocabulary and sentence length, usage should conform to the best pedagogical standards for the various grades. The editors of *John Martin's Book* refer constantly to the Thorndike Vocabulary and keep before them all late and approved School Readers of varying grades.

*Happiness.* The magazine should give a first impression of pure happiness and then a sense of personal proprietorship in it. Therefore, its whole tone should be human, friendly, and unsentimental. It is by the holding of the child's confidence in this magazine that its greatest influence is exerted.

*Morals.* The morals, or lessons to be absorbed, should never be conveyed by
preachments or unhappy endings or punishments. The child’s love and confidence being established, any morality and any refinement may be naturally impressed upon the child’s forming mind.

Contents. The contents of such a magazine should be as varied as its physical appearances, and fundamentally cultural and “tactfully moral.” Every alert effort, however, must be observed to keep the cultural or moral objective out of the child’s conscious sense; therefore, the work of producing such a magazine is replete with constant subtleties of approach and suggestion. To gain the attention and hold the loyalty of the child to the purpose of this book all wise means are used to attract the eye, to engage the fancies, and to direct subconscious growths to a fearless, frank, and fine objective development. A year’s adventure of the child through twelve issues of such a magazine should be intensely absorbing and broadly cultural.

Advertising. Regarding the commercial side of a magazine, all advertisements should be so pictured and expressed as to retain the refinements, merriment, and attractions of the main body of the book.

John Martin’s policy for his magazine in relation to advertisements has been so exacting as to practically exclude many sources of income. That which makes for highest right for the child regardless of business interest and profit, is John Martin’s immovable standard.

It will, therefore, be noted that in John Martin’s Book the advertisements are comparatively few. This is partially due to the fact that the editors refuse to print any paid-for space in the magazine that would directly or indirectly be out of harmony with the spirit of the magazine; also, because a preponderance of advertising pages could not be permitted in John Martin’s Magazine, which aims to exert the influence of a good book.

Finally. I do not ask you to look upon John Martin’s Book as a pedagogical plan, for these pedagogical ideals and accomplishments should naturally come by way of the school and through the trained abilities of the teacher. Our magazine is merely a human link between the teacher’s ideals and the cultural and moral influences that life should bring to the child’s experience at home.

John Martin.

SOME USABLE TECHNIQUES FOR THE SELECTION OF CURRICULUM MATERIALS

THE greatest need of any teacher is that of an adequate educational philosophy. The selection of curriculum materials, the setting up of educational objectives, the choice of methods to be used in the classroom, the attitude which one has toward one’s task and toward one’s pupils all grow out of one’s philosophy of education. Nor is it sufficient to make the formulation of such a philosophy the subject of formal study. This is excellent so far as it goes, but it must always be supplemented by those conclusions and those lessons which come out of a rich and varied experience—as a teacher, yes—but far more, as one who has discovered something akin to the real meaning of life itself.

The curriculum of all educational institutions is—or should be—a process of constant change. In its very nature it demands that no solidifying, no stereotyping of subject matter should take place. It is characterized above all things by being in a “state of flux,” thus permitting an immediate adaptation to all the devious and tortuous paths which it may be called upon to traverse in being assimilated into the nature of the individual. The term itself means “little race,” and I take it that the race referred to here is none other than the race of life, i.e., the sum total of the experiences which make up an individual’s career. “Let us run with patience the race that is set be-
fore us,” we are admonished. Applying this figure to the school, we find that the race is not necessarily to the swift but to those whose experiences excel in quality. It is the quality of living which makes life worth while, some persons being able to live more (qualitatively) in the space of an hour than others can live (quantitatively) in the ordinary life-span of seventy years.

**Criteria for Selecting Curriculum Materials**

Thus we conclude that there are at least three criteria to be borne in mind when the question is one of selecting curriculum materials:

1. The educational philosophy of the person who is doing the selecting.
2. The concept of experience which one has.
3. One’s notion of what the educative process really is.

In addition, it should be borne in mind that the field from which materials may be selected is none other than the whole realm of human experience itself and that the teacher has only a small part of a child’s time at his disposal. Thus the matter reduces itself to selecting from the whole range of possibilities in the case of those experiences (and they must necessarily be few in comparison with the whole number), which are the most typical and which possess the most carry-over value for the child, so far as the situations which he is likely to meet in after life are concerned.

In this connection it might be well to call to mind Professor Dewey’s notion of experience. According to Dewey, all real experience possesses both an active and a passive phase and no experience is worthy of the name until and unless both of these phases are present in the consciousness of the individual. The active almost invariably comes first, and it likewise happens that we often do not become conscious of any passive phase whatever, in which case the reality of the experience becomes very doubtful. Certainly its value so far as its effect upon the subsequent life of the individual is concerned is decidedly limited. For example, a soldier, who in the heat of the conflict, receives a slight flesh wound in the arm or leg, does not usually become aware of what has happened until after the battle is over. He then notices the blood stains on his clothing, examines the surface of his body, and finds that he has been wounded but not seriously enough to make any real difference. Is it not often true that, in similar fashion, the teacher’s efforts barely succeed in “scratching the surface” of the pupil’s real nature and that consequently the classroom experience makes little, if any, difference to the pupil in the long run. The active side of the experience has been emphasized well enough, but the passive, or undergoing, phase has been almost wholly neglected. The meaning of the term “passive” is akin to that of suffering or enduring and one’s awareness must include this as well as the active elements. Otherwise, we merely “go through the motions” and, for the time being at least, put ourselves on the same level as the apes.

Again, the educative process is fundamentally the same as the process of reproducing the race, biologically speaking. There are many things in our mental and physical natures which we possess because they have been passed on to us through the germ-plasm. These, we say, “come to us by heredity.” There are many other things which make life more tolerable and more attractive but which can never be passed on through the biological inheritance. These things are acquired through experience, which is the same as education in the larger sense. Hence, we may say that the educative process is that process by which we come into our spiritual or social inheritance. Many of us do not receive our social birthright, either assuming a negative attitude
toward it or selling it "for a mess of potage."

One further observation needs to be made, namely, that the selection of subject matter within a curriculum, i.e., the selection of the curriculum materials is the task of the teacher; the construction of a new curriculum or the reconstruction of an old one is the task of the specialist. As a rule, the specialist's work has been done before the teacher takes up the task where the specialist lays it down. The latter works under the direction of the State Board of Education or in some research institution; the teacher comes after him and completes the picture by supplying the details and by putting on the finishing touches. Let us remember that there are many specialists who spend their time in telling others about teaching but who themselves could under no circumstances enter a first or second grade classroom and conduct a single recitation in accordance with what they urge others to do.

Additional Considerations

With the above-mentioned general principles as a part of the teacher's background, there are some more specific considerations which must be taken into account in the selection of curriculum materials.

1. Consider, first of all, the demands which are made upon the school by the society in which the school is operating. Professor Kilpatrick, among others, regards this as highly important and suggests the following as being representative demands of twentieth century civilization upon the school:
   
   Acquaintance with things, i.e., knowing the objects in our environment.
   Social life, i.e., habits, morals, the training necessary to get on with our fellows.
   Responsible thinking, i.e., the mental equipment for the solution of problems and for immediate and adequate adaptation to new situations.

2. In the next place, the time-saving element in instruction is becoming increasingly important. The recognition of individual differences in ability and in the quickness and readiness with which people learn; the provision for various rates of progress among pupils; the lengthening of the school term and possibly the school day; the elimination of unimportant items from our courses of study—all these and many other educational readjustments are enabling us to save the time both of the pupil and of the teacher. It is now well recognized that the time allotments for various subjects may be easily shortened at more advanced age-levels than those at which such subjects are now taught. This brings up the whole question of the order of presentation of school subjects, especially after the total subjects have been mastered. In any event, the time spent in school by the pupil will admit of the presentation of only a limited amount of subject matter. Hence, the most important should be selected to the exclusion of all the rest, importance being determined by the extent of the application of the selected experience to all subsequent experiences.

3. Again, we must take into account the needs of the community in which the child is likely to live. While this cannot be foretold in every case, it can be fairly assumed in the vast majority of instances that the child will live in somewhat the same type of community in which he is being brought up. Every community is characterized by its individual and peculiar needs which must be recognized and met in some way. Failure to meet these needs makes the school derelict in its duty toward the very people whom it was established to serve most. If the child is not fitted to live in his home community and is not brought to the point of developing the right attitude toward his "home-town," it is no wonder that he migrates elsewhere.

4. Consider further the line or lines in
which the child is likely to spend most of his waking moments subsequent to his school career. While the notion of “guidance” is now being applied to every phase of education, it is still as true as it ever was, that the school must assist the pupil in finding and preparing for a vocation. To this must be added avocational guidance, which is made especially necessary in these days when the cry is for shorter hours and higher wages. Leisure for what, pray? And money for what? Unless the teachers recognize their responsibility in teaching the child the proper budgeting of time, money, effort, etc., the goal of efficient living will seldom be reached. The most significant movement in present day education so far as vocational and avocational needs are concerned is the differentiation which is taking place between the junior and senior high schools as a result of the junior high school movement. Differentiated curricula are now provided in the senior high school on the basis of the exploratory activities made possible in the junior high school.

Lastly, we must bear in mind the kind of product which we wish to turn out, the type of persons which we wish our boys and girls to be. The teacher would do well to encourage his pupils to select persons about them whom they might do well to emulate, and similarly to select outstanding characters mentioned in history for the purpose of using these individuals as ideals toward which boys and girls of the present may strive. Putting it another way, the selection of such persons for imitation and emulation is the same thing as setting up the proper kind of educational objectives. Smith, in his Principles of Educational Sociology (pp. 620, 621) brings together four or five lists of such objectives from as many different sources and writers. I quote the list as taken by him from Chapman and Counts’ Principles of Education:

1. Health
2. Family life
3. Economic adjustment
4. Civic life
5. Recreation
6. Religion

All of the other classifications mentioned agree in the main with this, and the task of the teacher thus becomes the making of efficient citizens who are equipped to live to the fullest along these lines.

Selective Techniques

We come to the consideration of the techniques themselves by which materials to be used by the teacher should be selected. It is always understood that these materials are to be used in the actual classroom procedure for the purpose of transforming a lifeless outline or lesson plan into a virile and living experience for the pupils.

Techniques which are in use at the present time may be grouped into four chief classes:

1. Job-analysis—inapplicable to all but the simplest situations.
2. Functional-analysis—an extension of the job-analysis idea that includes provision not only for activities but for ideals as well.
3. Activity-analysis—lists the most desirable activities to be engaged in by the pupil in the schoolroom and analyzes them.
4. Content-analysis—the reverse of functional-analysis; it begins with a course as now organized and works backward in an attempt to revise what now is in the light of accepted principles, such as those outlined in the first part of this paper.

A complete discussion of these four techniques would require more space than the limits of this discussion permit. It may, however, be pointed out that each one of these techniques has its place, though the functional-analysis technique and the con-
tent-analysis technique seem to be coming more and more into favor. As a matter of fact, the former uses the inductive method of attack and the latter the deductive method, both of which are familiar to every student of logic and of classroom method. It would doubtless be fair to say, that one may be used to supplement the other. For a detailed statement as to how to use the functional-analysis technique, the reader is referred to Curriculum Construction, by W. W. Charters (pp. 26 ff). For a presentation of the content-analysis technique and its use, see D. Waples, "Techniques of Analysis in Constructing the Academic High School Course," Journal of Educational Research (January, 1926), Vol. XIII, pp. 6-7.

Both of these techniques seem to offer much that is of practical value to the teacher, the chief difficulty in both cases being the fact that the teacher is unaccustomed to using them. A little practice, however, will soon make one a relatively expert judge in selecting the materials which offer the best possibilities in teaching procedure.

The following project is suggested to high school principals as being worth carrying out in their teachers' meetings over a period of several successive weeks or months:

Take the discussion in this paper and employ it for purposes of supplying the general background; then take your present curriculum materials, most of which are perhaps largely of the traditional type; examine these materials in the light of the above criteria and other principals, using any one of the techniques which seems applicable; then make such changes in each study or in each differentiated curriculum as may seem practicable and desirable in your case.

For further reading in this connection, the following titles are suggested:


WILLIAM M. BROWN.

DRAMATIZING OF THE TROJAN WAR

A Fourth Grade Unit

THE children of the fourth grade had been studying the Trojan War. They became greatly interested in the bravery of the Greek and Trojan warriors.

I. What the children did.

A. They started playing parts of the Trojan War at recess. They later asked the teacher to help them make a real play of it.

B. They found that the following matters must be settled:

1. The parts suitable for dramatization.
2. The part to put in each act.
3. The characters needed in each act.
4. The conversation for the characters.
5. The costumes for each character.
6. The scenery for each act.
7. The invitations to the play.
8. The programs for the guests.

C. They decided to dramatize the parts leading up to the Trojan War.

1. The festival at the marriage of Peleus and Thetis.
   a. The people come from the wedding.
   b. The goddesses dance.
   c. The apple is thrown.

The goddesses quarrel.

2. The Decision.
   a. They send for Zeus.
   b. Zeus sends them to Paris.
   c. Paris chooses Aphrodite.

3. Helen's Abduction.
   a. Paris takes Helen to Troy.
   b. Menelaus asks for help.

D. They decided to pantomime several battle scenes from the war, because they could not be acted successfully.
   1. The capture of Briseis.
   2. The begging for Achilles to go back to battle.
   3. The death of Patroclus.
   4. The death of Hector.
   5. The capture of Troy.

E. They chose, by election, the following characters: the guests at the wedding, Andromache, Aphrodite, Athena, and Hera (Greek goddesses); Hermes and Iris (messengers); Zeus (father of gods and men); Paris; Menelaus; Helen of Troy; the guard; the dancers; the Greek warriors and the Trojan warriors.

F. They worked out lines for the characters to say.
   1. They made the conversation of the characters give the story of the part acted.
   2. They selected one child to read the story of the parts pantomimed.

G. They appointed the following committees to work up the play.
   1. Costume
   2. Weapon
   3. Scenery
   4. Dance

II. What the teacher did.
A. She wrote up a dramatization of parts decided upon for the following purposes:
   1. To understand better the children's problems.
   2. To guide the choice of conversation for the play.
   3. To aid in questioning.

B. She guided the children by providing references for:
   1. The kinds of costumes.
   2. The weapons of the Greeks and Trojans.
   3. The dances suitable for the play.
   4. The dramatization or acting.
   5. The setting of the stage.

C. She guided the children in making scenery and programs.
   1. She suggested that each child draw pictures from which the class could make selections.
   2. She showed the children how to use the color chart in selecting colors for the scenery.
   3. She showed them samples of printed programs to help them decide how to make their programs.

D. She made arrangements for giving the play before the college.

III. Information the Children Gained.
A. They learned the cause and result of the Trojan War.
   1. The "goddess of Discord," to avenge herself for the neglect of not being invited to the marriage, threw among the guests a golden apple bearing the inscription, "For the Fairest." Hera, Athena, and Aphrodite each claimed the apple.
   2. Zeus, not wishing to settle the quarrel, sent them to Paris, the shepherd boy. Each goddess offered Paris a reward if he should choose her.
   3. Paris chose Aphrodite, who promised him the most beautiful woman in the world as his wife.
   4. Paris, with the aid of Aphrodite, stole Helen, who was the most
beautiful woman and the wife of Menelaus. He took her to Troy.
5. The Greeks took the city of Troy after they had besieged it for ten years.
B. They learned how the ancient Greeks dressed.
1. The women wore flowing gowns with headdress to match.
2. The warriors wore armour with helmet and shield for protection.
C. They learned how the Greeks fought.
1. They rode in chariots.
2. They used the spear, sword, bow and arrow.
D. They acquired the following information in art.
1. Colors opposite each other or those following each other on the color wheel can be used successfully.
2. One idea must be carried out in the scenery for each act.
3. The paints must be put on smoothly.
E. They learned to use the following rules of correct form in making invitations and programs.
1. Write all proper names with capitals.
2. Use capital letters for important words in the title.
3. Use comma after salutation.
4. Indent for the first line.
5. Keep a straight margin.
IV. Skills Emphasized.
A. In making the programs they learned the value of uniform lettering.
B. In using reference materials they learned to read more carefully in order to get exact information.
C. In practicing the play they found they must face the audience and speak distinctly.
V. Ideals and Attitudes fostered.
A. They learned the value of a successful pattern before cutting into materials for costumes and weapons.
B. They learned how to share materials and tools.
C. They found that more efficient work could be done in committees with a chairman.
D. They understood the necessity of listening carefully when a report was given.
VI. Bibliography
Church—The Iliad for Boys and Girls.
The Macmillan Co., N. Y. 1921.
Hale—Greek Myths In English Dress.
The Macmillan Co., N. Y. 1921.
Tatlock—Greek and Roman Mythology.
The Century Co., N. Y. 1926.
Compton—Encyclopedia.
HELEN BROOKER

DO STANDARD WEIGHT CHARTS NEED REVISION?

IT ISN'T the height, it's the hips that count. At least the width of the body is more important in determining what a boy or girl should weigh than the length, according to Dr. Raymond Franzen, Research Director of the American Child Health Association's School Health Study, who spoke in Chicago October 19 before a joint session of the American Child Health Association and the American Public Health Association.

It has been customary, Dr. Franzen pointed out, for a good many years for boys and girls to step on the scales, watch the pointer go round to a stop, and then, knowing how tall they are, look up in a table of figures to see whether they are above or below par in the game of weight. Most children survived the ordeal with smiling faces, but one or two out of every five would find themselves way below the tables and fit candidates for the undernourished class.
Dr. Franzen's researches will brighten the hopes of many who have received this jolt from the height-weight tables. He views the body as a cylinder which has diameter as well as height. Two cylinders of the same material and the same height may have very different weights depending on their diameter. Similarly, body frameworks vary not only in height but in width and thickness. The wide framework can carry, and is meant to carry, more weight of flesh and fat and organs than a narrow framework even though the height is the same. For this reason, Dr. Franzen points out, the width and depth must be known as well as the height before you can say a person's weight is deficient. Dr. Franzen has devised methods for taking into account the various bony measurements in predicting weight.

The height-weight tables have been a valuable aid to health workers in the past and from the experience gained in their use and from new data it will be possible to construct new tables shortly which will be still better and more accurate.

Dr. Franzen's findings are based on measurements of 8,000 children of the fifth and sixth grades, from schools of seventy cities scattered over the country. Points as far removed as New Orleans, Spokane, St. Paul, and Providence have all contributed to the figures which serve as the beginning of the new tables. Schools in these cities were studied by physicians and educators of the American Child Health Association in the effort to find out how to make health programs more effective in the lives of school children. Body measurements and weight were but a part of the total ground covered in the study.

The calculations in this study have been carried down to such a fine point that the relative importance of each body dimension in determining weight has been computed. For instance, among 11-year-old boys, the width of hips is 30 per cent of the total influence determining weight. The depth of chest exercises 25 per cent influence, breadth of chest 20 per cent, height 20 per cent, and width of shoulders 5 per cent. The proportions for girls are somewhat different, the chest dimensions being of still greater importance and height less.

Another point brought out is that the girth of upper arm and calf fluctuates in proportion to weight. For children of similar body framework the size of the calf is a good index to the weight. Measurements of girth and measurements of weight taken in conjunction with the body framework may have great importance in revealing susceptibility to disease, fatigue, and future growth.

Dr. Franzen cautioned his hearers, however, not to confuse weight with nutrition. Underweight or departure of weight from that of his "anthropometric peer," is a measure of the degree to which a boy differs from the usual run of boys. The significance of this departure in terms of health, however, is quite another matter which this paper did not attempt to cover. The significance of underweight in terms of probable future ill health is a subject that requires continued study over an extended period.

Nutrition was described as an ambiguous term. It would be better to use exact body measurements and the thickness of the padding immediately under the skin than to use general measures of nutrition.

One interesting fact reported was that a child could be heavy without being fat and that a child could be fat without being heavy. In other words, the padding under the skin does not go hand in hand with total body weight. It is the size of the skeleton that is most important in determining weight. Dr. Franzen believes that further study of the thickness of the padding under the skin might be very valuable in helping to interpret how well children are assimilating their food.
OFFICIAL ANNOUNCEMENT
STATE DEPARTMENT OF EDUCATION

Industrial Education

The State program in trade and industrial education shows great progress for the past year, according to the latest report of the State Supervisor.

Seven thousand, two hundred and sixty-five (7,265) students received instruction during the year in two hundred and twenty-five (225) classes. This is an increase of sixteen hundred and sixty-three (1,663) students and thirty-six (36) classes over the previous year. There were twenty-nine (29) day-unit classes; one hundred and thirty-five (135) evening classes; twenty-seven (27) foremanship training classes; eighteen (18) part-time general continuation classes; and fourteen (14) part-time trade extension classes; with fifty-eight (58) pupils in teacher-training courses.

The courses offered in trade and industrial education reached the following classes of persons:

1. Pupils in public schools who were unable to complete the regular courses of study, due to economic or other causes, and who desired to learn some trade.

2. Young men and women who had left the public schools, but who wished to continue their general education while working.

3. Working people who are ambitious and who desired to increase their efficiency and general intelligence in their chosen vocations.

4. Skilled mechanics and foremen in industries who aspired to become teachers of their trades.

5. Skilled mechanics in industries who aspired to become foremen, and foremen who desired to become better foremen.

6. Teachers in public schools and social workers who desired to increase their efficiency through gaining knowledge of vocational guidance, vocational placement, and follow-up methods.

The personnel of the trade classes and the foremanship training classes represented forty-six different trades or vocations distributed among seventeen different industries; namely, cotton, silk, and woolen, ship-building, furniture-making, building trades, machine and electrical trades, automobile industry, coal and plaster mining, chemical and extract industry, shoe manufacturing, bridge building, leather making, department stores, tobacco, meat packing, paper, commercial arts, and miscellaneous industries.

Vocational Agriculture in the Schools

During the year ending June 30, 1928, instruction in vocational agriculture was offered on a full time basis in 120 schools, and day-unit work was conducted at 51 additional points. Thirteen classes for over-age boys who had dropped out of school were organized and 128 young men enrolled for work in these part-time classes. The evening classes offered to adult farmers have increased in popularity and 121 such classes were conducted. The total enrollment of adults for this type of instruction was 1,972. The total enrollment in all types of instruction reached the figure 5,848, which was an increase of 1,272 over the previous session.

This year the supervised practice farm work of these students was even more extensive than last, as they are now farming 8,258 acres of land and caring for 5,955 head of livestock and 87,550 fowls.

It is quite interesting to note that adult evening class members grew 4,172 acres of crops, cared for 148,286 fowls, and 7,095 head of livestock. In conducting these farming enterprises the adult farmers carried out 4,760 applications of improved farming practices.
Home Economics Education
Total number enrolled in day-unit
Smith-Hughes schools, white............ 381
Total number enrolled in day-unit
Smith-Hughes schools, colored......... 118
Total number enrolled in evening
classes, white .......................... 527
Total number enrolled in evening
classes, colored ........................ 380
Total number enrolled in State-aided
schools, white .......................... 1763
Total number enrolled in State-aided
schools, colored ......................... 147

Grand Total ........................... 3316
Number schools under supervision..... 82
Number of departments with cottage
equipment ............................... 54
Number of departments with cottages 17
Number of departments in agribusiness-schools .... 23
Number of evening school centers..... 5

Negro Education
Negro education in Virginia continued to
develop in 1927-28. There were forty
county training schools in operation in forty
counties in the State. There were sixty-
four rural supervisors at work in fifty-six
counties. The number of local permits is-
sued to teachers was reduced materially
during the year.

All the training schools offered nine
grades of work; some offered ten and some
maintained eleven grades. Three have al-
ready become standard high schools and
others will probably qualify for an accred-
ited rating next session. All these schools
have at least an eight months’ session and
some nine months. Twenty of these schools
had the services of a vocational teacher who
worked with the boys.

During the year twenty new Rosenwald
buildings were put up and some additional
rooms were added to other Rosenwald
buildings.

Summer schools for teachers were in op-
eration, as follows:

Virginia Normal and Industrial
Institute ............................... 12 weeks
Hampton Institute ..................... 12 weeks
Manassas Institute .................... 6 weeks
Virginia Union University .......... 6 weeks

Textbook Distribution
The responsibility for a satisfactory dis-
tribution of textbooks in the public schools
is placed by law on the county and city
school boards. Sixty of these local boards
purchased textbooks at wholesale from the
publishers and sold them direct to the pupils
during the year ending June 30, 1928. Text-
book agents were appointed by all other
local school boards. These agents were
placed under surety bonds to guarantee an
adequate supply of books and to protect the
local school board.

It is interesting to note that the plan of
distributing books from the office of the
school board is growing in popularity.

DABNEY S. LANCANTER,
Secretary, State Board of Education.

SCHOOLROOM HUMOR

ABSENT-MINDED, NO DOUBT

"Now," said the professor when he had
finished his lecture on the functioning of
the memory, "I want to ask each member of
the class to make a note of every point he
has remembered. Those of you who can't
remember any of the points will please jot
down those you have forgotten."—Tid-Bits.

VENERABLE PARENTS

Little Paul is a Lindbergh fan. He chris-
tened one of his toys "Spirit of St. Louis"
and talked Lindbergh until his parents were
surfeited with the subject and finally told
him he was too excited over the popular
aviator.

"Why shouldn't I be excited about him?"
Paul inquired in an injured tone. "I'll bet
you and mother were excited and talked
about it just as much when Columbus dis-
covered America."—Boston Transcript.
TEACHER KNOWS

"There is no such word as fale," wrote Johnny on the blackboard.
"Why don't you correct him?" asked a visitor of the teacher.
"His statement is absolutely correct as it stands," was the calm reply.

HE TOLD HER

A small boy went to school for the first time. He came home and was questioned as to his experience.
"Nothing much happened," he said.
"There was a woman there who wanted to know how to spell cat and I told her."

AN OLD I-DEAR

"Lay down, pup, lay down," ordered the man. "Good doggie, lay down, I say."
"You'll have to say 'lie down,' mister," declared a small bystander. "That's a Boston terrier."—The Keynote.

COMPLICATED

A young woman who is attending the kindergarten school of Western Reserve University was asked by a friend:
"Will you get a degree when you are graduated?"
"No," was the reply, "not for kindergarten work."
"Isn't that too bad!" the friend exclaimed. "Now you will not be able to teach kindergarten in high school."
—Youngstown Telegraph.

AGE'S INFINITE VARIETY

Visitor: "How old are you, little boy?"
Modern Child (reflectively wiping his spectacles): "The latest personal survey available shows my psychological age to be 12, my moral age to be 4, my anatomical age 7, my physiological age 6. I suppose you refer, however, to my chronological age, which is 8. That is so old-fashioned that I seldom think of it."

POLLYANNA'S BROTHER

Samantha: "How is your boy making out at college?"
Miranda: "Well, the poor boy can't have much time to study, for I think he visits his sick friends most of the time. He says his job as cheer leader takes a lot of time."

THE CITIZEN NO DOUBT IGNORES THEM

Stranger: "Is that your new public school over there?"
Citizen: "Yes, that is our Chamber of Commas."

BEHAVING

"Well, Tommy, did you behave in school today?" asked Tommy's father of his young son, who had not been going to school very long.
"Behave?" exclaimed Tommy in a tone of amazed surprise. "Of course I did! Why, the teacher said she never saw a pupil who behaved so."—Children, The Magazine for Parents.

HENRY AND HIS TIMES

Hamilton Wright Mabie, at the end of an address before the League of Political Culture of New York, quoted verbatim a child's essay that had come into his hands through the New York Kindergarten Association. The essay, which was on Henry VIII, follows: "King henry 8 was the greatest widower that ever lived. He was born in Anno Domini in 1086 he had 435 wives besides children. The first was beheaded and executed. The second was revoked. 'She never smiled again,' but she said the word 'calais' would be found on her heart after her death. The greatest man in his reign was Lord Duke Sir Garret Wolsey. He was sir named the boy batchelor. He was born at the age of 17, unmarried."—Kablegram.
EDUCATIONAL COMMENT

CHILD HEALTH DAY IN VIRGINIA

Reporting to the American Child Health Association on the accomplishment in Virginia, Dr. Mary Evelyn Brydon, Director of the Bureau of Child Welfare of the State Board of Education, states that Child Health Day in Virginia might be called the "Victory March of the Five Pointers."

"The recognition and reward of the children who reached this minimum standard of physical fitness has been the central idea of all the festivals," writes Dr. Brydon, "whether in individual schools or in county or city-wide programs. The Five Point children wore blue ribbons, or colored paper caps, carried banners, or rode on floats, to distinguish them from the 'common herd.' The effect has been that the 'herd' had been stampeding to join the Five Point class. Children have pleaded, wept, and walked miles to secure corrections that formerly they would have bolted to escape.

"The Health Contests for the highest percentage of Five Point children that have been held in counties and cities for the last two or three years, have steadily increased in number and in interest, both in white and colored schools."

The number of Five Point children in the state has doubled since last year, and now reaches about eighty-four thousand or 14 per cent of the total number. When one considers that forty-two thousand children have been added to the ranks in the space of twelve months, this seems a notable accomplishment.

Child Health Day, as Virginia prefers to call it, constituted the "finals" in those contests, but the plans were laid in June, 1927, when a committee of division school superintendents appointed by the State Department of Education met to confer with the State Chairman. This committee gave the matter much attention and came several times to Richmond to meet with the State Chairman. It prepared resolutions which were adopted by the Superintendents' Conference in November and which provided among other things for a permanent Superintendents' Health Committee to be advisory to the State Board of Health and for the appointment of each Superintendent of Schools as chairman of Child Health Day in his respective county or city; the resolutions also advised that where practicable a central county-wide Child Health Day be arranged for the visual health education of parents as well as children, and that the State Board of Health be requested to prepare suitable health literature to aid in the celebration of Child Health Day.

All these resolutions were carried into effect, and in regard to the last named, Health Notes for Superintendents, a mimeographed monthly, was started in January, 1928, by the Child Health Bureau for the purpose of keeping the superintendents in touch with Child Health Day plans and other public health data. Special articles were published monthly in two educational journals and in Community League News.

Special Activities

Proclamation by the Governor.

The first school to reach the goal of 100 per cent Five Pointers was the Rockland School in Warren County, with the Dolphin School in Brunswick County only one point behind. Competition was keen all over the state and in some cases spectacular gains...
were made, as in the case of Rockbridge County, which reported the number of its Five Point children increased from two hundred to nine hundred in a year’s time, although the Health Unit had been in existence only eighteen months.

Child Health Day has embraced many phases of health besides the five points. Tuberculin-tested cows have paraded with the Five Pointers; Red Cross floats, Drink Milk floats, Toxin Anti-toxin floats, Preschool floats, Health Habit floats, Swat the Fly floats, etc., have given stimulus to the other health aims. In some places the preschool children were especially featured by miniature floats drawn up by the children in procession.

In the campaign to produce the greatest per cent of Five Point children, new activities sprang up in schools, such as the provision of hot lunches or midmorning milk in schools not having had these before but which were trying to bring their underweight children up to average weight. Where tonsils and adenoids needed to be removed, and family budgets could not be made to cover this, clubs helped to secure the necessary funds.

Both the Community and Junior Leagues made encouragement of the largest number of Five Point children one of their special objectives.

A Committee of Pediatricians was appointed by the Bureau of Child Welfare to study the problems of the preschool child entering school for the first time.

**Permanent Results**

Child Health Day in Virginia has grown in four years from scattered celebrations voluntarily promoted by interested citizens and organizations, into a unified, carefully planned program under official direction.

A permanent “Superintendents’ Health Committee,” advisory to the State Board of Health in its child health program, has been appointed by the Division Superintendents in conference.

**EDUCATIONAL TOUR IN GERMANY IN 1929**

The International Institute of Teachers College, Columbia University, and the Central Institute for Education and Instruction of Berlin announce a tour of Germany’s educational institutions for the summer of 1929. This tour is organized by the Central Institute which operates under the auspices of the Prussian Ministry of Education and the German Federal Ministry of the Interior.

The selection of members of the party will be in the hands of the International Institute of Teachers College, Columbia University. This tour will afford a most unusual opportunity to see German schools, since it is under the official direction of the German educational authorities. This provision assures the members of the party the closest insight possible into the school systems. This is the first time such an opportunity has been afforded American teachers as a group.

The visitation of schools will begin on June 17, 1929, either at Hamburg or Bremen, and will continue for six weeks, disembarking just before the World Federation of Educational Associations Conference in Geneva, which meets the last week in July, 1929.

The tour will include visitation to the most prominent German cities, among which will be Bremen, Hamburg, Lubeck, Kiel, Berlin, Magdeburg, Leipzig, Dresden, Chemnitz, Gera, Jena, Weimar, Nurnberg, Munich, Stuttgart, Heidelberg, Frankfort, Weisbaden, Coblenz, Mainz, Bonn, Cologne, Dusseldorf, and Essen.

All types of German educational institutions will be seen, such as elementary schools, secondary schools, rural schools, vocational schools, community and country boarding schools, teachers’ colleges, universities and folk universities, and all types of education such as physical education, and the like. Emphasis will be placed upon
physical education, art education, dramatics, the Youth Movement, school organization, methods of instruction, outdoor life, playgrounds, and juvenile welfare.

The members of the party will assemble at Bremen or Hamburg, the starting point, arriving there by any route which they desire. The Central Institute will have complete charge of the party while in Germany, although the group will be accompanied by a member of the International Institute. The total expense for each member for the time spent in Germany (approximately six weeks) will be $350.00. This will include second-class railway travel, food, hotels, and necessary transportation to schools and hotels within the cities.

There will be twenty-five in the party and membership will be limited to those who have some command of the German language. Anyone interested in this visitation tour may secure fuller information from Dr. Thomas Alexander, Teachers College, Columbia University, New York City.

ROCKEFELLER ON RELIGION

Speaking at the dedication services of the new Rockefeller chapel at the University of Chicago, John D. Rockefeller, Jr., discussed tolerant and liberal attitudes in religion. In part he said:

"In spite of the progress which has been made, youth finds itself confused and irked as it stands at life's threshold and is confronted with an almost infinite variety of religions and sects. It stands aghast at the sorry and un-Christlike spectacle of good men and women hurling anathema at each other because of differences of theological belief and denominational partisanship.

"Is it strange, then, that the younger generation from being at first confused and irked by our multiform theologies, then aghast at the un-Christlike attitude of so-called religious people, is tempted to say to itself:

"'If this is religion, to insist on sectarian differences and to quibble about non-essentials, when sin is rampant in the world and evil is omnipresent; if church members are more interested in whom they will keep out of their religious bodies because of theological differences, than they are in helping people to be strong in body, clean in mind, and pure in heart, we will waste our time with nothing so hypocritical and useless; rather will we give all religion a wide berth and have none of it.'"

"And to the extent that such a conclusion is reached, the intolerant sectarians of our churches are largely to blame. If Christ were on earth today, I fancy there would be but one church—the Church of the Living God.

"It would pronounce ordinance, ritual, creed, all non-essential for admission into the Kingdom of God or His Church. A life, not a creed, would be its test; what a man does, not what he professes; what he is, not what he has."

SOLOMON'S STABLES DISCOVERED AT ARMAGEDDON

Discovery of the famous stables of Solomon during the excavations of the ruins at Armageddon, Palestine, which has just been announced by the Oriental Institute of the University of Chicago, is described in a full report to the University by Mr. P. L. O. Guy, field director of the Institute's Megiddo expedition.

The 3,000-year-old stables on the town site of the great battle city of Armageddon, north of Jerusalem and about ten miles from the Mediterranean Sea, cover half an acre. "Solomon laid out his stables very systematically," says the report, "the stalls being arranged in double rows. The horses, about twelve to the row, stood facing each other, with a passage between the two rows of heads for the grooms and feeders. In front of each horse was a manger, and the rows of mangers were divided by massive stone hitching posts, which still contain the
original tie holes for the insertion of the halter ropes."

Dr. James Henry Breasted, director of the Oriental Institute, who learned of the discovery by cablegram before leaving for Oxford, England, to represent the United States at the International Congress of Orientalists, declared that "such a discovery will be of the greatest historical importance. Few people are aware that Solomon was not only an oriental sovereign but likewise a successful merchant. Not the least of his activities was his enterprise as a horse dealer.

"His marriage to the daughter of a Pharaoh of Egypt gave him a close connection with the Egyptian court and he therefore enjoyed inside opportunities for securing the finest breeds of Egyptian horses."

The Megiddo expedition is in the third year of a five-year campaign toward which John D. Rockefeller, Jr., contributed $215,000 in 1925. Working under the present field director at Megiddo are seven members of the University of Chicago, a staff of trained Egyptian diggers, and two hundred natives of Palestine, mostly women, who carry small baskets of rubbish on their heads to the dump.

SALARIES OF ELEMENTARY SCHOOL TEACHERS

Salaries paid to elementary teachers in cities of 100,000 population and over range from a minimum of $950 per year to a maximum of $3,504 per year, according to figures recently made public by the U. S. Bureau of Education. The low minimum is given for Salt Lake City, Utah, which also has the highest number of annual increases required to reach the maximum, or 17 annual increases. The highest maximum salary is given for New York City.

In the tabulation the name of each city is followed by three figures—first, the minimum salary; second, the maximum; third, the number of annual increases.

Alabama: Birmingham, $1,000, $2,000, 10.

California: Los Angeles, $1,400, $2,440, 13; Oakland, $1,380, $2,460, 9; San Francisco, $1,400, $2,400, 11.

Colorado: Denver, $1,200, $2,520, not specified.

Connecticut: Bridgeport, $1,000, $3,100, not specified; Hartford, $1,000, $2,000, not specified; New Haven, $1,000, $1,850, 9.

Delaware: Wilmington, $1,000, $1,800, 9.

District of Columbia: $1,400, $2,600, not specified.

Illinois: Chicago, $1,500, $2,500, 8.

Indiana: Indianapolis, $1,300, $2,800, 12.

Iowa: Des Moines, $1,200, $2,210, not specified.

Kansas: Kansas City, $1,200, $1,788, not specified.

Louisiana: New Orleans, $1,200, $2,250, 8.

Maryland: Baltimore, $1,200, $1,800, 6.

Massachusetts: Cambridge, $1,228, $1,804, 6; Fall River, $1,100, $1,700, 6; Lowell, $1,200, $1,700, 6; New Bedford, $1,000, $1,900, 10; Springfield, $1,300, $1,900, 6; Worcester, $1,200, $2,000, 8.

Michigan: Detroit, $1,200, $2,000, 5; Grand Rapids, $1,200, $2,000, not specified.

Minnesota: Minneapolis, $1,200, $2,500, not specified; St. Paul, $1,100, $1,700, 10.

Missouri: St. Louis, $1,200, $2,700, not specified.

New Jersey: Jersey City, $1,400, $2,800, 14; Paterson, $1,200, $2,800, 12.

New York: Albany, $1,100, $1,900, not specified; Buffalo, $1,200, $2,500, not specified; New York, $1,608, $3,504, 13; Rochester, $1,200, $2,400, 8; Syracuse, $1,200, $2,400, not specified; Yonkers, $1,500, $2,835, 12.

Ohio: Akron, $1,000, $2,000, 10; Cincinnati, not specified, $2,000, not specified; Cleveland, $1,200, $2,800, not specified; Toledo, $1,250, $2,240, 9.
Oregon: Portland, $1,300, $2,200, 11.
Pennsylvania: Philadelphia, $1,200, $2,400, not specified; Pittsburgh, $1,200, $2,000, 8; Scranton, $1,000, $1,800, 8.
Rhode Island: Providence, $1,000, $2,000, not specified.
Tennessee: Nashville, $1,200, $1,380, 3.
Texas: Houston, $1,000, $1,800, 8.
Utah: Salt Lake City, $950, $2,200, 17.
Virginia: Norfolk, $1,000, $1,500, 7; Richmond, $1,100, $1,800, 9.
Washington: Seattle, $1,440, $2,100, 11; Spokane, $1,200, $2,150, not specified.
Wisconsin: Milwaukee, $1,200, $2,600, 12.

—School and Society.

GRADUATE STUDENTS ADVISE WISCONSIN FRESHMEN

Five graduate students of the University of Wisconsin will assume this fall the responsibility of assisting first-year men students in the selection of their courses and in their adjustments to college life. The plan had its inception in the university last year. The system is continued in the belief that graduate students, themselves just finished with undergraduate work, can render more acceptable service to new students than older men whose student days are more remote. The administrative assistants, as the graduate advisers are called, are under the supervision of the junior dean of the university.

THE NEW YORK LEGISLATURE LENGTHENS SCHOOL YEAR

Number of days each year during which school must be in session has been increased from 180 to 190 by recent action of the New York State Legislature. Compulsory attendance upon part-time instruction by employed minors, 14 to 17 years of age, except graduates of four-year high schools, is required in cities having a population of 20,000 or more, and in districts where there are 200 or more such employed minors. Exceptions are made of children mentally or physically defective. The penalty against parents for permitting their children to violate attendance requirements was increased from $5 or five days' imprisonment to $10 or ten days' imprisonment for a first offense.

PROFESSOR CRAIGIE KNIGHTED FOR WORK ON DICTIONARY

Professor William A. Craigie, lexicographer at the University of Chicago, has been knighted by King George V in recognition of his achievement in completing the monumental *Oxford Historical Dictionary*. He also received the almost unprecedented honor of taking the robe and degree of Litt. D. from both Oxford and Cambridge universities.

Professor Craigie, who came to the University of Chicago in 1926 to start the *Historical Dictionary of American English*, was Oriel Professor at Oxford, and since 1923 editor of the great *Oxford Dictionary*. The *Oxford Dictionary* was started in 1858, and over a period of seventy years its workers have traced the history of every word in the language, living or dead, back to the seventh century. It now comprises ten volumes, averaging 1,600 pages each and is the final authority.

The American historical dictionary, which will treat American as a separate language, will trace all the words used in books, magazines, and newspapers in this country back three centuries. Volunteer readers all over the country are sending in reports on unfamiliar usages in old records and books. Professor Craigie estimates that the Dictionary will take between five and ten years to complete.

Every school in the Province of Saskatchewan, Canada, is required to maintain a school library, and $10 for each room in operation must be expended annually in the purchase of books from an authorized list.

—School Life.
SOUTH AMERICA

The Pan American Union, Washington, D. C., offers for the use of schools a number of inexpensive pamphlets. Three series of booklets, sold at five cents each, deal with twenty nations of South America, eighteen cities of South America, and twenty-two commodities. For geography classes these booklets should be of special value.

Other recent publications of the Pan American Union include the following: Seeing South America (25c); Seeing the Latin Republics of North America (25c); Ports and Harbors of South America (25c). These three booklets are abundantly illustrated.

THE READING TABLE

IMPORTANT RELIGIOUS BOOKS, 1927-28

A list of thirty-five books published during the library year, furnished by the publishers for the Religious Book Round Table exhibit in connection with the recent American Library Association conference, held at West Baden, Indiana. Selected by Frank Grant Lewis, Chester, Pa. The small library list is starred.


*Barton, Bruce — "What Can a Man Believe?" Bobbs. 1927. $2.50.

Beaven, A. W. — "Putting the Church on a Full-Time Basis." Doubleday. 1928. $2.00.

Bradford, Gamaliel — "A Woman in Souls." Doran. 1927. $3.50.


Case, S. J. — "Jesus; a New Biography." University of Chicago Press. 1927. $3.00.

Cutten, G. B. — "Speaking with Tongues." Yale University Press. 1927. $2.50.

*Darr, V. C. — "Children's Prayers, Recorded by Their Mother." Pilgrim Press. 1928. $1.25.


*Fosdick, H. E. — "Pilgrimage to Palestine." Macmillan. 1927. $2.50.

Frazer, J. G. — "Man, God, and Immortality." Macmillan. 1927. $3.00.

*Gilkey, C. W. — "Present-day Dilemmas in Religion." Cokesbury. 1928. $1.50.


*Jones, E. S. — "Christ at the Round Table." Abingdon. 1928. $1.50.


Martindale, C. C. — "Faith of the Roman Church." Doran. 1927. $2.00.


Niebuhr, Reinhold — "Does Civilization Need Religion?" Macmillan. 1927. $2.00.

Oxenham, John, pseud. — "Gentlemen—the King." Pilgrim Press. 1928. 75c.


*Soares, T. G. — "Religious Education." University of Chicago Press. 1928. $2.50.

Spinaks, Matthew — "Church and the Russian Revolution." Macmillan. 1927. $2.50.

Stewart, George — "Resurrection in our Street." Doubleday. 1928. $1.35.

Streeter, B. H., and others — "Adventure; the Faith of Science." Macmillan. 1928. $2.00.

Stuber, S. J. — "How We Got Our Denominations." Association Press. 1927. $2.00.

*Thompson, G. C. — "Bob's Hike to the Holy City." Kirkbride Bible Company. 1927. $2.25.


Woelfkin, Cornelius — "Expanding Horizons." Cokesbury. 1927. $1.50.

A PARENT'S FIRST BOOK SHELF

The Child Study Association of America, 54 West 74th St., New York, N. Y., has issued the following suggestions for a Parent's First Book Shelf:


The Institute of Child Welfare, University of Minnesota — "Child Care and Training." University of Minnesota, Minneapolis. 1928. $1.00.


Frances G. Wickes—"The Inner World of Childhood." Appleton, New York. 1927. $3.00.
Elizabeth Cleveland—"Training the Toddler." Lippincott, Philadelphia. 1925. $2.00.
Rita S. Halle—"Which College?" Macmillan, New York. 1928. $2.00.
Maurice A. Bigelow—"Adolescence." National Health Series. Funk & Wagnalls, New York. 1924. 35c.
Benjamin C. Gruenberg—"Parents and Sex Education." American Social Hygiene Association, New York. 1923. $1.00.
Anna Garlin Spencer—"The Family and Its Members." Lippincott, Philadelphia. 1923. $2.00.

FOR THE INSTITUTIONAL MANAGER


The author of this volume has rendered a real service to institutional managers by bringing together in a clear form ideas that are the result of experience and a careful study of the scientific, the human, and the engineering facts that underly so many of the problems that confront the institutional manager.

In the opening chapters the writer stresses the importance of "building on paper" if every factor in the promotion of efficiency and economy is to result. The design for a successful service building should be the combined efforts of the architect, the executives who operate, and the manager. The architect can confidently state the building difficulties; the executives know the financial and other operating conditions; and the manager realizes the necessity for a step-saving and logical arrangement.

Each department is discussed as a unit and in its relation to the whole. Great emphasis is placed on sanitary requirements. Construction, finish, shelving, and selection and placement of equipment are all factors. Sanitary finishes are often expensive, but they insure economical upkeep.

The chapter on efficiency in the storeroom is helpful. The reader is impressed with the need for careful analysis of the different types of supplies to be stored. With this in mind it is possible to build a storeroom to admit of all storage departments from china and glassware to canned goods and perishables.

The author discusses at considerable length the advantages of carefully planned dish and silver cleaning departments. He states the problems and suggests solutions. Throughout the book one is impressed with the underlying idea of efficiency as the basis for plan and management of every phase of institutional activity.

In the section devoted to transportation and communication an analysis is made of transportation to determine methods and means. Points in weighing and marking are noted as useful aids in facilitating rapidity and in reducing the number of handlings.

The author makes some prophecy as to future progress in communication. He refers to the present use of the comparatively new loud speaking telephones combined with sensitive transmitters.

Throughout the chapters on buying emphasis is placed on careful study of existing conditions in order to standardize equipment and insure economical efficiency. The evident changes in the march of progress as discussed in the chapters on
super-sanitation, job analysis, and employee manuals are readable and suggestive. This book has many interesting illustrations and helpful charts. Altogether it is a very usable book and one that should find a place on the reference shelf of everyone who has to do with helping to solve the food problems of the large group.

Clara G. Turner.

OTHER BOOKS OF INTEREST TO TEACHERS


These exercise books use the same psychological procedure in courses in Education as is used frequently, at present, in other school work in which the more alert student, the average student, and the slow student move each at his own rate, each eventually mastering the material. They are similar in organization to those in the Educational Problem Series (Public School Publishing Co.), edited by Guy M. Whipple. The problems are, for the most part, the problems of every teacher, and the objective tests are of a practical nature. One of the chief values lies in the bibliography compiled to fit each and every phase of classroom management. It would seem to require more time than the average course, but its use is feasible.

B. J. L.


To the Palgrave notes and introductions has been added much new material, including lists of words for study, exercises based on the poems, and a number of questions on the poems.


This popular romance of the French Revolution is an excellent bit of parallel reading to accompany the study of A Tale of Two Cities. The story presents also a very complete picture of the Commedia dell’Arte.


The book is full of good hints for writing description, with numerous illustrations from outstanding authors. A thorough study and application of the suggestions will prove that the art of writing good description can be acquired and that it does not merely depend upon a natural gift as is usually supposed.


A book intended for the high school student, full of clear-cut definitions and illustrations, plenty of exercises, and emphasis and drill upon the correction of the most common errors. An unusually clear explanation of the verb in all its phases.


A revision of the author’s earlier Fingerposts to Children’s Reading, which has actually grown into a new book. The volume will be specially useful to teachers, parents, and librarians. Particularly valuable are its lists of good books for home and school, its chapter on the teaching of literature, and a thorough treatment of illustrations in children’s books.


This is a simple yet thorough presentation of the underlying principles of grammar accompanied by many illustrations and practical applications and exercises.

The diagram is featured as a means for making clear the relation of the parts of a sentence. The ways in which grammar should be applied to composition are stressed in summary.


As the title suggests, this book is intended for people who are interested in helping themselves to master the use of the English language. It transfers the responsibility for mastery from the teacher to the student, serving as a guide in working out his problems. It aims to make self-instruction practical. It provides adequate drill material, and by a system of self-correction the student learns the principles of correct usage. Standard progress tests are available for the purpose of checking the accuracy of student-correction. Although Self-Aids was written primarily for students in junior or senior high schools, it could be used to advantage by those who wish to study alone.


It is the failure to recognize the many literary forms with which the Old Testament abounds that has led to so many errors in Bible interpretation, in the opinion of Mr. Miller—who, by the way, is a well known teacher of English and assistant principal in the Petersburg (Virginia) High School.

The contents of this volume are therefore classified under six heads: history, short stories, oratory, essay, poetry, and drama.

THE TALISMAN. By Sir Walter Scott. Edited
THE VIRGINIA TEACHER


This fine example of inexpensive bookmaking makes available in a school edition a well-illustrated account of the Crusades, well printed and well bound.


This book discusses simply and in an understandable manner the fundamental principles of diet. The needs of the body from a dietary standpoint are quite clearly presented. Normal diet menus are given as well as those for reduction in weight and to overcome the acid-ash type of acidosis.

R. F. Weems.


The purpose of this book is to lessen the number of accidents among school children. The importance of the school in doing such work is emphasized, since the schoolroom is recognized as the logical place to start such work. Inherited tendencies, bad habits, and ignorance are considered the main causes of accidents. A Safety Patrol plan is offered with complete directions for its formation; the safety code is followed by all members. Ways by which accident prevention may be taught in correlation with various school subjects are given. It should prove to be of value to the teacher who is teaching such rules.

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This text, intended for the seventh or eighth grade, presents both the social and the personal aspects of community health. Various country and city health problems are presented. The primary objective is to continue training in the habits of healthful living.

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We ought not to look back unless it is to derive useful lessons from past errors, and for the purpose of profiting by dear bought experience.—George Washington.

NEWS OF THE COLLEGE

AND ITS ALUMNÆ

NEWS OF THE COLLEGE

The College opened its doors for the twentieth annual session on Monday, September 24. The first two days were spent in registering and completing schedules. Wednesday, September 26, classes began in earnest. The enrollment has passed the seven hundred mark and from all indications will grow during the year.

Previous to the opening date several students were back on the campus and were getting their work in their respective organizations well under way for the year. Kathryn Pace, editor-in-chief of the Breeze, reached the College Friday to have the first issue of the paper ready by the opening date. That night Mary Boone Murphy and Florence Reese arrived to start their work on the Y. W. C. A. and Student Government, respectively. Selma Madrin, Rose Hogge, Eugenia Eley, and several others reached the College Saturday to start their work for Student Government and Y. W. organization. When the student body arrived on Monday, therefore, the leaders of Student Government, Y. W. C. A., and the Breeze had already begun their work.

Five additions to the faculty of the State Teachers College here have been made for the present session.

Dr. H. G. Pickett has been appointed professor of physics and general science. Dr. Pickett comes to Harrisonburg from the University of North Carolina where he received the Ph.D. and where he has been an instructor in chemistry. Dr. Pickett has also taught at the Virginia Polytechnic Institute, and for a time was a chemist with the United States Gypsum Company in New York.

Raus M. Hanson is associate professor of geography and has done graduate work at the University of Nebraska, from which he holds the master’s degree. Mr. Hanson
has had varied teaching experience in both junior and senior high schools and in the state teachers colleges of Iowa and Illinois.

Miss Grace Palmer is associate professor of fine arts and comes to Harrisonburg with experience in the state universities of Idaho and Arkansas, the Kansas State Agricultural College, and the Miami University of Oxford, Ohio. Miss Palmer holds the master's degree from Teachers College, New York.

Miss Julia Robertson is an associate professor of home economics and serves as supervisor of practice teaching in the place of Miss Mary E. Morgan, resigned. Miss Robertson holds the master's degree from Columbia University and has taught in the State Normal School at Valdosta, Georgia, at the A. and M. College at Stillwater, Oklahoma, and in the George Peabody College for Teachers.

Mrs. Adele Raymond Blackwell is associate professor of home economics and holds the master's degree from the George Peabody College for Teachers. She has taught in Coffee High School, Florence, Alabama, Peabody Demonstration School, and in the Nashville College for Women.

Mrs. Dorothy S. Garber, who last year served as full-time alumnae secretary, is this year devoting half time to this work and half time to teaching, following her reappointment as instructor in science.

Miss Katherine M. Anthony, director of the training school, has resumed her position after a year's leave of absence for graduate study at the University of Chicago under a fellowship offered by the General Education Board, and Miss Margaret V. Hoffman has returned to the English department after a year's graduate work at the University of Pennsylvania.

Student Government has begun an excellent piece of work with Florence Reese as president, Frances Bass, vice-president, and Selma Madrin, secretary and treasurer. The Breeze has increased from four to six pages each issue, and has Kathryn Pace as its editor and Mary Watt as its business manager. The annual, the Schoolma'am, is being edited by Lucy S. Gilliam, with Catherine Guthrie as its business manager. A good deal of the photographic work has already been done. Mary Boone Murphy, as Y. W. C. A. president, has gotten the organization off to a fine start. The Athletic Association has Helen Lineweaver as its efficient leader.

The Senior class is most fortunate in having a new dining hall this year all its own. This room is located in the rear of Harrison Hall. The formal opening was held on Wednesday evening, October 24. Members of the Junior class are sharing it with the Seniors.

Johnston Hall is a beautiful new dormitory located behind Sheldon Hall. This building is modern in all respects and is a most valuable addition to the College plant. Johnston Hall was named in memory of a former Harrisonburg professor, James Chapman Johnston, beloved teacher and friend of the student body for many years.

The Home Economics department is most fortunate in adding to its already fine equipment a new practice house. This house is to be situated near Cleveland Cottage and is most modern. Previous to this time the practice house has been located off the campus in rented quarters. It is expected that the new home will be completed and ready for occupation by the first of the year.

Several new sidewalks have been laid, which add a great deal to the appearance of the campus. The roadways are being improved and the whole campus is taking on a new air.

Classes have organized and are at work on their plans for the year. The Seniors have chosen as their officers: Annie Bullock, president; Anne Ragan, vice-president; Rebecca Jennings, secretary; Gladys Hawkins, treasurer; Anne Proctor, business manager; and Elizabeth Miller, sergeant-at-arms. The Junior leaders are: Mary Brown Allgood, president; Rose Hogge,

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vice-president; Elizabeth Keminsky, secretary; Evelyn Timberlake, treasurer; Mina Thomas, business manager; Elizabeth Dixon, sergeant-at-arms. The Sophomore officers are: Delphine Hurst, president; Virginia Stark, vice-president; Lena Bones, secretary; Madeline Anderson, business manager; Betty Douthat, sergeant-at-arms; Virginia Gilliam, treasurer. Freshman officers are not elected until later in the session.

The Committee on Entertainment has planned a most pleasing program for the year. The first number was the movie, _Sorrell and Son_, which was shown in Walter Reed Hall, Friday, October 26. It was enthusiastically received. On Wednesday, October 31, the Boston Women’s Symphony Orchestra, conducted by Madame Ethel Leginska, gave a most delightful program at the College. A large audience heard this program, which was quite unusual and enjoyable.

What has proved a delight to the Seniors taking high school work was the announcement that student teaching for this group will only run one semester from this time on.

Club officers have been chosen and several of the societies have admitted new members. The Glee Club has for its officers: Janet Houck, president; Harriet Pearson, vice-president; Emily Wiley, secretary; Lillian Derry, business manager and treasurer; and Ruth Sisson, librarian. The new members admitted this quarter are: Evelyn Anthony, Florence Mitchell, Betty Bishop, Elsie Gochenour, Ruth Archibald, Garnet Hamrick, Anna Mendel, Edna Brown, Ruth Sisson, and Margaret Simmons.

The Stratford officers are: Elizabeth Hopkins, president; Phyllis Palmer, vice-president; Catherine Sponseller, secretary and treasurer; and Elizabeth Knight, business manager. Four new members were admitted to Stratford this fall Elizabeth Knight, Anne Mildred Coffman, and Axie Brockett.

The Lanier Literary Society chose the following for officers: Virginia Stark, president; Mrs. Dickie Rhodes, vice-president; Elizabeth Brinkley, secretary; Groveen Pittman, treasurer; Rebecca Jenings, critic; Madeline Anderson, chairman of the program committee; Rose Hogge, sergeant-at-arms. Seven new members were admitted this quarter: Iva Lou Jones, Dorothy Stephens, Margaret Simmons, Lelia Shipp, Lenora Barnett, Helene Duvall, and Wilsye Hamilton.

The Page Literary Society has for its leaders: Sally Kent, president; Dorothy Townsend, vice-president; Elizabeth Coons, secretary; Lillian Derry, critic; Elizabeth Cockerill, treasurer; Virginia Thomas, chairman of the program committee; Janet Biedler, sergeant-at-arms. The new members were: Gladys Hawkins, Florence Mitchell, and Mary Greene.

The Lee Literary Society has for its officers: Juanita Berry, president; Charlotte Hackel, vice-president; Marianna Duke, secretary; Emma Clemons, treasurer; Nell Vincent, chairman of program committee; Audrey Hines, critic; and Frances Rand, sergeant-at-arms. The new Lees this quarter were: Betty Bishop, Elizabeth Cox, Nellie Cowan, Lena Bones, Vivian MacDonald, Eugenia Huff.

The Bluestone Cotillion Club has elected the following leaders: Harriet Pearson, president; Virginia Thomas, vice-president; Bess Cowling, secretary; Irene Garrison, business manager; Axie Brockett, sergeant-at-arms; and Nan Henderson, treasurer. Fourteen new members were admitted to Cotillion this quarter. These were: Phyllis Palmer, Margaret Simmons, Iva Lou Jones, Lelia Shipp, Madeline Anderson, Doris Bane, Margaret Shackelford, Wilsye Hamilton, Fan Bell, Elizabeth Peake, Catherine Sponseller, Nell Vincent, Dorothy Townsend, and Anne Everett.

The Alpha Literary Society has reorganized under the leadership of Eliza Bland Murphy, of the Lanier Literary Society, as president and Irene Garrison, of the Page
Literary Society, as secretary and treasurer. Alpha is the training ground for the other societies.

ALUMNÆ NOTES

ALUMNÆ BREAKFAST

An Alumna Breakfast will be held in the Richmond Hotel, on Thanksgiving morning, at 8 o'clock. Please notify the Alumna Secretary, Mrs. Harry Garber, Box 47, H. T. C., if you want a plate reserved. You have to eat somewhere, so eat with us. Price, 85 cents a plate. Bring your friends with you, if you do not wish to leave them.

A registration book will be placed in the hall of John Marshall High School. Please sign your name and teaching address.

WEDDINGS

Boswell-Guntner

A wedding of unusual charm and beauty was that of Miss Margaret Guntner, eldest daughter of Mr. and Mrs. J. W. Guntner, who became the bride of Mr. Gordon E. Boswell, of Black Creek, N. C., at the home of her parents, at high noon, Wednesday, August 22, at Appalachia.

Burnside-Bradley

Miss Helen Catlett Bradley, daughter of Mr. and Mrs. John Slater Bradley, of Harrisonburg, became the bride of Mr. Douglas Davis Burnside, of Washington, at a beautiful wedding at the Methodist Church Saturday, August 15, at 8:30 o'clock.

Ridings-Dold

One of the prettiest home weddings of the season took place at Buena Vista, at the home of the bride's parents, Dr. and Mrs. Calvin Graham Dold, when Miss Emma Graham Dold became the bride of Mr. Garvice Hyte Ridings, of New York City, son of Mr. and Mrs. Vernon T. Strickler, of Buena Vista.

Moseley-Hopkins

On Tuesday evening, September 4, Miss Lucille Hopkins became the bride of Mr. Claude Moseley, of Baskerville, Virginia, at the home of her mother in McGahey'sville. The wedding was solemnized on the lawn of the bride's home.

Justice-Harrison

On Wednesday, September 5, Miss Josephine Harrison became the bride of John C. Justice, of Onancock, Accomac County at the home of the bride's aunt, Mrs. J. N. Earman, at Harrisonburg. Mr. and Mrs. Justice are now at home in Onancock.

Dalton-Hucheson

Saturday evening, June 13, at 8 o'clock, Miss Mary Stuart Hucheson was given in marriage by her mother, Mrs. William T. Hucheson, at the First Presbyterian Church, Waynesboro, Virginia, to Mr. Ralph Toms Dalton. Mr. and Mrs. Dalton are at home now in Roanoke, Virginia.

Perkins-Swift

Mrs. Elizabeth Meredith Swift announces the marriage of her daughter, Mary Anne, to Mr. Claude Perkins, on Saturday, August 18, New York City.

Reagan-Lambert

Mr. and Mrs. Edgar L. Lambert announce the marriage of their daughter, Clara Frances, to Mr. Maurice Joseph Reagan on Monday, July 23, 1928, in New York City.

Harrington-Neal

Word has been received of the marriage of Miss Thelma Neal to Mr. Dinton Harrington at Ringgold, Virginia.

Moses-Pence

A marriage of wide interest was solemnized Saturday, October 6, at the home of Mr. and Mrs. L. R. Burke, Harrisonburg, Virginia, when Mrs. Burke's daughter, Miss Margaret Pence, became the bride of Mr. Joseph Henry Moses, of Hurt, Virginia. Mr. and Mrs. Moses will reside in Hurt, Virginia.
Pritchett-Henty

Word has been received of the marriage of Miss Grace Henty to Mr. J. E. Pritchett, of Proffitt, Virginia.

Cecil-Monroe

Mrs. Nannie Benton Monroe announces the marriage of her daughter, Sarah Agnes, to Mr. Lloyd Garland Cecil on Tuesday, August 7, at Unison, Virginia.

Shelton-Rodes

On August the thirteenth, Miss Alberta Rodes became the bride of Mr. Berkley Walter Shelton at the Emmanuel Episcopal Church, Greenwood, Virginia.

Wise-Lewis

On Saturday, August the fourth, Miss Margaret Lynn Lewis was united in marriage to Mr. Wirt Orem Wise, at Lynnwood, Virginia.

LOYAL ALUMNA DIES

Following only a day's illness Dorothy Weaver Williams (B. S., 1920) died at the Rockingham Memorial Hospital in Harrisonburg on July 15, 1928. She was visiting her friend, Miss Edna Shaeffer, and succumbed to an attack of diabetes. A loyal alumna of Harrisonburg, Dorothy Williams had been president of the alumnae chapter at Newport News since its organization.

OFFICERS OF LOCAL ALUMNAE CHAPTERS

Orange County

Lou Brookings, Orange, President; Gladys Clarke, Vice-President; Norma Reynolds, Secretary-Treasurer.

Henry County

Emma Pettit, Martinsville, President; Mildred Williamson, Secretary-Treasurer.

Shenandoah County

Lena Wolfe, Mt. Jackson, President; Margaret Magruder, Vice-President; Jessie Smoot, Secretary-Treasurer.

Mecklenburg County

Mary Drewry, Clarksville, President; (other officers not reported).

Brunswick County

Mrs. Virginia McCartney Barrow, Albert, President; Kathryn Jones, Vice-President; Virgie Hammack, Secretary; Bessie Keeton, Treasurer.

Norfolk City

Louise Elliott, President; Dorothy Rudd, Vice-President; Virginia Elver, Secretary.

Newport News

President (to be elected); Allene Sinton Smith, Vice-President; Anna Cameron, Secretary; Sue Kelly, Treasurer.

Staunton and Augusta County

Mattie Fitzhugh, President; Lillian Baldock, Secretary.

Buena Vista

Stella Pitts, President; Aleida Widdifield, Vice-President; Dorothy Ridings, Secretary; Elsie Graybill, Treasurer.

Harrisonburg

President (to be elected); Florence Fray, Vice-President; Charlotte Yancey Boice, Secretary.

Roanoke

Nell Walters, President; Connie Boyd Hodges, Vice-President; Mildred Kling, Secretary; Velma Moeschler, Treasurer.

Petersburg

Helen Bowman, President; Margaret Ritchie, Vice-President; Sue Ritchie, Secretary and Treasurer.

Culpeper

Blanche Leavell, President; Gibson Green, Vice-President; Edna Hutcherson, Secretary; Hester Thomas, Treasurer.
EXTRACTS OF LETTERS OF THE ALUMNÆ

Elsie Burnett, Petersburg Hospital, Petersburg, Va.

"Nothing could give me more pleasure than a visit to Blue Stone Hill. However, I am filling the position of dietitian here, and it will be impossible for me to attend Commencement.

We have had two Alumnae meetings, and we hope to work for H. T. C.

Your sketches made me homesick, but I'm still hoping to be back one of these days . . . . . . ."

Mary Lacy Lyle, Central College, Fayette, Mo.

"Your very attractive and cordial invitation to be with 'the girls' on Bluestone Hill for the Finals has been received. I only wish I, like Lindy, might take to the air and be among you at that time. Alas! the pocket-book is too empty for such a venture.

"It does my heart good to hear of the Faculty who linger on, and who add so much to the pleasure of the Alumnae who return from time to time. They are the ones who keep the spirit of the school aglow, and with the thoughts of that in our hearts it is easier to carry on!

"This June will complete my second year at this co-educational school (Methodist). The College is growing and they are about to complete an extensive building program. My main objection to it (the school) is the distance from home. This summer I am to be at the University of Chicago for six weeks, then home to Virginia!"

Laura Henley Willis, Hollywood, Florida

". . . . . . . Am going down to Miami to see Louise Shumadine Chinn this afternoon. I am so glad to have one of the H. T. C. girls near. This winter, Edith Shumadine was on from Lincoln, Nebraska, and it was fine to see her and talk over old times!

"If any of our class return for our reunion, please give them my best and tell them where I am living. If any of them get down this way, tell them to stop in Hollywood and anyone can tell them where we live. It is surely fine to see people from home when you are so far away.

"I am sending a picture of my young daughter. She was born January 30th, and we are 'some' proud of her."

MORE LETTERS FROM ALUMNÆ

The Alumnae Secretary certainly appreciates such letters as these from her "sisters." So many Alumnae wrote such complimentary letters regarding the invitations sent out at Commencement concerning the return to Alma Mater, that it is impossible to print all of them here. The following are typical:

From Louise Houston Alexander

"That letter was a hum-dinger! It made me want to drop everything—including the baby—and start packing my bag.

"My latest addition to the family is six weeks old—which presents problems! However, I am reserving a place at the banquet."

From Virginia McCartney Barrow, Alberta

"If anything in the world would make the Alumnae just have to return for Commencement, that illustrated letter would!

"Now, in answer to your letter of February, let me say that I am always glad to do anything in the world for H. T. C. . . . .

"I had a regular 'old-time' meeting at my shanty for the Brunswick Alumnae and we organized a Local Chapter of the Alumnae Association. We planned to meet early next fall and decide on some place of interest where we can get our husbands to take us on a picnic."
From Carolyn Ruian Beebe,  
Stillman Valley, Ill.  
"... I am interested in all that pertains to Harrisonburg and may go there on my way back home. Do you suppose there would be any one there who remembers 'way back when—'"

Surely, Carolyn, we still have Dr. Wayland and Miss Cleveland!

REPORT OF THE RICHMOND ALUMNÆ CHAPTER

The Richmond Chapter of the Harrisonburg Alumnae Association send greetings to the Alma Mater and beg to submit the following report.

We have had quite an active year. At our first meeting, we made plans for the Thanksgiving Luncheon at which we were happy to be the hostesses. A committee was appointed to take charge of affairs. Margaret Herd was appointed chairman. She called several meetings at which the favors were made, decorations planned, etc.

The most delightful occasion of the year was the visit of our President, Mr. Duke, and our Alumnae Secretary, Mrs. Garber, on October 11, 1927. Quite a number of our Association were on hand to greet them. Mr. Duke talked of the plans for the College which was of great interest to all those present.

The Thanksgiving Banquet was a most delightful affair when again we met our President and members of the Faculty. Many of these were strangers to us, but we were glad of the opportunity to meet and welcome them.

Again on February 14, 1928, we had the pleasure of entertaining the Glee Club in our homes when they came to our city to broadcast. We entertained them at White's Restaurant, at supper, the night they arrived.

Instead of our annual card party, it was decided to assess each member to re-imburse our treasury.

Respectfully submitted,

Esther M. Evans,  
Secretary Richmond Alumnae Chapter.

ALUMNÆ CLASS SECRETARIES

Attention! If you have any news for your Alma Mater, please send to your class Alumnae Secretaries at once. The material will be turned over to the State Alumnae Secretary for publication. If your Class has not an Alumnae Secretary, send the material to the Alumnae Office until such a Secretary is elected. We are always interested in our ex-students and would appreciate any co-operation from you.

We have notifications of the Alumnae Secretaries of the following classes:
Class '23—Marjorie Ober, Ashland Circle, Norfolk.
Class '26—Courtney Garland, Chase City.

JAMES C. JOHNSTON MEMORIAL FUND

A motion was made and carried at the June Alumnae meeting, to raise $6,000 for the James C. Johnston Memorial Fund. The interest, per year, will be used to put some worthy girl through school.

The suggestions made by your committee are that part of the money of this fund be raised through Local Alumnae Chapters, at the rate of a dollar a member, with the minimum of $20.00 where there are less than that number of members. This sum should be raised and turned in before Commencement next year (1929).

Committee:

Minnie Louise Haycox, Chairman  
Emma Dold  
Barbara Swartz

Teacher (during history lesson): "What are the races that have dominated England since the invasion of the Romans?"

Small Boy: "The Derby and the Grand National, Miss."
ALUMNAE BANQUET PROGRAM, 1928

Welcome—Elizabeth Rolston.
Toastmaster—President Duke.
To the Class of '13—Dr. Wayland.
Response—Anna Ward.
To the Class of 1918—Mrs. Moody.
Response—Dorothy Williams.
To the Class of '23—Dr. Gifford.
Response—Peggy Moore.
To the Graduating Classes—Mr. Logan.
Response—Virginia Turpin, Mina Thomas.

In order to keep the Alumnae Banquet Program "snappy," the Secretary requested all those taking part in the program to have their toasts in rime. Read the following "efforts."

EFFORT NUMBER I

Here are a few of the Class of '23
Who have just come back to visit you.
We notice some things, two or three,
That show our work is still in view.

The "Campus Cat" in your Annual fair
The Breeze that blows on your campus
"The Purple and Gold," that beautiful air,
We started and worked for with a will.

So every five years, from far and near,
You'll have a few of this loyal band
For our thoughts are always with you here
And we're proud to see you grow and ex-pand.

(Three cheers for Peggy Moore!)

EFFORT NUMBER II.

Welcome, Class of '18, after ten long years,
We've not forgotten one of you, you still to us are dears,

Where'er you have wandered, our hearts have followed you,
Always to find you loyal, always to find you true.
Go on with your work, for Alma Mater's sake,
And come back to see us again in 1938!
(Attaboy, Mrs. Moody.)

CLIMAX NUMBER III.

Mr. Logan:
It seems to me that I am scarce the one
To welcome you, in phrase of wit or pun,
But Dorothy has said the fatal word
And I, obedient, must pretend I heard.
To keep me brief she bade me speak in rime.

Virginia Turpin:
If this keeps up, we'll have a gummy time.

Mr. Logan:
As I just said (when Turpin spoke her mind),
It is my joy to bid you cease your grind,
To bid you welcome to this little feast,
To say we're glad your student days have ceased,
To tell both Sophs and Seniors—gay, sublime,

Mina Thomas:
He's nowhere near the end! This is a crime!

Mr. Logan:
Now Mina has a way of speaking out
That well might flabbergast a heart less stout,
But I shall speed my words of welcome through
As I am sure that you would have me do.
And so, in ending with this welcome rime—

Turpin and Thomas:
All banquet talks should be in pantomime.

All Three:
And now to Dorothy we three make bow!
We've said our pieces, and we'll finish now.
You asked for welcome and for quick reply.

MR. LOGAN: You all are welcome!

TURPIN: So say I!

THOMAS: And I!

(We wish you could have heard this one.)

REGISTRATION OF ALUMNÆ AT COMMENCEMENT—1928

In order of registration:

Emma Winn, '27.
Mary Ober, '27.
Elizabeth Rolston, '26.
Marjorie Jones, '23.
Virginia Dowden, '27.
Barbara Schwartz, '24.
Susie Geoghan, '24.
Lucy Land Purdum, '21.
Velma Barker, '26.
A. Lillian Baldock, '25.
Sarah Ellen Bowers, '27.
Helen Kerr, '27.
Evelyn Holland, '26.
Alene Alphin, '23.
Christine Long Rodes, '22.
Elizabeth Ellmore, '27.
Ruby Brill Hoover, '19.
Evelyn S. Coffman, '25.
Ruth A. Sexton, '21.
Edith Ward, '25.
Peggy Moore, '23.
Anne Hundlev Dovel, '21.
Minnie Louise Haycox, '23.
Sarah Elizabeth Thompson, '27.
Helen B. Yates, '27.
Jessie Rosen Shomo, '27.
Frances Sibert, '23.
Tenney Cline Wolfrey, '15.
Elizabeth Kelley Davis, '13.
Martha Miller, '13.
Dorothy Williams, '20.
Rachel F. Weems, M. D., '17.
Lennis Shoemaker, '25.
Eunice Rohr, '25.
Ethel R. Hoover, '25.
Helen Bargamin, '26.
Charlotte Wilson, '26.
Miriam Buckley Sparker, '17.
Elizabeth Buckley, '26.
Helen Quiggy, '20.
Mary Strickler, '27.

Lila Lee Riddell, '24.
Anne V. Council, '26.
Elizabeth Collins, '23.
Margaret Clark, '26.
Mary Payne, '27.
Kathleen Hailey, '23.
“Bill” Porter, '27.
Emily Round Lewis, '21.
Mary Cauthorn, '27.
Evelyn Moseley, '27.
Louise Houston Alexander, '24.
Nan Vaughn, '25.
Sue Kelly, '25.
Helen L. Bowman, '19.
Sue Ritchie, '24.
Violette Rainey Burns, '19.
Ruby Hale, '27.
Helen Bollinger, '27.
Zelia Wisman, '28.
Martha Seebert, '27.
Elizabeth Yancey Hicks, '21.
Pauline Callender, '27.
Kate Pruden Six, '17.
Mary Pratt Folks, '23.
Mac Burke Fox, '23.
Dorothy Spooner Garber, '20.

DUES PAID

The 1927-28 dues to the Alumnae Association have been paid by the following:

Acton, Helen P.
Anderson, Mrs. Margaret Jarvis
Alexander, Mrs. Louise Houston
Barham, Frances
Bailey, Constance Eugenia
Barrett, Mildred
Barrow, Mrs. Virginia McCartney
Berrey, Linda Sparks
Bertshy, Bessie
Boisseau, Loula S.
Bolton, C. Kathryn
Bonsack, Catherine
Borden, Helen
Bradford, Mrs. Helen
Brock, Mrs. Tom
Brubaker, Gladys
Burnett, Elsie
Cauthorn, Mary E.
Cale, Nellie C.
Callender, Mrs. Reba Suter.
Cameron, Anna S.
Carroll, Elizabeth A.
Chandler, Mary Will
Coiiner, Mildred
Collins, Elizabeth
Conell, Mrs. M. W.
Cook, Ruby
Cowling, Margaret B.
Cox, Nancy
Cox, Virginia
Cundiff, Lottie
Dalton, Lottie
Davis, Hazel
Davis, Marie F.
Deaver, Nellie R.
Dellinger, Ruth
Dennis, Mrs. Marion Marshall
Dickerson, Carrie L.
Dowden, Mrs. Virginia Anders.
Duncanson, Mary E.
Elver, Virginia
Evans, Esther M.
Evans, Sarah
Fagge, Marion
Fitzhugh, Mattie
Foster, Sue
Furry, Virginia
Goodman, Adrienne
Gross, Pauline
Grubb, Elizabeth M.
Grubbs, Naomi Hardesty
Hardesty, Lucille
Harding, Mrs. Shirley McKenney
Hawkins, Mrs. Herbert
Haycox, Minnie Louise
Heatwole, Wintie M.
Heizer, Virginia
Hinton, Mary B.
Hodges, Mary Preston
Hodges, Mrs. Constance Boyd
Hollar, Ethel
Hopkins, Lucille
Hoshour, Mildred
Hoover, Mae
Hoover, Mrs. Saylor
Hoover, Mrs. Ralph
Hopkins, Ellen Warren
Huddle, Eda M.
Huffard, Henrietta
Jackson, E. Ridgley
Jeffreys, Mrs. Edith L.
Jones, Dawn Thelma
Joyce, Maggie L.
Keeton, Bessie
Keeton, Lucille F.
Kellam, A. Virginia
Kerr, Helen
Keezel, Julia
Kirkpatrick, Lorena A.
Lambeth, Lucille
Lanier, Lillian
Lindamood, Lena
Long, Mrs. W. E.
Lucas, Virginia
Lewis, Margaret
Lyle, Mary Lacey
McCollum, Bertha
McCown, Mary
McCung, Lucille
McNeil, Kathryn
Magruder, Olive
Marshall, Lucy M.
Marty, Margaret T.
Maxwell, Mrs. Octavia Goode
Meadow, Louise
Miller, Lottie
Miller, Irma
Miller, Malta O.
Miller, Vada C.
Moomaw, Annie
Moseley, Evelyn
Mothershead, Evelyn Mae
Nye, Mrs. John S.
Payne, Mary Ida
Pearman, Grace
Pearman, Katherine
Penn, Lillian
Pettit, Emma
Perry, Golda M.
Pitts, Stella

Plummer, Mrs. Morris E.
Prickett, Mrs. Pauline Layman
Reynolds, Mildred
Rielly, Ruth
Rush, Mrs. C. C.
Senger, Merle
Sexton, Ruth
Shenk, Mrs. Helen Early
Shipman, Ethel L.
Showalter, Grace E.
Showalter, Ruth F.
Skinner, Mrs. John L.
Smith, Ola Dean
Smith, Ruby R.
Smith, Virginia W.
Smoot, Jessie
Sparrow, Rebecca K.
Stephenson, Elsie
Stuckley, Julia E.
Strickler, Mary C.
Styne, Virginia
Sullivan, Eva Lily
Taliaferro, Ruth
Trussell, E. Lizzie
Wade, Mrs. Pearl Potter
Walters, Nell D.
White, Dorothy
Will, Lena
Williams, Brownie
Wilson, Charlotte
Winn, Emma
Wisman, Zelia
Wolfe, Lena
Wood, Florence
Zetty, Florence H.

In addition to those named in the preceding list, thirty-nine alumnae at commencement paid dues, as follows:

Bargamin, Helen
Baldock, A. Lillian
Barker, Velma
Bowers, Sarah Ellen
Buckley, Elizabeth M.
Clarke, Frances Lee
Coffman, Evelyn S.
Cullers, Annie Vivian
Cullers, Jessie
Davis, Mrs. Landon
Delvin, Annie E.
Duke, E.
Ellmore, Elizabeth
Garland, Courtney
Hailey, Kathleen
Hucheson, Mary Stuart
Jones, Marjorie
Jones, Sherwood
Johnson, M. Elizabeth
Lay, Claire V.
Mackey, Margaret
Marquatt, Rebecca
Miller, Martha
Moore, Margaret
Purdum, Mrs. Lucy Land
Quigg, Helen
Rodes, Mrs. Christine
Rohr, Eunice
Schwartz, Barbara
Seagrin, Bessie
Shoemaker, Lennis
Sparker, Mrs. Miriam Buckley
Stonesifer, Lillian
Swartz, Bessie
Swartz, Ruth
Vaughan, Nan
Washington, Mrs. M. B.
Williams, Dorothy
Wolfrey, Mrs. Tenny Cline

**LIFE MEMBERS OF THE ALUMNÆ ASSOCIATION**

For the sum of $10.00, graduates may become life members in the Alumnae Association. The list of life members follows:

Ashmead, Pauline
Beebe, Mrs. Carolyn Ruan
Berrey, Ada Lee
Bowers, Sarah Ellen
Buchanan, Ruth Virginia
Burkhart, Elizabeth Melville
Geoghan, Susie
Gilliam, Anne B.
Gox, Dorothy
Dingley, Agnes Stribbling
Dold, Emma (Mrs. Ridings)
Dold, Ruth
Dovel, Anne Hundley
Drewry, Mary Ann
Eberhart, Thelma
Elliott, Louise
Farrar, Janet
Ferebee, Mary
Fray, Lucille Early
Funkhouser, Mrs. C. A.
Garber, Dorothy Spooner
Hardaway, Etna
Herz, Margaret
Hewl, Grace
Johnson, Frieda
Lipscomb, Eunice
Mitchell, Elizabeth L.
Moeschler, Velma
Nicol, Jean B.
Ober, Marjorie
Paul, Ruth K.
Riddel, Lila Lee
Roane, Nancy
Rolin, Elizabeth
Shomo, Jesse Rosen
Six, Kate Pruden
Ward, Anna H.
Ward, Helen
Weems, Rachel
Yates, Helen B.

**CHAPTER RECEIPTS**

The Alumnae Office reports the receipt of the following:

- Harrisonburg Local Alumnae Chapter: $41.75
- Norfolk Local Alumnae Chapter: $12.00
- Newport News Local Alumnae Chapter: $50.00
- Roanoke Local Alumnae Chapter: $20.00
- Staunton Local Alumnae Chapter: $16.00
- Winchester Local Alumnae Chapter: $15.60

**WHERE THE 1928 GRADUATES ARE**

In reply to the request of the Alumnae Secretary have come cards showing the present occupation and location of last year's graduates in both the two and four-year classes. The list follows:

<table>
<thead>
<tr>
<th>Name</th>
<th>Occupation</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Moore Aldhizer</td>
<td>Teaching, History, and Civics</td>
<td>Cherrydale</td>
</tr>
<tr>
<td>Janie E. Anderson</td>
<td>Teaching</td>
<td>Vinton</td>
</tr>
<tr>
<td>Pauline Armentrout</td>
<td>Teaching</td>
<td>Roanoke</td>
</tr>
<tr>
<td>Sadye Ashwell</td>
<td>Teaching</td>
<td>Quantico</td>
</tr>
<tr>
<td>Margaret Baillio</td>
<td>Teaching</td>
<td>Princess Anne</td>
</tr>
<tr>
<td>Louise Barker</td>
<td>Student, H. T. C.</td>
<td></td>
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<tr>
<td>Anna B. Barrett</td>
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<tr>
<td>Mabel F. Beale</td>
<td>Teaching</td>
<td>South Norfolk</td>
</tr>
<tr>
<td>Katherine Bedout</td>
<td>Not located</td>
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<tr>
<td>Beatrice Bell</td>
<td>Teaching, 2B Grade</td>
<td>Hill Crest Hall, Roanoke</td>
</tr>
<tr>
<td>Emma Bell</td>
<td>Teaching</td>
<td>Nassawadox</td>
</tr>
<tr>
<td>C. Mildred Berryman</td>
<td>Teaching, 3rd Grade</td>
<td>Clarendon</td>
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<tr>
<td>Janie Bickers</td>
<td>Teaching</td>
<td>Kinderhook</td>
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<tr>
<td>Louise Bloxom</td>
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<tr>
<td>Marguerite Bloxom</td>
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<tr>
<td>Virginia Harvey (Boyd)</td>
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</tr>
<tr>
<td>Catherine T. Branch</td>
<td>Teaching, 1st Grade</td>
<td>Richmond</td>
</tr>
<tr>
<td>Mildred Brinkley</td>
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<tr>
<td>Helen R. Browne</td>
<td>Teaching, 1st and 2nd Grades</td>
<td>Clarendon</td>
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<td>Helen V. Brown</td>
<td>Teaching</td>
<td>Norfolk</td>
</tr>
<tr>
<td>Lelia K. Burner</td>
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<td>Woodstock</td>
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<td>Frances Cabell</td>
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<td>Bridgewater</td>
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<td>V. Helen Callahan</td>
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<tr>
<td>Ferne Carpenter</td>
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<td>Thorn Hill</td>
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<tr>
<td>Cornelia Carroll</td>
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<td>Mt. Airy, N. C.</td>
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<tr>
<td>Name</td>
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<tr>
<td>Margaret V. Chandler</td>
<td>Teaching, Home Economics</td>
<td>Weyers Cave</td>
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<tr>
<td>Mary M. Clarke</td>
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<td>Barbourville</td>
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<tr>
<td>Dorothy Cox</td>
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<td>Charles City</td>
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<tr>
<td>Bertha E. Cook</td>
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<td>LaCrosse</td>
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<tr>
<td>Estelle S. Crockin</td>
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<td>Hampton</td>
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<td>Virginia A. Curtis</td>
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<td>LaCrosse</td>
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<tr>
<td>Elizabeth Lucile Davis</td>
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<td>Windsor</td>
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<tr>
<td>Ruth M. Dixon</td>
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<tr>
<td>Gertrude Drinker</td>
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<td>Buena Vista</td>
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<td>Virginia Eans</td>
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<tr>
<td>Isla B. Eastham</td>
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<td>Rebecca Emory</td>
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<td>Jessie L. Fadely</td>
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<td>Madeline Faulconer</td>
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<td>Hazel Farrar</td>
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<tr>
<td>Mary Ellen Fray</td>
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<td>Upperville</td>
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<tr>
<td>Hazel V. Foltz</td>
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<td>Timberville</td>
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<td>Mary Foltz</td>
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<td>Maude Forbes</td>
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<td>Anne Garrett</td>
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<tr>
<td>Lorraine Gents</td>
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<td>Edith H. Goodson</td>
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<td>Gertrude Green</td>
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<tr>
<td>Amanda Griffith</td>
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<td>Dorothy Hearring</td>
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<td>Isuzu A. Nickell</td>
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<td>Mary Owen Hill</td>
<td>Student U. Va.</td>
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<td>Helen Holladay</td>
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<td>Mrs. R. E. Hooley</td>
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<td>Virginia Hughes</td>
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<tr>
<td>Corn Johnson</td>
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<td>Page Johnson</td>
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<td>Elizabeth Knight</td>
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<td>Portsmouth</td>
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<td>Ada J. Knight</td>
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<td>Mrs. C. L. Nickell</td>
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<td>Portsmouth</td>
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<tr>
<td>Isabel Lanford</td>
<td>Teaching, 7th Grade</td>
<td>Amherst</td>
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<td>Virginia Little</td>
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<td>Palmyra</td>
</tr>
<tr>
<td>Linda Malone</td>
<td>Student, H. T. C.</td>
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<tr>
<td>Olivia Malgaren</td>
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<td>Mary E. Malone</td>
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<tr>
<td>Katherine Manor</td>
<td>4th Grade</td>
<td>Brunswick, Md.</td>
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<td>Drucilla Martin</td>
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<tr>
<td>Bernice Mercer</td>
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<td>Smedley</td>
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<td>Mary Botts Miller</td>
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<td>Chase City</td>
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<td>Sarah C. Milnes</td>
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<td>Middlesex, N. C.</td>
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<td>Anne Mitchell</td>
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<td>Ellen F. Montgomery</td>
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<td>Inez K. Morgan</td>
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<td>Charlotte Moulbray</td>
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<tr>
<td>Carrie Joe Moore</td>
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<td>Deep Creek</td>
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<td>Lyda Moore</td>
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<td>Lululee Moore</td>
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<tr>
<td>Mary Emily Murray</td>
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<td>Welch, W. Va.</td>
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<td>Sylvia Myers</td>
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<td>S. Charleston, W. Va.</td>
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<tr>
<td>Mary McNeil</td>
<td>Teaching</td>
<td>Peonian Springs</td>
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<tr>
<td>Jean Nickell</td>
<td>Teaching 3rd and 4th Grade</td>
<td>Norfolk</td>
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<tr>
<td>May M. Nicholls</td>
<td>Teaching 1st Grade</td>
<td>Norfolk</td>
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<td>Mildred Neale</td>
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<tr>
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<tr>
<td>Margie Neff</td>
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<td>Graves Mill</td>
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<tr>
<td>Josephine Nuckols</td>
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<td>Whittles</td>
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<tr>
<td>M. Virginia Oakes</td>
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<td>Whitmell</td>
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<tr>
<td>Frances M. Patti</td>
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<td>Nettie Yowell</td>
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**OUR CONTRIBUTORS**

JOHN MARTIN is the genial editor of *John Martin's Book*, probably the most distinctive of magazines for children. This paper served as a basis for a lecture delivered before a class in children's literature at Columbia University in the summer session of 1928.

WILLIAM M. BROWN is professor of education at Washington and Lee University, at Lexington. Dr. Brown read this paper at the Conference on Secondary Education held at the University of Virginia last August.

HELEN BROOKER is a junior in the State Teachers College at Harrisonburg, and prepared this unit of work in connection with her teaching in the training school.

DABNEY S. LANCASTER is secretary of the State Board of Education, Richmond, Virginia.

DOROTHY S. GARBER is the secretary of the Alumnae Association of the College.

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