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LEADERSHIP—THE HOPE OF PHYSICAL EDUCATION

TEACHER TRAINING IN PHYSICAL AND HEALTH EDUCATION

HELPS IN PHYSICAL EDUCATION

CAMPCRAFT FOR HIGH SCHOOLS

A PROGRAM FOR DEVELOPING STUDENT LEADERSHIP

TEACHING END BALL TO JUNIOR HIGH SCHOOL GIRLS

INFLUENCE OF THE FIVE-POINT PROGRAM ON FRESHMEN

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LEADERSHIP—THE HOPE OF PHYSICAL EDUCATION

One of our progressive educational associations has defined education as follows:

Education consists in the organization of activities whereby children may learn the lessons of life in a natural way under friendly guidance in an atmosphere of freedom in accordance with age and capacity needs.

This definition implies a number of things. The first is that all education is through activities. The second is that great responsibility is placed upon leaders in the selection of activities. The third implication is that by participating in activities selected in accordance with age and capacity needs the children may be said to educate themselves.

The questions which we have to ask are:

What are the educational results which can best be achieved by children participating in physical education activities?
What results may be hoped for?
Can physical education offer children a real physical activity program organized in an atmosphere of freedom conducted in a natural way under the influence of friendly guidance?

The following are listed as the educational objectives which might well be expected as outcomes from such a program:

1. The development of organic power. Organic power is probably best illustrated in what we call “endurance” or “vitality.” It means simply the power to expend great energy and to withstand fatigue. This organic power is tremendously needed today.

2. Mental-motor development. In play activities mental-motor power is developed. This means simply that the latent powers in the neuro-muscular mechanism, called strength and skill, are developed; and that millions of nerve cells are brought into functional activity under the control of the will. This power is greatly needed today in connection with the varied and highly mechanical life that we live. Capacity for quick responses built up on the athletic field or in simpler games may save a life in the crowded traffic or prevent accidents in connection with our modern factory system.

3. The development of the impulses. In the games of childhood and youth the most powerful impulse tendencies of human nature are exercised. Character traits are developed. In the social situation surrounding the game the temptation may be strong to be unsportsmanlike and violate the rules for the sake of winning, if good leadership is lacking. Probably the first time a child distinguishes right from wrong is when other children point at him and say, “You didn’t play fair.” Playground activities offer a tremendous range of opportunities for guiding the development of the impulses in an approved direction.

4. Development of judgments. In no
phase of education is it necessary to think situations and to will coordinations so rapidly as in playground athletics. Judgment is necessary. Action must be instantaneous. A slight err in judgment is fatal to the individual or to his team. The entire being of the player is set upon making a good showing for his teammates. He thinks because thinking is imperative in play to do his best. “The play standards built through interest in activities are vital to the lives of the child.” The child wants to do them. The youth enters into the game of baseball, or the small child into his tag game, because of a want, a drive, a hunger which is impelling. Only when there is such an impelling hunger is it possible to establish standards or rules and regulations in regard to conduct.

Most animals are trained under the whip of the food hunger. Probably in the past most individuals of the human race have been trained under the whip of the food hunger. In fact, many of us remember how that whip was used to enforce the health habit of eating vegetables before we came to the time of desert. Modern standards do not sanction the use of the hunger whip in the education of children. We have, however, in the play drive a phase of the activity drive. Children want to play; therefore upon this “want” we can build standard.

5. Social adjustment as an objective. One of the difficult tasks is to adjust ourselves to society and at the same time adjust society to ourselves. Adjustment is difficult because of the large groups. In cities the proportion is one to many thousands and in some cities, one to many millions, while in America at large, it is one to 110 millions. It is difficult for the individual to see his relationship to this big group or the relationship of the big group to him. Without question, power to see this relationship must be established in the little face-to-face groups, one to four or five in the home, one to four on the basketball team, one to six in the playground, one to ten in the club, one to forty in the school, and so forth. Conduct in social adjustment is largely established through the big-muscle types of games.

6. Standards as an objective. Throughout all of these activities we have the problem of the development of standards; standards of morals, manners, health, citizenship, and character. This is a thesis in itself and can be merely touched upon. Suffice it to say that these standards must be built around wants, around things the child wants to do. Standards cannot be built by mandate; they cannot be built through fear. You cannot make effective an organization for the compulsory enforcement of good fellowship. Good fellowship must be a by-product, and standards must be by-products; they must be built around wants.

After an organic capacity has been built, children may not choose to follow health rules. The desire to follow health rules must have its mainspring in the assurance that it will aid children in doing the things they want to do.

Our task, then, is to discover the “wants” of children and build upon them. The tremendous responsibility which is placed on the physical education profession here is that most of the “wants” of children center around the big-muscle type of activities. Therefore, to a large extent, the responsibility of building standards of manners, morals, citizenship, character, and health center in our profession.

Jay B. Nash.

There had been a train wreck, and one of two authors felt himself slipping from this life. “Goodby, Tom,” he groaned to his friend. “I’m done for.” “Don’t say that, old man!” sputtered the friend. “For goodness sake, don’t end your last sentence with a preposition.”
TEACHER TRAINING IN PHYSICAL AND HEALTH EDUCATION IN VIRGINIA

SEVERAL colleges in the State are now offering degree courses majoring in physical education. The type of work being offered is on a par with that offered in any other college or special training school.

Possibly our greatest present problem is to prepare classroom teachers to adequately conduct the physical and health education program when they take up their duties in the field. The West law, passed in 1920, requires all teachers to have had teacher training work in school and community health as well as in physical education. An outline for the two courses is distributed by the State Department of Education in order that the State syllabus may be interpreted and followed with some degree of unity.

To give a clearer understanding of the type of preparation required of a public school teacher for the physical and health education program, I have outlined the major duties which a classroom teacher is called upon to carry out:

Annual Physical Inspection. With the opening of school in the fall the program begins with the annual physical inspection by the teacher. At this time the individual pupil record cards are filled out, and a summary of the findings is reported to the division superintendent. The parents are notified of the remediable defects on forms supplied to the teacher for this purpose. At the close of the school year a summary of all defects corrected is sent to the division superintendent, who in turn reports to the State Department of Education.

Daily Inspection. The daily inspection carried out by each teacher consists of inspection for communicable disease and promoting a personal health habit consciousness.

Physical Education. The physical activities program as outlined in the State Course of Study is carried out as a regular part of the daily program.

Health Education. Health education is recognized as the teachers' program and is presented through hygiene, physical education, and correlation with other subjects in the curriculum. The correctional program and follow-up of the annual physical inspection are being stimulated greatly by the Five-Point program, and the attainment of this minimum standard of physical fitness is recognized by means of a State certificate.

Special help which the teachers in Virginia may expect in carrying out their program in physical and health education is given by city directors, county directors, and district supervisors.

The State Division of Physical and Health Education is concentrating on four major objectives, as follows:

1. Time Allotment: That the minimum requirements be fulfilled and placed in the regular daily schedule. Elementary grades—20 minutes daily, two 10-minute periods, exclusive of recess, for first three grades; one 20-minute period, exclusive of recess, for fourth to seventh grades inclusive. High schools—25 minutes daily, or three 30-minute periods per week.

2. Utilization of Period: That the State Course of Study, including supplementary material furnished by the State Department of Education, be followed closely. That not more than one-third of the period in either high school or elementary grades be devoted to formal activities, the remaining two-thirds to be devoted to informal activities. That intramural competitive activities (groups within the school) be conducted in all the grades from the fourth on through the high school. The work should
be so organized that there will be no lost motion during the period.

3. Sanitation: That good school housekeeping be practiced. That toilets be kept reasonably clean, the contents be protected from flies, and that daily inspection of the toilets be made by a faculty member. That water supply be made safe, and that common drinking cups be not used.

4. Health Education: That annual physical inspection be completed and a report sent to the Division Superintendent by October 30th for full term schools, and within two weeks after opening of short term schools. That individual record cards be properly filled out and kept on file. That emphasis be placed on the correctional program.

Daily inspection health record sheets and Who’s Who charts are furnished by the State Department of Education.

That there be a demonstration of the year’s activities on Health Day. That a Five-point State Certificate be awarded each child meeting this standard of physical fitness. That the term report on correction of physical defects be turned in with other final reports.

That our goal be: over 50% increase in number of Five-pointers over last year.

Eliot V. Graves.

CAMPRAFT FOR HIGH SCHOOLS

CAMPING and woodcraft are open and unexplored fields as a part of the physical education program in Virginia schools. We owe their growth and spread to the Scout and Camp Fire organizations, and to the work of summer camps. The experience and knowledge in their many associated activities, once passed along by word of mouth, are rapidly being incorporated into books in which the material is organized under separate headings convenient for our use. In view of the prevalence of county and small town high schools in this state, the opportunity for incorporating woodcraft and camping into the physical education program seems to have peculiar advantages. We hear a great deal about education for leisure and out-of-school hours, as an objective in physical education. It is here that camping and woodcraft make their strongest claim. Again, we see a tendency on the part of American automobile owners to go to the country for picnics and motor camping and to take part in a variety of entertainments that involve eating out-of-doors. Here a little education of the younger generation in the methods of doing these things efficiently will prevent ruining beautiful picnicking spots by tin cans and cracker boxes, starting dangerous forest fires by careless would-be campers, and that feeling of disgust at trying to cook outdoors with smoke pouring in your well-heated face and at eating half-raw or burned food.

Woodcraft and camping are names that strike an enthusiastic response in practically every girl and boy. While receiving high practical and educational experiences, the pupil enters into it with the eagerness and energy of a new adventure. It is doing and living as well as learning new skills. For convenience in school organization the program may be divided into the following heads:

I. Nature Study
   A. Wild flowers
   B. Trees
   C. Ferns
   D. Birds
   E. Stars

II. Hiking
   A. Foot gear and clothing
   B. Fence climbing, mountain climbing
   C. Trail making
   D. Path finding
   E. Rests and drinking water.
   F. Prevention and treatment of blisters
III. Camp making
   A. Bough beds
   B. Bough shelters
   C. Putting up tents
   D. Bed making
   E. Pack rolling
   F. Poncho shelters
   G. Sweater and pack carrying
   H. Knot tying

IV. Camp cooking
   A. Fire place building
   B. Fire building and extinguishing
   C. Cooking utensils—hand made
   D. Foods suitable for outdoor cooking and methods of preparing them.
   E. Cleaning up after camping out.

This outline might be expanded indefinitely, but these seem to be the items most applicable to the teaching situation in Virginia. The fall of the year is good for day time outdoor work, but spring is best if any actual cooking outdoors is to be done, because of the length of days and better opportunity for observing birds, flowers, leaves, and ferns. The modern curriculum of physical education in Prussian secondary schools calls for a day excursion each month for the younger pupils and occasionally an overnight two-day hike for the pupils of senior high school age.1

With our Saturdays free I see no reason why some such scheme might not be feasible in this country. The following outline for a class in senior high school is suggested for fall:

I. One physical education period each week devoted to learning different campcraft skills—i.e., building types of fire places and fires, cleaning up, pack carrying, etc., according to the plans suggested in the units accompanying this paper.

II. One or two Saturday mornings a month used for hiking—later extending into a luncheon hike involving cooking.

III. Practical tests at the end of the season to ascertain the pupils' ability to demonstrate the skills correctly.

These may be worked out as individual or group tests. In the spring for junior high school the following plan might be carried out.

I. One physical education period each week devoted to the study of birds, wild flowers, ferns, trees, the making of camping utensils such as toasting sticks, pot hooks, lug poles, bread toasters, etc., selection being based on local conditions.

II. One or two hikes each month for further nature study, collecting, or building a picnicking ground as a class project. Each child could carry his own lunch.

III. Group or individual tests on collections, articles made, and hiking efficiency.

For the senior high school pupil, an overnight hike forms the climax and best test of her ability to take care of herself out of doors. This of course will have to be a local matter; frequently there are cabins privately owned that may be secured under proper chaperonage, for such purposes.

The question is raised—who will buy the equipment such as pots and pans, tin cups and spoons? Until camping and woodcraft are considered an important enough phase of physical education to warrant the expenditure of the department money for such equipment, the good will and generosity of parents and stores will have to be depended upon—unless the individual supplies his own tin cup and spoon. Training pupils to be self-reliant and intelligent out of doors, interested in outdoor camping as a recreation, appreciative of the value and beauty of nature in its various and unmarred state, are justifications enough for

adding camping and woodcraft to the physical education program.

[WORK SHEET FOR CAMP COOKING]

[Only sections A, B, and E under IV are here elaborated.]

A. Building a fire place—trench type.
   Materials: Rocks, green sticks, scout knife.
   1. Dig out a trench with sticks or a flat stone.
   2. Point a stick with a knife.
   3. Cut a green stick from a bush or tree without cutting one's fingers.
   4. Arrange flat rocks on three sides of the fire place so they will stand firmly.
   5. Drive the upright sticks into the ground so they form a firm support for the cross bar or lug pole.
   6. Drive the upright sticks in so the height of the bar is correct for cooking purposes.

B. Building a fire—wigwam type.
   Materials: Dry wood, matches, fire places previously built.
   1. Select dry wood of different sizes.
   2. Break long pieces up into suitable lengths.
   3. Arrange wood for fire.
   4. Light the fire with one match and have it catch and burn.
   5. Put the fire out efficiently.
   6. Find dry wood after a rain.
   7. Select wood that will burn quickly.
   8. Light a match in the wind.

E. Cleaning up after a camp meal.
   1. Remove grease from frying pan by scrubbing with ashes or sand and washing in hot or cold water.
   2. Beat tin cans flat with rocks.
   3. Burn all burnable refuse.
   4. Bury all unburnable refuse.
   5. Leave the spot as clean as you found it.

II. Knowledge Gained

A. Building a fire place
   1. Dirt can be loosened with a sharp stick and then scraped out with a flat stone. This puts the fire slightly below the surface and prevents spreading, while giving it protection.
   2. A knife stroke should always be in a direction away from the cutter and not toward him. A long slender point is more desirable than a short one.
   3. The size of the stick should be judged carefully. The two upright forked sticks need not be green but must be straight, of equal length and have a strong crotch. The cross bar must be strong enough to support kettles and pans—about the size of a broom handle.
   4. Rocks should protect the fire on three sides, leaving one side open. The back should protect the fire from the wind. Flat rocks are best for the sides but must be supported by dirt and other small rocks so they will stand alone and not collapse into the fire when touched.
   5. Sticks may be driven into soft ground with rocks, but gently so as not to break the forks off, and deep enough so they are sturdy. In case of hard or rocky ground they must be supported by rocks.
   6. The upright sticks must be cut to such a length that when driven firmly into the ground, the cross bar resting across them will allow the pots (hung onto it by their handles) to reach the hottest part of the fire.

B. Fire Building:
   1. Dry wood is needed but decayed wood is of no use. Very small twigs of dry evergreen or birch bark make the best kindling. Wood of graded sizes is needed in starting a fire, for the smaller pieces must catch before the larger ones. Some green wood will burn after the fire is hot and going well. Dry wood catches more quickly but does not last as long.
   2. Small branches can be broken in the
hand or across the knee. Pieces too thick for this can be split and broken by hitting them across a sharp rock (provided the wood is dry).

3. Make a stack of the smallest twigs or bark not much larger than matches. Lean slightly longer and larger sticks around them, and continue increasing the pieces in length until the wigwam formation is about 8 inches high.

4. Air is essential to fire. Therefore the wood should not be crowded with pieces packed against each other. The smallest kindling should be easily caught with one match and these in turn will catch the larger pieces about them.

5. Let the fire burn down. Rake all burning pieces into the center. If a stream is at hand pour water both on the fire and on the surrounding ground. Do not leave while there are sparks nor until smoke ceases to rise. In the absence of water, beat out the flames with green sticks, push the rocks on top of the smouldering sticks and smother with dirt or sand.

6. Birch bark will burn after being soaked in water for hours. Dead branches on trees are comparatively dry and will burn when split. Fat pine will also burn under such conditions.

7. The best fuel woods are hickory, chestnut-oak, white blackjack, post oak, pecan, apple, sugar maple, locust, yellow pine, white ash.

8. Cup the hands, face the wind, and after striking the match, place it inside with the head of the match toward the wind so the flame will go up the match.

E. Cleaning up

1. In the absence of dutch cleanser or soap, sand and ashes help cut the grease.

2. As they do not burn, tin cans must be buried. This is done more easily if they are flat.

3. All paper, vegetable peelings, boxes, etc., should be burned.

4. Egg shells, banana and orange peels require a long time to burn, hence should be buried with the tin cans.

5. Nothing you brought should be left lying about to mar the looks of the place.

III. Attitudes and Appreciations Developed

A. Building a fire place

1. Love and respect for out-of-doors.

2. Independence of electric stoves and electrically prepared food.


B. Fire building

1. Respect for the danger of fire and its usefulness.

2. Recognition of the comparative value of different woods for fire making.

3. Self reliance in fire building under unfavorable circumstances.

4. Knowledge that one can be as comfortably fed outdoors as indoors.

E. Cleaning up

1. Respect for the looks of the country side and desire to enjoy it but to leave it as beautiful as it was found.

2. Realization that cleaning up is less interesting but just as important a part of camping as the preparatory phases.

3. Desire to help eliminate the type of camping ground left by the average American picnicker.

IV. Bibliography


Vir Gaines Rath
INFLUENCE OF THE VIRGINIA FIVE POINT PROGRAM ON THE PHYSICAL CONDITION OF THE COLLEGE FRESHMAN

In 1926, the Virginia State Departments of Health and Education inaugurated a new health plan in the school systems of the state with the hope of increasing the interest taken in physical fitness and in the correction of physical defects. This plan was known as the Five-Point program, the five points stressed being eyes, ears, throat, teeth, and weight. A “Five-Point Child” was a child who was able to read line 20 of the eye-testing chart at a distance of 20 feet or had properly fitting glasses; who could hear the conversational voice at a distance of 20 feet; who had healthy tonsils; whose teeth were in good condition; and who was not ten percent or more underweight or twenty percent or more overweight.

Although this plan was stressed most in the elementary grades there was much interest shown by high school students. A study of the record of the entrance physical examination of freshmen in the Harrisonburg State Teachers College for the past four years, therefore, indicates the results that are possible and that may be expected from the adoption of this program. Since our records give results for only the first two years of the Five-Point program and represent those who were in the last two years of high school when this program went into effect, the figures and graphs indicate but meagerly the benefits that are being derived. It is generally stated that interest in health is much harder to arouse in high school pupils; if we find these effects of the new program among those who have felt its influence least, we may expect better results among the pupils in the grades.
In 1925, we examined 228 freshmen; in 1926, 378; in 1927, 316; and in 1928, 337. We found that after 1926 there was a steady increase in the number of "Five-Pointers," as shown in Figure 1. In 1925, there were only 85, or 37 percent who were able to satisfy this minimum standard. In 1926, we found 131, or 35 percent; in 1927, 166, or 52 percent; in 1928, 181, or 54 percent.

In Figure 2 is shown the decrease or increase in physical defects. The increase in eye defects and in underweight in 1928 could not be explained in any satisfactory manner. Line 1 does not show any special change in ear defects. In 1925, we had .8 percent with defective hearing; in 1926, .5 percent; in 1927, .3 percent; and in 1928, we had 1 percent. These defects do not seem to be serious enough to handicap the student to any extent.

Line 2 of Figure 2 shows a steady increase in the attention paid to dental defects. In 1925, 9 percent of the freshmen had bad teeth; in 1926, 4 percent; in 1927, 5 percent; and in 1928, 3.5 percent. Many of those who did come with bad teeth were aware of the existing condition. The majority came from rural sections and had waited until coming to Harrisonburg for the needed dental attention. In quite a few cases the student had already made an appointment with a dentist.

The most marked result was found in the examination of tonsils, as shown in line 3, Figure 2. 16 percent of our students in 1925 and 15.6 in 1926 had diseased or questionable tonsils. The next year, 1927, showed 6.9 percent and 1928, 6 percent. We have felt a decided improvement in our health record of colds; may that not be due to the improvement in tonsils?

Line 4, Figure 2, is interesting in that in 1928 the percentage of eye defects was 18 percent, almost doubling that of the year before, which was 9.4 percent. In 1925, we had 16.6 percent with defective vision and in 1926, 15.6 percent. However, the defects in 1928 were not as pronounced as in other years; quite a few students were found to have worn glasses at one time or another and to have discarded them without permission from their oculist.

Line 5, Figure 2, shows our percentage of underweight students for each year. In September we always have a large number of freshmen who are underweight. In 1925, we had 21 percent; in 1926, 22.5 percent; in 1927, 20 percent; and in 1928, 28 percent, which was an increase over other years. It is interesting to note that this defect is overcome in a majority of cases as a result of regular hours, meals and exercise. It is not unusual for a student to gain from fifteen to twenty-five pounds by the Christmas holidays.

That the Five-Point program will have a marked influence in overcoming physical defects in the coming generation is evident by Graphs 1 and 2 for the first two years of this program. But we feel that the interest in health it has aroused is not yet subject to statistics and cannot be adequately shown for some time to come. Our experience leads us to feel that four years from now the health records of entering students will show nearly all of them to be "Five-Pointers," which is what it should be in a teacher-training institution.

Rachel F. Weems

UNDERGRADUATE WORK

Rumors that the undergraduate college of the University of Chicago is to be abolished or seriously curtailed are utterly without foundation, it is announced. "Any statement," the Acting President announces, "to the effect that we are not interested in undergraduates is equally false. The truth is that we are making a strong effort to increase both the effectiveness and the attractiveness of the College.

"We have set up sixteen new Junior College scholarships; we are trying to provide better teaching and better guidance for undergraduates. We have given them a splendid health service; we are stimulating intramural sports; and we are planning to erect two large groups of dormitories, primarily for undergraduates, with clubrooms, dining halls, and adjacent play-fields."
DEVELOPING STUDENT LEADERSHIP AMONG GIRLS THROUGH A PHYSICAL ACTIVITY PROGRAM

WITH the interest in and the need for physical education activities advancing by leaps and bounds among the students, both of grammar grade and high school age, and with a not yet adequate staff of trained leaders and teachers to meet these needs and interests, in what better way can the be met than by an organized system of student and pupil leadership? A strong organization of student leaders is of great help to the school. But more than that, it is a means by which certain valuable qualities of efficiency, initiative, self-reliance, cooperation, etc., are encouraged and brought out in the student who has some natural ability.

The following suggestions are given with schools in mind which have either one full time physical education instructor or a part-time one.

Athletic Association or Club. The first thing to consider is an organization, such as an athletic club or association. This should include, if possible, all the members of the student body (girls), with a governing or directing body composed of:

(a) Advisory Board
   A Faculty Adviser
   The Physical Education Instructor

(b) Officers of the Association
   President
   Vice-President
   Secretary-Treasurer

(c) Members of the Leaders Club
   The officers of the Athletic Association are to be chosen from the Leaders Club.

Leaders Club. Membership in the Leaders Club should be attained by acquiring points, rather than by election or appointment. A Leader should be distinguished not only for her athletic prowess, but by her power to lead and to direct, by her good health, by a respectable scholarship record, by true sportsmanship, by excellent services rendered to her school and teams.

Point System. The points by which a girl can climb to the Leaders Club should be based on the above mentioned requirements. A suggestive sample point record is shown on page 151.

LEADERS CLUB POINTS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Captain or Leader</td>
<td>5</td>
</tr>
<tr>
<td>Class Captain or Leader</td>
<td>10</td>
</tr>
<tr>
<td>C average scholarship</td>
<td>5</td>
</tr>
<tr>
<td>B average scholarship</td>
<td>10</td>
</tr>
<tr>
<td>Class A health record</td>
<td>15</td>
</tr>
<tr>
<td>Class B health record</td>
<td>10</td>
</tr>
<tr>
<td>Sportsmanship</td>
<td>15</td>
</tr>
<tr>
<td>First year total</td>
<td>70</td>
</tr>
<tr>
<td>Second year total</td>
<td>70</td>
</tr>
<tr>
<td>Athletic Association points (2 yrs.)</td>
<td>310</td>
</tr>
<tr>
<td>Eligibility requirement for Leaders Club</td>
<td>450</td>
</tr>
</tbody>
</table>

Activities

**Major group**
- Soccer
- Hockey
- Speed ball
- Basket ball
- Field ball
- Volley ball
- Track
- Baseball
- Indoor Baseball
- Swimming

**Minor and Miscellaneous group**
- Archery
- Hand ball
- Ring tennis
- Tenekoits
- Hiking
- Physical Efficiency tests

Duties of a Leader

As the chart shows, no one can become a Leader before she has had at least two years experience and apprenticeship. Moreover, a member should keep up her eli-
bility qualifications in the matter of scholarship, leadership, health, sportsmanship.

**ATHLETIC ASSOCIATION POINTS**

<table>
<thead>
<tr>
<th>Activity of Major Division</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Team</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Team</td>
<td>10</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soccer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volleyball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basketball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minor or Miscellaneous Division</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| HER knowledge of the games and activities might be tested by means of examinations, oral and written. The duties of each member should be definitely outlined. They should be well distributed among the members. Working with the Advisory Board and the Athletic Association officials they should help:

- **Coach and instruct groups**
- **Plan activity programs**
- **Group practices, meets, contests, tournaments**
- **Class practices, meets, contests, tournaments**
- **Varsity practices, meets, contests, tournaments**
- **Miscellaneous—such as leading hikes**
- **Assist in Physical Examinations if given**
- **Manage award system**
- **Preside at pep meetings, etc.**
- **Keep points—records, charts**
- **Take care of equipment and apparatus**
- **Oversee care and management of play spaces**
- **Officiate at games**

The Leaders should meet with the physical education instructor periodically to discuss and get help concerning their duties, either in groups or individually.

**Awards.** It is suggested that there be Athletic Association awards besides Leaders Club awards. They might be numerals for class teams, a letter for 300 points in the Athletic Association and an insignia for the Leaders Club.

**Sportsmanship points.** As the awarding of Sportsmanship points might prove difficult, it is suggested that every girl be given all the number of points, provided she has deserved them by making at least one class team and has committed no flagrant exhibition of unsportsmanlike conduct.

_Helen Marbut_
TEACHING END BALL TO JUNIOR HIGH SCHOOL GIRLS

SINCE basket ball is commonly accepted as a major sport in American high schools, it is essential that the training in the fundamental skills of the game begin in the junior high school. End ball is a valuable game for use in the junior high school since it provides an opportunity for the acquisition of the following basket ball skills:

1. Chest pass
2. Overarm pass
3. Catching a ball
   a. High balls
   b. Low balls
4. Jumping
5. Pivoting

Aside from its importance in the preparation for the major sport of basket ball, end ball has certain other very definite values:

1. It gives a type of vigorous and stimulating exercise liked very much by children.
2. It affords an opportunity for good sportsmanship:
   a. In giving the ball to the other side when necessary
   b. In recognizing the decisions of the referee without question.
3. It is a team game which is easily taught and has very simple rules.

As a means of introducing this game, a diagram of an end ball court was drawn on the blackboard.\(^1\) Players, indicated with chalk, were placed in their respective places. A clear explanation of the object and progression of the game was given to the children by pointing out the movements of the players and the path of the ball. A few of the most important rules for end ball were mentioned.

---

\(^1\)Andersen—An Athletic Program for Elementary Schools, p. 57.
III. Team Play
A. Placing the team on the floor followed by asking such questions as these:
1. Who are the basemen? the guards?
2. What pass do the guards use? Why?
3. What pass do the forwards use? Why?
4. Which players would be the most likely to use a pivot?
B. Discussing and demonstrating directions on the floor.
C. Scrimmaging
1. Players using correct pass
2. Players using correct form
3. All players participating

IV. End Ball Series
As a climax for this piece of work an end ball series was arranged between the different sections of junior high school. The teacher directed the class in:
1. Organizing the teams
2. Electing the captains
3. Securing the officials

Work Sheet for End Ball
Hand in all records and diagrams at the end of two weeks.

I. Jobs
A. Home Jobs.
1. Jumping
   a. Stand close to the wall and mark the point of highest reach with a piece of chalk. Taking a correct position for jumping, jump and mark again.
   b. Measure the distance between the marks.
   c. Take five trials
   d. Record the best score
   e. Repeat each day.
2. Passing
   a. Work out a pass which would be valuable to your team.
   b. Draw a diagram illustrating your work.
   c. Submit your work to the class for approval.

B. Study Hall Jobs.
1. Chest Pass
   a. Study pictures of the chest pass in An Athletic Program for Elementary Schools.\(^2\)
   b. Decide which of your movements you should change.

\(^2\)Andersen—Ibid., p 47
arm pass in *An Athletic Program for Elementary Schools.*

b. Decide which of your movements you should change.

3. Jumping
   a. Read pages 105 and 106 in *Basket Ball for Women.*
   b. Decide how you should stand to jump the highest.

C. After School and Recess Jobs.

1. Chest Pass
   a. Stand ten feet from the target which is used in class.
   b. Using the chest pass, throw at target five times.
   c. Record total score. Two points are scored each time the target is hit.

Overarm Pass
   a. Stand twenty-seven feet from the target. Use same target as before.
   b. Using overarm pass, throw at the target five times.
   c. Record the total score. Two points are scored each time the target is hit.

Elizabeth Miller.

HELPS IN PHYSICAL EDUCATION

The following list has been prepared as a reference for the teacher who wishes material for additional work which will add interest and variety to her program. The arrangement of this information may help the teacher to make her selection wisely and economically.

A. Bibliography for Physical Education in the High Schools


Valuable outlines for coaching in passing, playing, and hints to the players. The team plays are very good and well illustrated.


A digest of the knowledge of outdoor camping and related subjects, illustrated and clear. Valuable in all outdoor work from simple picnics and hikes to long camping trips.


The dances are clearly outlined and are arranged in order from simple to complex, suitable to beginners and advanced dancers.


Here is given a discussion of method and organization of various forms of activities, with an appendix containing descriptions and illustrations of simple gymnastics.


Many types of games and dances that relate to May-day productions are explained. Historic background, methods of May pole construction and music are included. Although the illustrations are out of date, the material is mostly authentic.

*FIELD HOCKEY ANALYZED.* By Hazel Cubberley. New York: A. S. Barnes and Company. 1928. Pp. 188. $2.00.

This is a very valuable and practical guide to hockey. It contains an accurate analysis of technique for pupil and teacher. Many formations and ways of presenting technique are given and are well illustrated.


Here we find related major games well analyzed in a form that would be reliable for large groups.


Stunts are well outlined for both the individual and the group. Contests can be used in a demonstration program or inter-group competition.


Here is given the nature of intramural athletics with advice on how to start such a program. We also find objectives, suggestive materials, plans for organization, and programs of sports. There are excellent chapters on scoring plans for the individual as well as for the group. A chapter on specific administrative problems will be found.
helpful and the many illustrations are most interesting.


This is as complete as a book could be, giving well arranged, clearly defined practical information on every aspect of organization and administration problems connected with playgrounds and recreation centers. It deals with all problems, from those connected with the organization of city departments down to the repair and upkeep of equipment on a single playground.


The emphasis is placed upon individual differences and the play activities that appeal to children at various ages. An analysis of instinct is studied with respect to individual differences.


This is a collection of dances and games that have a strong appeal to the child. The games and dances are clearly and concretely described, fully illustrated, and can be easily understood.


The first five books are published new each year. They help in teaching the sports as brought up to date, and are quite valuable because of price and content.

The sixth is a new book and is very well worked up with valuable helps in playing in addition to the rules of the game.

The seventh book is divided into four parts, namely: aquatics, or those activities pertaining to swimming and canoeing; track and field, with suggested contests and field day programs; twenty-six minor athletic games; baseball, various forms of teaching the elements of baseball as well as the rules.


This contains valuable lessons for beginners, clear scientific and educational analysis of strokes and ways of teaching them; diving that is well illustrated; life-saving, plans for handling a swimming meet and the organization of water sports.

B. Bibliography for Physical Education in Elementary Schools


Activities are arranged according to season. Much attention is paid to development of basic skills of games in individuals. A definite athletic program included for grades three to eight worked out. A chapter on skill tests is also included.


Games taken from children's stories and plots are used. Games and dances contain elements of dramatization rather than of skill. Suggests to the teacher means of giving the child-artist more opportunity for development.


This selected collection of games, song-games, and dances are suitable for schools, playgrounds, gymnastic associations, and boys' and girls' clubs.


Large and varied collection of games for playgrounds, gymnasiaums, etc., serve as practical guide for teacher or leader of games as well as for the player. Games are described and classified so as to be easily understood.


Suggests course of study for play activities in grades one to eight. Contains organization, program making, games, and competitive athletics for boys and girls.


Designed to meet needs of teachers, supervisors, etc. Lesson outlines prepared for particular grade needs. Selection of exercises, games, and athletic activities given. Grades one through nine are considered.


Includes directions for forms of physical activity, formal gymnastics, and game work for elementary grades.


Presents fairly limited choice of games and dances adapted to play. Singing games, folk dances, playground athletics, classroom games, and games of out-door type are in contents.


Psychological study of the child in relation to play. Tries to aid the teacher in better understanding pupils. Play is considered as growth. "Function of the Play Instincts," "The Mood of
Play," "The Age of Loyalty," etc., are subjects discussed.


Gives a clear representation of many popular plays, games, tests, and competitive sports already in use. Teaches whole system of play rather than any one particular scheme.


Used with La Salle's Play Activities composes a comprehensive course of study for physical education in the elementary school. Contains music and description of dances and rhythms for all elementary grades.


Suggested guide for elementary teachers. Work outlined as to grades.


Gives practical help in teaching story plays. Such plays involve bodily movement, imitation, imagination, and impersonation. Classified index divides plays into groups, e. g., "Play of the Seasons," "Plays Correlating with Language Work."

C. Desirable Equipment for the Physical Education Department for Girls in the High School

The following equipment may be obtained from such athletic houses as:

A. G. Spalding and Bros., 1338 G. St., N. W., Washington, D. C.
Rawling Mfg. Co., Lucas Ave., St. Louis, Mo.
Horace Partridge Co., 49 Franklin St., Boston, Mass.
Leacock's Athletic Goods, Locust St., St. Louis, Mo.

I. Costume

<table>
<thead>
<tr>
<th>Item</th>
<th>Price Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bloomers, satin, twill or serge</td>
<td>$1.50—$3.00</td>
</tr>
<tr>
<td>Middies or shirts, white twill or poplin</td>
<td>$1.00—$2.00</td>
</tr>
<tr>
<td>Ties, black windsor or square</td>
<td>$0.50—$1.00</td>
</tr>
<tr>
<td>Shoes, white, rubber soles</td>
<td>$0.85—$2.50</td>
</tr>
<tr>
<td>Hose, black cotton, extra light, desirable</td>
<td>$0.20—$0.75</td>
</tr>
</tbody>
</table>

II. Track or Field Events

<table>
<thead>
<tr>
<th>Item</th>
<th>Price Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Stop watch</td>
<td>$4.00—$12.00</td>
</tr>
<tr>
<td>6 Whistles</td>
<td>$0.25</td>
</tr>
<tr>
<td>1 Umpire horn</td>
<td>$0.30</td>
</tr>
<tr>
<td>1 Tape measure</td>
<td>$2.00—$3.00</td>
</tr>
</tbody>
</table>

Vaulting pole and jumping standards, hurdles and sawdust pits may be made by the janitor or students.

III. Tennis

<table>
<thead>
<tr>
<th>Item</th>
<th>Price Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 tennis nets</td>
<td>$2.50—$12.50</td>
</tr>
<tr>
<td>One dozen tennis rackets</td>
<td>$3.00—$60.00</td>
</tr>
<tr>
<td>Steel rackets</td>
<td>$7.00 each</td>
</tr>
</tbody>
</table>

IV. Basketball

<table>
<thead>
<tr>
<th>Item</th>
<th>Price Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 basket balls</td>
<td>$8.00—$14.00 each</td>
</tr>
<tr>
<td>2 basket ball goals</td>
<td>$3.00—$10.00 pair</td>
</tr>
<tr>
<td>1 score book</td>
<td>$0.50</td>
</tr>
</tbody>
</table>

Whistles, horns, and stop watch used for track and field events may also be used for basketball games. The janitor, students or manual arts class can make backboards for the goals.

V. Base Ball

<table>
<thead>
<tr>
<th>Item</th>
<th>Price Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balls—1 dozen indoor base</td>
<td>$1.50—$3.00 doz.</td>
</tr>
<tr>
<td>1 playground and rec.</td>
<td>$1.50—$3.00 doz.</td>
</tr>
<tr>
<td>1 regulation play-</td>
<td>$0.50—$1.00 doz.</td>
</tr>
<tr>
<td>ground ball</td>
<td>$1.00—$2.00 doz.</td>
</tr>
<tr>
<td>Bats—2 indoor playground</td>
<td>$0.75—$1.50 doz.</td>
</tr>
<tr>
<td>2 playground bats</td>
<td>$1.00—$3.00 doz.</td>
</tr>
</tbody>
</table>

Instead of buying bases the girls can make them, using stout cloth and sawdust. The diamond can be marked off with lime.

VI. Volley Ball

<table>
<thead>
<tr>
<th>Item</th>
<th>Price Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 net (old tennis nets can be used</td>
<td>$1.50—$3.00 each</td>
</tr>
<tr>
<td>4 balls</td>
<td>$3.00—$10.00 each</td>
</tr>
</tbody>
</table>

These may also be used for Speed Ball.

VII. Soccer

<table>
<thead>
<tr>
<th>Item</th>
<th>Price Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 balls</td>
<td>$3.50—$10.00 each</td>
</tr>
</tbody>
</table>

These may also be used for Speed Ball.

VIII. Miscellaneous

<table>
<thead>
<tr>
<th>Item</th>
<th>Price Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 tumbling mat</td>
<td>$20.00—$50.00 each</td>
</tr>
</tbody>
</table>

This is optional. Although this is desirable, stunts and some tumbling can be done without mats.

D. Equipment for elementary grades

I. Quotis

<table>
<thead>
<tr>
<th>Item</th>
<th>Price Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 indoor set</td>
<td>$5.50—$8.00 each</td>
</tr>
<tr>
<td>1 outdoor set</td>
<td>$8.00—$10.00 each</td>
</tr>
</tbody>
</table>

II. Croquet

<table>
<thead>
<tr>
<th>Item</th>
<th>Price Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 eight-ball sets</td>
<td>$6.00—$14.00 each</td>
</tr>
</tbody>
</table>

III. Swing Outfits

<table>
<thead>
<tr>
<th>Item</th>
<th>Price Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four or six swings</td>
<td>$75.00—$100.00 each</td>
</tr>
</tbody>
</table>

These can be made out of stout wood but are not as serviceable or lasting as galvanized pipe.

IV. Giant Stride

<table>
<thead>
<tr>
<th>Item</th>
<th>Price Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ball bearing with six ladders</td>
<td>$66.00—$75.00 each</td>
</tr>
</tbody>
</table>

V. Chutes

<table>
<thead>
<tr>
<th>Item</th>
<th>Price Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 straight chute</td>
<td>$5.00—$6.00 each</td>
</tr>
<tr>
<td>1 wave chute 24-30 feet</td>
<td>$200.00—$300.00</td>
</tr>
</tbody>
</table>

VI. Sand Piles

<table>
<thead>
<tr>
<th>Item</th>
<th>Price Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Made by the janitor or students. They should be boarded up.</td>
<td>$20.00—$300.00 each</td>
</tr>
</tbody>
</table>

VII. See Saws

<table>
<thead>
<tr>
<th>Item</th>
<th>Price Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 galvanized see saws</td>
<td>$100.00—$150.00 each</td>
</tr>
</tbody>
</table>

These can be made cheaper out of stout wood.

VIII. Indian Clubs

<table>
<thead>
<tr>
<th>Item</th>
<th>Price Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>For relays and games</td>
<td>$6.00—$15.00 dozen</td>
</tr>
</tbody>
</table>

IX. Bean Bags

<table>
<thead>
<tr>
<th>Item</th>
<th>Price Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Made by the janitor or students. These may be made of strong durable cotton and filled with beans.</td>
<td>$1.00—$2.00 each</td>
</tr>
</tbody>
</table>

X. Balls

<table>
<thead>
<tr>
<th>Item</th>
<th>Price Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boxes of balls should be placed where children can use them at all times. The following should be included:</td>
<td></td>
</tr>
<tr>
<td>1. 2 dozen base balls</td>
<td></td>
</tr>
<tr>
<td>2. 2 dozen rubber balls</td>
<td></td>
</tr>
<tr>
<td>3. 1 dozen playground balls</td>
<td></td>
</tr>
<tr>
<td>4. 4 volley balls</td>
<td></td>
</tr>
<tr>
<td>5. 6 basket balls</td>
<td></td>
</tr>
</tbody>
</table>

Student Teachers in Physical Education
HEART SOUNDS BY PHONOGRAPH

In view of the increasing regard for a scientific as well as an educational background for teachers of physical education, special consideration attaches to the experiments being carried on at Teachers College, Columbia University, in the Health and Physical Education Department, under the direction of Dr. Rowell and Miss Shair, to find a simple and efficient way to teach students to recognize heart sounds. The usual method of practice in listening to heart sounds, of applying the stethoscope to hundreds of school children, is impractical in that representative types of heart cases are hard to find. Moreover, it is extremely tiresome for both student and child. By means of phonograph records all heart sounds both normal and abnormal may be learned with a minimum of time and material.

These records are put on the market by the Columbia Phonograph Co., Inc. They are called the Gamble-Cabot Cardiac Diagnosis Records, having been introduced by Dr. Clarence B. Gamble of the School of Medicine, University of Pennsylvania, and Dr. Richard C. Cabot, Professor of Clinical Medicine, Harvard University. A special set of equipment is offered, costing $15.00. This includes:

1 9-pocket album
9 single ten-inch records
1 stethoscope with special reproducer
1 compression device
100 fiber needles
1 descriptive folder.

The method of listening is simple. One uses the stethoscope in the ordinary way, inserted in the ears, then holds the other end, on which is attached the special reproducer with a needle, on the record. There are several sound illustrations on each record with pauses between, so it is a simple matter to lift the reproducer and place it repeatedly on the auscultation one wishes to memorize. Moreover, on the back of each record is a printed brief of what the record contains.

According to the booklet, Adv. 424-8-28—Columbia Phonograph Co., N. Y., the following elements of auscultation are illustrated by the records:

(a) Normal heart sounds
(b) Normal heart sounds with split (or doubled) second sound
(c) Normal heart sounds with accented second sound
(d) Normal third heart sound (or doubled second sound)
(e) Systolic murmur accompanying first heart sound
(f) Systolic murmur replacing first heart sound
(g) Late systolic murmur
(h) Pre-systolic murmur
(i) Mid-diastolic murmur
(j) Early diastolic ("aortic-diastolic")
(k) Bigeminal rhythm ("coupled beats")

This is obviously a very useful apparatus for a Health and Physical Education Department which offers a major course. The opportunity for practical experience which should accompany certain professional courses such as Physical Examination, Normal Diagnosis, etc. has long been lacking, especially in schools and colleges which are not near big cities. Although this apparatus, or similar apparatus, has been used in medical schools for a time, only lately has it been recommended to Health and Physical Education Departments.

The teacher of a certain school asked his pupils one day if any of them could tell him who Joan of Arc was. The question was followed by profound silence. Some of the pupils stared at the teacher, and some turned and stared at one another, as if seeking the information in the faces around them. Finally a boy burst out with: "Oh, yes, I know—she was Noah's wife."
OF AMERICA

The Virginia Five-Point Program

The West law, which was passed in 1920, requires that the classroom teacher make the annual physical inspection, at which time apparent physical defects are located, recorded on individual record cards, and a report of the findings sent to the parents on standard slips supplied for that purpose. In the counties which have nurses the individual pupil record cards are referred to and used to guide the nurse in her follow-up work. As corrections are made during the year, they are entered on the individual record cards. This facilitates the work of the teacher in making her final report on corrections accomplished during the year.

After a careful study which was carried out during the school year of 1925-26 it seemed advisable that some change be made in the approach for the correctional program.

A great deal of progress had been made in an educational way as well as in accomplishing actual corrections of physical defects, but it was felt that to emphasize the defects had a depressing effect upon the pupils and often interfered in such a way that the work of the teacher in promoting health education was hindered rather than helped.

A minimum standard for physical fitness was decided upon and approved by the State Board of Health. A child who measured up to standard was normal in the following five points: vision; hearing; teeth; throat; and weight, and was to be known as a "Five-Point" child.

Experimental work was begun in different types of schools in various sections of the State with the result that in the fall of 1926 the program was offered to the State as a whole. 7% of the entire school enrollment reached this minimum standard, thereby becoming Five-Pointers and receiving the State certificates stamped with the State seal and signed by the State Superintendent of Public Instruction and the State Health Commissioner. The next year, 1927-28, 15% of the entire school enrollment were reported as Five-Pointers. Before the presentation of the certificates, whether they be awarded during or at the close of the school year, a careful recheck is made of all of the children who have been designated as Five-Pointers by the teacher. This rechecking is usually done by the nurse or a physician.

The program is recognized as the joint program of the State Board of Education and the State Board of Health. The Department of Education promotes the educational program which is followed up by the service program of the State Department of Health. The general understanding of the service between both departments has meant a great deal in bringing the teachers to a realization that the health education work is their definite responsibility, and the nurses that the health service or follow-up work was distinctly their responsibility.

The program to the present date has been most effective in the elementary schools and in the elementary departments of the large schools. However, since most of the colleges throughout the State are emphasizing
the same program with their students, we have found an increased interest among the high school pupils.

We have reason to believe that this Five-Point program in connection with the preschool program which is carried on by the State Department of Health is doing much toward adult health education, as many dentists and physicians tell us that more of their patrons are becoming interested in having themselves brought up to a definite physical standard.

Eliot V. Graves

NEW DEGREES IN EDUCATION AT THE JOHNS HOPKINS UNIVERSITY

The Trustees of the Johns Hopkins University, acting upon the recommendation of the Academic Council, have created a new School of Higher Studies in Education and established the two new degrees of Master of Education and Doctor of Education. By this action, the graduate work in the Department of Education becomes, in part, a university unit parallel to the School of Higher Studies of the Faculty of Philosophy. In taking this action the Trustees of the University express their recognition of the distinctive position of public and private schools in present day life, of the institutional need for the specific training of school officers and teachers, and of a more intensive and systematic study of educational problems.

Students admitted to the new school must be graduates from an approved college, or, in exceptional cases, have completed two preliminary years in collegiate work.

Candidacy for either of the degrees is restricted to teachers and school officials with at least three years of approved experience as teachers, supervisors, or administrators.

The formal requirements for the degree of Master of Education include a minimum residence of two academic years in the case of college graduates and of three academic years in the case of other students, the satisfactory completion of not less than ten courses of two hours per week for a year, and the preparation of an approved essay. College graduates accepted as candidates have the privilege of completing the residence requirements for this degree by attendance at not less than eight sessions of the Summer Courses.

In the case of candidates for the degree of Doctor of Education these requirements include residence of not less than three academic years in the case of college graduates and not less than four academic years in the case of other students, and one year of residence—preferably the last—in this University, the satisfactory completion of such courses in addition to those required for the degree of Master of Education as may be specified by the Department of Education, the passing of required examinations, and of an oral examination before the Advisory Board, and the preparation and publication of a dissertation.

There are no formal requirements as to foreign languages but each candidate shall be expected to have a knowledge of such foreign languages as are necessary to carry on his researches, these being determined by the Department of Education.

The Trustees continued the present arrangement whereby students in Education so desiring may become candidates for the degrees of Doctor of Philosophy and Master of Arts under the Board of University Studies, in accordance with its regulations.

EDUCATIONAL STATISTICS

The United States Commissioner of Education, in his report to the Secretary of the Interior for the fiscal year ended June 30, 1928, gives a brief outline of important movements in the field of public education during the year under consideration, and presents the following statistics, based on data collected by the Bureau of
Education for 1926: In the year 1926 there were 20,984,002 pupils enrolled in public, and 2,143,100 in private elementary schools including kindergartens; 3,786,071 in public, and 346,054 in private secondary schools; 252,907 in public, and 17,209 in private teacher-training institutions; 280,437 in public and 486,704 in private colleges and universities excluding preparatory students. This made a total of 28,296,484 pupils in such schools in the United States. The total number of teachers employed in all types of schools is 977,291. The total cost of maintaining and operating these schools is reported as $2,744,979,689; and the total value of school property is $8,125,085,472, which amount includes endowments valued at $1,061,589,042.

The total cost of public elementary and high schools in 1903 was $251,457,625; by 1913 this amount had doubled, being $521,546,375; by 1920 it had doubled again, $1,036,151,209; and in 1926 again doubled to $2,026,308,190. This doubling process promises not to continue indefinitely since the increase in expenditures has been slowing down during the past two or three years. The cost per pupil in average daily attendance was $95.17 in 1924, $98.45 in 1925, and $102.05 in 1926. Expenditures per capita of population for these years are $16.25, $17.15, and $17.50.

Although the latest available statistics show a larger increase in the number of pupils enrolled in small high schools than ever before, these increases are as yet not keeping pace with the increases in enrollments in the urban high schools. Either because of inaccessibility or because of the failure of the objectives, materials, or methods of instruction now obtaining in these high schools to meet satisfactorily the needs of rural life, these schools are reaching a relatively small proportion of the rural children. Only 25.7 per cent of the children 15-18 years of age dwelling in rural communities are enrolled in rural high schools; whereas 71.1 per cent of the children of the same age group in urban communities are found in urban high schools. Thus nearly three times as large a proportion of city children go to high school as rural children. Rural dwellers can not hope to compete advantageously with urban dwellers so long as their educational equipment is so generally inferior.

The junior high school as the immediate unit of centralization, and the senior high school and junior college as a second or third unit are showing growth. The junior high school reorganization as such has not, however, made the rapid progress in rural communities that the advantages offered by it seemed to promise. Thus far only 12 per cent of the rural high schools have reorganized upon this basis, whereas 47.2 per cent of the urban high-school systems have organized on the junior high school plan.

The consolidation movement in rural schools progressed normally during the year. It is estimated that there were more than 3,000,000 children enrolled in approximately 17,000 consolidated schools in the United States during the school year 1927-28. These statistics do not include many rural high schools which transport pupils, and are, therefore, essentially of the consolidated type.

The growth of secondary education, which has been one of the outstanding developments in recent years, continues at almost undiminished rate. At the present time more than one-half of the population of high-school age is in actual high-school attendance. The figures for urban as distinct from rural enrollments reveal greater opportunities of high-school attendance offered to city than to rural youth. It is better than an even chance that the city boy of 14-17 is in high school; by contrast the probabilities were seven to one against his father having opportunities for a high-school education in 1900.

High-school enrollments have more than doubled since 1920. The extension of secondary education to include in its junior
high school some of the grades formerly assigned to elementary schools accounts in some measure for this growth. The larger city school systems are expeditiously placing more and more of their pupils into junior high schools, while the smaller systems are less rapidly but quite consistently also adopting the junior high-school organization. In cities of over 10,000 population between 75,000 and 100,000 pupils are being transferred from elementary schools into junior high schools every year.

One of the significant movements in education during the past few years has been the rapid growth of the platoon or work-study-play plan of school organization in the cities of the country. In 1922, only 33 cities had platoon schools, while in 1928 there are 146 cities in 38 states which have one or more of their schools organized upon the plan, or an increase at the rate of 18 cities a year. Recent reports show that there are over 800 platoon schools in these cities.

INCREASED PREPARATION REQUIRED BY LAW SCHOOLS

Of 176 law schools in the United States and 10 in Canada embraced in the annual review of legal education for the year 1927-28, by the Carnegie Foundation for the Advancement of Teaching, 14 full-time law schools in the United States and 1 full-time school in Canada require for graduation more than five academic years of work beyond high school. In the United States 56 full-time schools require five academic years, and 6 schools require five academic years, and 6 schools require three or more academic years. Part-time schools in the United States requiring three or more academic years number 70, mixed full-time and part-time schools number 20, and 10 schools have a law course requiring less than three academic years for graduation. Of the remaining full-time schools in Canada, four require for graduation five academic years of work beyond secondary school, and five part-time schools require three or more academic years beyond completion of high school.

VIRGINIA SUMMER SCHOOLS, 1929

Richmond: University of Richmond. June 17-August 16.

Other Summer Schools

Columbia University, New York: July 8-August 16.
Colorado State Teachers College, Greeley: June 15-August 24.

THREE UNIVERSITIES EMPLOY UNIVERSITY PASTORS

Almost simultaneous announcement is made by three great American universities
of the appointment of a full-time officer to be the responsible head of the religious work of the several institutions. Dr. Robert Russell Wicks has been inaugurated as "dean of religion" of Princeton University, and he will be in charge of the college chapel. His duties include some teaching in connection with the religious work of the university, as well as social and religious contacts with the students. Dr. Charles W. Gilkey is the new "dean of the university chapel" of Chicago University, and has assumed his place in the educational and religious scheme of the university. Handsome gothic chapels have been completed at both Princeton and Chicago, and neither pains nor expense has been spared to make them attractive and worshipful. In Yale University Rev. Elmore McNeill McKee is now full-time "pastor of the university church," and he, too, will minister to the religious life of the students. Battell Chapel has recently been redecorated and refurnished as a part of Yale's building and improvement plan.—School Life.

THE PRESIDENT'S PROCLAMATION

By the President of the United States of America

A PROCLAMATION

WHEREAS the future of our nation rests with the children of today; and

WHEREAS the good health and protection of childhood is fundamental to national welfare, and the march forward of our country must be upon the feet of children; and

WHEREAS a joint resolution of Congress authorizes and requests the President of the United States to proclaim annually May First as Child Health Day; now

THEREFORE, I, Herbert Hoover, President of the United States of America, do hereby designate May First, of this year, as Child Health Day and do invite the people of the United States and all agencies and organizations interested in this most important subject to make every reasonable effort to bring about a nation-wide understanding of the fundamental significance of healthy childhood and of the importance of the conservation of the health and physical vigor of our boys and girls throughout every day of the year.

IN TESTIMONY WHEREOF, I have hereunto set my hand and caused the Seal of the United States to be affixed.

DONE at the city of Washington this twenty-fifth day of March in the year of our Lord one thousand nine hundred and twenty-nine, and of the independence of the United States of America the one hundred and fifty-third.

Herbert Hoover,
By the President.

Frank B. Kellogg,
Secretary of State.

THINKING IN LIFE

The great event of today is not the airplane, the zeppelin, Edisonian inventions, or radio—marvelous as these seem—but the changed attitude which the masses are coming to have toward thinking as a factor in daily life. Thinking no longer means to the man in the street the verbalistic busy work of the cloister. He sees the fruits of thinking all about him. Many factors have contributed to this change but in the large it has been made possible by the free public school and the consecrated teachers who have sought to pass on the torch from generation to generation to an ever widening group of youth until now the school exists for all.

The school of tomorrow will be better still. It will be supported by a public which knows that the real wealth of nations lies in the health, intelligence, skill, and purpose of the masses. The school of tomorrow will add to this wealth beyond the most eager dreams of today.

We are now in the midst of an education-
al revolution—slow but certain, coming like a mighty tide.—Journal of the National Education Association.

THE READING TABLE

PHYSICAL EDUCATION PAGEANTS


These three pageants are printed in loose-leaf form for the Physical Education Handbook. They are quite different in story, type, development, but all give careful attention to methods of production by amateurs. The first is a pageant in eight episodes based on James Russell Lowell's poem by the same name. It calls for one hundred characters, but the numbers in all three are flexible. Dances are suggested but may be omitted, while the speaking is done principally by "Spirit of Interpretation." The second pageant is based on an old Japanese legend about their gods and goddesses. There is little speaking, the story being carried on by chants without music. There are many dances, with music for each suggested. The cast calls for twelve individual characters and eleven groups. The third is the longest with more of a plot than the other two. The action starts in Russia, is carried across the ocean in the steerage of a liner, and is concluded in the United States. There are three main characters and a number of groups. The music and dances offer great variety and color of costumes, all of which, it is stated, can be made at a cost of forty dollars. There is very little spoken, the action being entirely pantomimic. For anyone whose yearly program includes pageants these three will prove useful.

V. R.

OTHER BOOKS OF INTEREST TO TEACHERS


Intended especially for use in teacher training institutions from whose students as prospective teachers will come most of the work in health among school children, this textbook aims to give a general concept of all sides of a health and physical development program for the school. Consequently all phases of school life as it deals with the teacher are discussed.

Beginning with the school plant, there is no aspect of the school that is neglected. The importance of physical education and training is stressed and the subject is well and thoroughly discussed.

In regard both to her attitude toward health work and to the important part she takes in a health program the teacher is considered, as is also her health as an individual.

This text is rather unique among health books in that it deals with health from the educational standpoint and makes it one to be considered favorably by those institutions for whose use it is really intended. It is well and carefully written and is modern in all of its viewpoints.

Rachel F. Weems


Material for natural dancing is constantly in demand where this newly developed phase of the Physical Education program is used. Miss Smith was a pupil at Teachers College, Columbia University of Miss Gertrude Colby who has done such constructive and creative work and who coined the term natural dancing. Natural Dance Studies follows Miss Colby's ideas, adding material usable in the elementary school as well as in high school and college. Dramatized nursery rhymes and animal imitations as well as more complicated waltz studies and ecossaise are included.

V. R.


The purpose of the authors is to represent a modern program of health and physical education for the elementary schools. The first part consists of materials for health instruction; the later chapters are given over to physical education activities, each classified by grades. Besides an excellent chapter on the playground and equipment, we also find brief chapters on first aid and mental hygiene and the supervised playground. The field which the book endeavors to cover is so large that the value of each part might be questioned.

A. L. J.


It is maintained in this book that habits of good body mechanics should be acquired by the child during his grammar grade years, and that they can and should be taught by means of exer-
Physical education in bringing the dances of foreign countries to us in a thorough, accurate, and intimate way. Study and travel have enabled her to learn the dances from the people, take pictures of children and adults performing the dances, secure the music, words, and steps accurately and to get a feeling for the background and origins of the dances which form an important part of the book. The fact that boys take part in as many folk dances as girls is emphasized, in an attempt to break down the aversion or prejudice many boys have for dancing in public schools.

The dances are organized and indexed both according to nationality and difficulty, with the grades to which they are suitable, as headings. Each dance is accompanied by a paragraph explaining its background, an illustration (which is valuable in costuming the dances) a diagram of the pattern, where the dance is difficult, and a clear description of the action of each count of the music. There are thirty-nine dances in all, coming from England, Holland, Austria, Germany, Ireland, Czechoslovakia, Circassia, and Ukraine. Not the least important phase is a discussion of the teaching of motor skills as applied to folk dancing. This book would be an asset to any library or teacher's material in physical education.

V. R.

A PAGEANT OF THE SEASON. By Ethel E. Holmes and Nina G. Carey. (Physical Education Hand Book, Section No. 213) New York: A. S. Barnes and Company. 1929. Pp. 23. 75 cents. This pageant, written for a graduating class of a hundred or more junior high school pupils, has richness of spectacle and color and has lines of beauty and meaning. It is complete in the mat-

These programs for primary children are so written that each one may be used as it is or may be adapted to various purposes. Such occasions as Book Week, Health Week, Garden Week, Safety Week, Good English Week, and others are represented by one, two, and even three programs. The programs show a variety of treatment, each one being different from the rest in the matter of theme or story, of characters, of properties, of action, and of organization.

H. M.


Corrective Exercises in English is a grammar, but, unlike so many other such textbooks, it contains only the essentials with the least possible but most concise explanation. It is made up chiefly of practical and effective exercises intended to correct speech and writing habits and therefore based on errors in everyday language.


Seventy-three tests covering all the important phases of Latin study: vocabulary, word study, sentence structure, pronunciation, syntax, and Roman civilization. Designed to accompany the Ullman and Henry textbooks but may be used alone.


This series of Latin vocabularies covers fully and exactly the list of obligatory words set forth by the College Entrance Examination Board as a part of its new (1929) requirements. The words of the Board's "First and Second Year" list have, for convenience in teaching, been presented in two separate lists; and those for the first year appear first according to grammatical categories, with English definitions, and again in alphabetical order without definitions. They are then followed by the second year list with meanings. Finally, both lists are combined for review in a single alphabetical list arranged according to word groups, by which means derivatives appear indented under their nearest primitive. This offers to the teacher an opportunity for laboratory work in the meaning and use of prefixes and suffixes. A short section of word formation sums up the simplest of these uses.

John A. Sawhill
NEWS OF THE COLLEGE

The Y. W. C. A. accomplished a big part of its year's program and did a good thing for the college, when its officers arranged the Christian World Education Conference for Harrisonburg. Addresses by leaders in the field of religious education were delivered to large audiences. Among the speakers were: Mr. Frederick Libby, Mr. Floyd Shacklock, Mr. Tom Tippet, Mr. Robert Eleazer, and Mr. James Myers. Rev. Minor C. Miller, president of the Virginia Sunday School Association, also gave an account of his work.

The Y. W. C. A. discussion groups, led by Mary Boone Murphy, Anne Ragan, and Kathryn Pace, have been concluded during the past five weeks after most satisfactory accomplishments.

During the past month the college was visited by Mr. C. W. Dickinson, State Supervisor of Libraries in the State Department of Education. Special talks were made to the Senior and Sophomore classes, as well as to the members of the library methods class. Mr. Dickinson explained the growing demand and necessity of complete school libraries and pointed out the significance of an aggressive attitude on the part of the teacher, for the realization of such library equipment.

March 8 was Sophomore day and the second year girls enjoyed every minute of this day of days. Green and white, the Soph colors, prevailed during the entire day, each Sophomore being dressed in these colors. A banquet in the dining hall was part of the celebration. The day was brought to a successful and pleasant close when the Sophomore class presented "What Does It Matter?" a series of original song and dance acts. The faculty and members of the student body were the guests of the Sophomores at their play.

Lynchburg College followed the path already set by all other opponents of the Harrisonburg basketball team when she suffered a 47-14 defeat on the local court. This was Lynchburg's second loss at the hands of the H. T. C. cagers this season.

The Choral Club celebrated its annual banquet the first week in March. The banquet this year was held in Bluestone Dining Hall, and was attended by the entire club, along with Miss Edna T. Shaeffer, Mrs. W. B. Varner, and Miss Clara Turner as guests.

Phyllis Palmer and Frances Snyder, newly elected editor and business manager, respectively, of the Breeze, represented the local paper at the annual convention of the Columbia Scholastic Press Association, at Columbia University, March 8-9. New ideas and help were received from the convention this year.

March 10 marked the beginning of the final week of the winter quarter, and final examinations for this quarter were held on Thursday and Friday, March 14 and 15. The college closed on March 16, for a short spring vacation, which lasted until March 19. Many students visited their homes while a small group remained on the campus.

On Wednesday morning, March 20, registration for the spring quarter began and by the end of the week, classes had begun and were in smooth running order for the final term of the 1928-29 session.

On Friday evening, March 22, the college observed Founder's Day. The actual date of the founding of H. T. C. is March 14, but because that date conflicted with the winter quarter examinations, the celebration was held at this later time. The address of the evening was delivered by Dr. Julian A. Burruss, president of V. P. I., and first president of Harrisonburg. Dr. Burruss, in a most charming way, gave a historical sketch of the first ten years of the existence of this college. Mrs. Harry Garber gave a short talk, also, as representative of the alumnae of the college. The exercise were attended by the entire faculty and student body, with the faculty and senior class marching in academic costume.

On Saturday, March 23, T. Smith Mc-
Corkle offered a violin recital, assisted by Lelita McCorkle at the piano. The program was most enjoyable and largely attended.

At the chapel exercises on Monday, March 25, and Wednesday, March 27, President Samuel P. Duke spoke on the history of H. T. C. during its last ten years of existence. Interesting sketches of the growth of this college were presented by Mr. Duke.

Monday evening, March 25, the new officers of the Student Government Association were installed. Mina Thomas took the oath of office to succeed Florence Reese as president of the Association, while Juanita Beery and Virginia Stark succeeded Frances Bass and Selma Madrin, respectively, as vice-president and secretary. The new members of the Student Council and the new house chairmen were also installed. Mr. Duke gave a short talk, followed by Dean J. L. Manahan, of the University of Virginia, who delivered an address on student government in colleges. Florence Reese and Mina Thomas also spoke briefly.

Tuesday evening, March 26, the Glee Club of the University of Virginia was heard in Walter Reed Hall. An entertaining program was offered, including two numbers in which the Harrisonburg Glee Club joined with the visitors. The visiting club was entertained by the local club after the performance in the Little Gymnasium.

The literary societies have initiated new members. The Lanier Literary Society has admitted Irma Phillips, Gertrude Jacobs, Grace Mayo, Virginia Lee Strailman, Margaret Ruth Roberts, Margaret Richertts, and Bobbie McKim.

The Lees have admitted Elsie Quisenberry, Louise Land, Virginia Elburg, Annabelle Miller, Frances Lester, Nancy Trott, Kitty Bowen, and Ken Bird.

The new Pages are Edna Phelps, Katherine Preston, Othelda Mitchell, Ruth Archibald, Isabel Duval, Harriet Ulrich, Eugenia Beazley, Estelle La Prade, Mary Morgan Griffis.

The Debating Club has as its new members Anne Trott, Isabel Duval, Anna Mendel, Lillian Derry, Juanita Beery, Margaret F. Kelley, Elizabeth Oakes, Gladys Dixon, Garnet Hamrick, Irma Phillips, Elizabeth Plank, and Elizabeth Dixon.

**ALUMNAE NOTES**

**ENGAGEMENTS ANNOUNCED**

Mr. A. H. Jackson, of West Germain St., Winchester, Virginia, has announced the engagement of his daughter, Lillian Lee Jackson, to LaVerne Hill Clouser, of Reading, Pa. The wedding is to take place the latter part of June. Lillian received her degree from here in 1928. Mr. Clouser is associated with the firm of Messrs. William H. Decant and Sons, civil and hydraulic engineers.

Mr. and Mrs. E. L. Leake, of Somerset, Virginia, announce the engagement of their daughter, Elsie Thurmon, to C. H. Rolston, of Mt. Clinton. The wedding will take place in the summer. Elsie received her degree from H. T. C. in the summer of 1928. Mr. Rolston has been employed by Jos. Ney and Sons Co. for the last five years.

**WEDDINGS**

Mr. and Mrs. E. R. Stephens announce the marriage of their daughter, Mary Agnes, to Mr. Charles A. Utz, on Monday, December the twenty-fourth, 1928, at Washington, D. C.

Mr. and Mrs. William M. Patrick, announce the marriage of their daughter, Louise, to Mr. Russell Sands Marshall, on Saturday, the twenty-third of February, 1929, at Norfolk, Virginia. At home after March fourth, 1309 Rockbridge Ave., Norfolk.

**LETTERS FROM ALUMNAE**

MARY LACY LYLE, Central College, Fayette, Mo.

Your most attractive "circular letter" came to me recently. Even if it was a re-
minder of dues, I was glad to have it! The letter recalled many happy days at H. T. C., the pleasant associations with students and teachers; and a very cordial greeting and welcome when I have gone back as an alumna. It is just such things that remain with us and make us want to share some of the sweet spirit of Blue Stone Hill with the coming generations.

I enclose a check for dues for 1928 and 1929.

Please remember me most cordially to any who were there during 1911-12. For all the newcomers, I wish much success in their work. May H. T. C. grow and prosper!

DORIS PERSINGER, Charlottesville, Va.

I am sending you a check for my dues. I must say that I’m thoroughly ashamed of myself for not paying them long ago.

That is one result of your unusual letter—it is most attractive. I don’t know when I have seen anything that has attracted such attention.

I wish you and all my H. T. C. friends the best of luck. How I would like to see them all!

GRACE K. LUCK, 3124 Edgewood Ave., Richmond, Va.

Your very attractive “circular” letter has come in a very “circular” way to me. I like the effect very much, so much that I wish a circular of some kind had reminded me before that my alumnae dues were due.

I am enclosing check for five dollars, which, I believe, will cover my back dues.

Thanking you and with every wish for H. T. C.

FRANCES KINNEAR, 2113-A Hanover Ave., Richmond, Va.

I’m enclosing a check for my back dues.

Your circular letter was so catchy and attractive. There’s always a pleasure in opening H. T. C. letters because they are sure to contain something novel and interesting. I know it keeps you busy, and this is one alumna who appreciates it all.

MORE NEWS

A letter from Florence Wood informs us that she is teaching the first grade in the Mica High School at Mica, Virginia. Florence is planning to visit us sometime this spring.

Reba Beard Snarr writes us from her home in Winchester. We appreciate her support and her very nice note to the alumnae office.

Mary Lees Hardy Noerr writes us from Brooklyn, N. Y. She expects to be back this year for commencement. Her address is 49 Garden Place, Brooklyn, N. Y.

Whenever we see the post mark, Ronceverte, W. Va., we know that we are getting a very interesting letter from Martha Dirrick. “I know my heart missed a beat when I saw those dear old colors on your “circular letter.” I could not spare the Virginia Teacher. The English Number just received has helped me worlds in my work. I am longing to come back, and am planning to before June.”

Ruby Smith is not teaching, but is keeping books and clerking for her father at his place of business at North Garden, Virginia.

“Bill” Alphin is a professional loafer this year, she says. Other reports are that she is “prom trotting” and “husband hunting.”

The secretary appreciates the “very kind words” from Octavia Goode Maxwell. Her address is Park Station, Waynesboro, Virginia.

Nellie Rhodes sends her dues and greetings to the school from Culpeper, Virginia.

Margaret Thoma Martyn is living at Warrenton, Virginia. Margaret is never negligent in responding to the letters from the alumnae office.

We have the “craziest” letter from Virginia Hoover who is teaching in Chatham, Virginia. To quote: “It won’t be long now—eleven weeks and two days! Den dis chile is comin’ home, never more to roam! And I don’t mean maybe! . . . . It is almost nine o’clock and every one but me has been in bed several hours!”
Quoting from a letter from Ina S. Foster who is living at Willis, Virginia: “I believe that I love H. T. C. better and better each year. It makes my heart beat fast when I see things in the paper about the school I love. I have just been clipping out basket ball news for my memory book this afternoon. I’m just as proud of that team as I would be if I were a student there this quarter.”

FOUNDERS’ DAY EXERCISES

The alumnae were represented on the Founders’ Day program by their alumnae secretary, Mrs. Garber, who gave the following message:

“It is my own particular honor to be able to represent the alumnae on this Founders’ Day program. Ten years ago I assure you that I never dreamed that I would have the opportunity of being on the same program with our distinguished speaker, Dr. Burruss. As I look back with Dr. Burruss, ten years ago, I realize with him that there have been many changes in our school. The alumnae, however, wish him to know that whatever changes he may find here are chiefly of a superficial sort. The sentiment and the life of the school remain unchanged, even though we pride ourselves on a progressive spirit, which shows clearly and proudly in many aspects. Unchanged, indeed, is our feeling of respect and friendship for our first president, whom we still count as one of ourselves. To our past president, Dr. Burruss, the alumnae extend a very cordial welcome.

To our present president, Mr. Duke, the alumnae send their congratulations. The wonderful success which has been attained by our college was in no wise due to luck, but to the efficiency of our leader—to whom we believe Providence has given power. The alumnae feel that he has worked so mightily and so splendidly that he has developed a personality in which we recognize true greatness. We, the alumnae, offer him our congratulations in such a genuine way, that we hope the sincerity may give him pleasure.

To the Faculty, the alumnae send greetings and best wishes. We feel that one of the greatest blessings that H. T. C. gives her students, is the opportunity of knowing, personally, superior intellectual leaders. Toward each of you we feel a deep and noble emotion that is surely personal—one of enduring friendship. Having known and having been friends with many of you has been a benediction to us.

To Alma Mater we send our love. When we look back at our school, we think of what she has given us in inspiration, in companionship, and in the spirit of service. We realize that our school is not what we say it is, as much as what we make it; so on this Founders’ Day we, the alumnae, pledge our hearty support in all of its undertakings.

This then is the message from the alumnae:
To our past president, Dr. Burruss, a very cordial welcome;
To our present president, Mr. Duke, our sincere congratulations;
To our faculty, our greetings and best wishes;
To our Alma Mater, our love.

H. T. C. LOCAL CHAPTER GIVES BENEFIT BRIDGE PARTY

The benefit bridge party, given by the members of the local chapter of the H. T. C. Alumnae Association, was a most successful affair. The color scheme of green and white was carried out in decorations, prizes, and refreshments. The party was given in the old gym, on Friday night, March 15, the beginning of the college spring holiday. About forty tables were engaged. High score ladies’ prize was won by Mrs. Kent Taliaferro and the high score gentlemen’s prize was won by Mr. Walter Zirkle. The low score prize went to Miss Emily Griffith.

The Harrisonburg chapter is indeed for-
fortunate in having as one of their most interested members, Miss Ruth Harris, who was chairman of the decorating committee. Through her ingenuity the old gym was transferred into a bower of loveliness. A big green cardboard hat was suspended from the center ceiling of the room and green and white streamers led to the corners of the gym. Fantastic figures made in the shape of green shamrocks dangled from various windows. The basketball goals were wearing streamers of white crepe paper, on the ends of which were small shamrock cut-outs. The score pads were huge shamrocks which were placed in the middle of the white covered card tables. The tallies were hand painted.

The refreshments consisted of punch, which was served the entire time; ice cream in the shape of shamrocks; delicious cake, covered with green icing (made by the baker at the college) and mints which were served in little green flower pots.

The alumnae feel greatly indebted to Mr. E. L. Fletcher (Ras) for the use of the new electric victrola which furnished music during the entire evening. The secretary takes this opportunity to thank all the alumnae for their hearty support, and especially those who gave so much of their time in helping with the plans, decorations, etc.

ALUMNAE RETURN AT EASTER

Among those visiting the college during the Easter holidays were the following: Merle Senger, of Wakefield; Elsie Leake, of Somerset; Edwena Lambert, of Winston-Salem; Helen Goodson, of Norfolk; Lorraine Gentis, of Norfolk; "Jack" Weems, of Lynchburg; Elsie Wine, of Alexandria, and Mary Rhodes Lineweaver, of Alexandria.

ALUMNAE BANQUET

The annual Alumnae Banquet will be held in Harrison Hall on Saturday, June eighth. As many of our ex-students have to teach on the following Monday, the banquet was purposely scheduled for Saturday night in order that these alumnae may attend. The alumnae banquet has always been one of the most enjoyable affairs of commencement, and this year it promises to be up to the standard in every way. Make your plans to come to the banquet, even if you cannot stay for all of the commencement exercises.

MANY ALUMNAE RESPOND TO CIRCULAR LETTER

The following alumnae have sent in their dues to the alumnae association. Many send in back dues.

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<td>Virginia Good</td>
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<td>Mae H. Hoover</td>
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<td>Rosa E. Hopkins</td>
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<td>Mrs. Edith L. Jeffreys</td>
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<td>Kathryn Rowan</td>
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<tr>
<td>Ethel L. Shipman</td>
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## ALUMNÆ NOW TEACHING IN

**Augusta County** *(indicates graduation)*
- Alma Almarode, Middlebrook
- Ruby Arey, Goshen
- Mrs. Ruth Arey, Spotswood
- Eloise Baylor, Fishersville
- Margaret Baylor, Staunton, Route 6
- Nettie Baugher, Moffat’s Creek
- Marvey Beery, Route 6, Staunton
- Vivian Beery, Greenville
- Nellie Cal, Lofton
- Ruth Campbell, Greenville
- Bessee Carrier, Mint Spring
- *Margaret Chandler*, Weyers Cave
- Helen Click, Mt. Sidney
- *Elizabeth Collins*, Churchville
- Annie Conn, Staunton, Route 3
- Virginia Cox, Deerfield
- *Ruby Critzer*, Spotswood
- Carrie Cooke, Greenville
- Elizabeth Diamond, Middlebrook
- Edith Desper, Mint Spring
- *Mrs. Maud Driver*, Waynesboro
- *Virginia Driver*, Crimona
- Martha Dull, Mt. Solon
- Evelyn Ellis, Fishersville
- Catherine Forrer, Churchville
- Virginia Fuqua, Fishersville
- *Mrs. J. M. Garber*, Parnassus
- Serena Gilbert, Rolla
- Elizabeth Glover, Mt. Sidney
- Lena Gochenour, Craigsville
- Sarah Green, Craigsville
- Pauline Gross, Harristown
- Adele Hanger, Middlebrook
- Clara Hanger, Middlebrook
- Gladys Hanger, Raphine
- Margaret Hanger, Greenville
- Marjorie Heizer, Middlebrook
- *Virginia Heizer*, Craigsville
- Helen Henkel, Waynesboro
- Gertrude Holtz, Mint Spring
- Ollie Hoghead, Bridgewater
- Ruby Huffman, Mt. Solon
- Ruth Huffer, Mt. Sidney
- Ruth Hulvey, Mt. Solon
- Beulah Kaylor, New Hope
- Laura Kiester, Route 4, Staunton
- *Pearl Kibler*, Park View, Staunton
- LaKue Leavell, Weyers Cave
- *Valley McCauley*, New Hope
- Mary McFall, Mt. Solon
- Myrtle Miller, Mt. Solon
- *Lottie Miller*, Craigs Vig
- Play Mitchell, Weyers Cave
- Vada Momsaker, New Hope
- Annie C. Palmer, Staunton, Middlebrook Route
- Leta Ralston, Augusta Springs
- Nell Reed, Craigs Vig
- *Ella Reeves*, Fishersville
- *Ella Rosen*, Mint Spring
- Arvetta Rusmisell, Mt. Solon
- Beulah Rusmisell, Mt. Solon
- Ina Sellers, Deerfield
- Viola Sheets, Mt. Sidney
- *Norriene Shiflett*, Swoope
- Margaret Sites, New Hope
- Betty Skelton, Weyers Cave
- *Annie Steed*, Fordwick
- *Betty Somerville*, West Augusta
- Mrs. Hazel Stoutammy, Mt. Solon
- Marjorie Stoutammy, Staunton, Route 4
- Ruby Swecker, Churchville
- Florence Turk, Moffat’s Creek
- Lucille Waller, Spotswood
- Jessie Watson, Churchville
- Mrs. C. R. Wheeler, Parnassus
- *Elise Whitmore*, Millboro
- Brownie Williams, Greenville
- Mrs. Ruth Wise, Weyers Cave
- Naomi Wright, Ft. Defiance

**Bath County**
- Catherine Brown, McClung
- Estelle Campbell, Armstrong
- Pauline Ervine, Burnsville
- Virginia Fleshood, Broadnax
- Louise Hardy, Meredithville
- Christine Harris, Lawrenceville
- *Helen Harris*, Broadnax
- Rosa T. Harrison, Fitzhugh
- Edna Hazelwood, Brubswick
- Bessie Hood, Springbank
- Katherine Jones, Albert
- *Bessie Keeton*, Danielsville
- *Lucille Keeton*, Albert
- *Mrs. T. E. Kidd*, Charlie Hope
- Lilian Lashley, Lawrenceville
- *Elizabeth Lewis*, Gholsonville
- Julie Purdy, Lawrenceville
- Elizabeth Spencer, Charlie Hope
- *Ruth Sullenberger*, Lawrenceville

**Brunswick County**
- Vada Abernathy, Ebony
- Mrs. E. P. Barrow, Albert
- Virginia Fleshood, Charlie Hope
- Virginia Hammach, Broadnax
- Louise Hardy, Meridithville
- Christine Harris, Lawrenceville
- *Helen Harris*, Broadnax
- Rosa T. Harrison, Fitzhugh
- Edna Hazelwood, Brubswick
- Bessie Hood, Springbank
- Katherine Jones, Albert
- *Bessie Keeton*, Danielsville
- *Lucille Keeton*, Albert
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- Lilian Lashley, Lawrenceville
- *Elizabeth Lewis*, Gholsonville
- Julie Purdy, Lawrenceville
- Elizabeth Spencer, Charlie Hope
- *Ruth Sullenberger*, Lawrenceville

**Buchanan**
- Virginia Witten, Grundy
- *Mary Moomaw*, Grundy

**Caroline County**
- *Bertha Norman*, Penola
- Mrs. W. N. Sheppard, Penola
- *Florence Wood*, Mica

**Campbell County**
- Bertha Minix, Brookneal
- Dollie Minix, Gladys

**Charlotte County**
- Annie Boswell, Red Oak
- Coleman Boswell, Williesburg
- Janie Cooke, Keysville
- *Rosa H. Loving*, Charlotte Court House
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<td>Dollie Webber, Allie Wells</td>
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<td>Minnie Jones, Virginia Little, Fannie Mills, Marie Snead, Irene Baker, Bernice Bowles</td>
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<td>King William County</td>
<td>Virginia Austin Borum, Sue Chilton</td>
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<td>Madison County</td>
<td>Mrs. C. R. Blankenbaker, Blanche Clor, Helen Durette, Iva Huckstep, Elizabeth Jenkins, Sadie Kennedy, Mary Lacy, Anna Lohr, Maggie Neff, Frances Patie, Mary Payne, Jessie Yowell</td>
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<td>Mecklenburg County</td>
<td>Ruth Barnhart, Mary L. Boswell, Willie Weston</td>
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<td>Orange County</td>
<td>Lizzie Armentrout, Louise Berry, Lou K. Brooking, Fern Carpenter, Virginia Case, Frances Patie, Mary Payne, Eleanor Straw, Lillian Fitzhugh, Thelma Kean, Else Leake, Katherine Oanhudro, Annie Palmer, Alice H. Pollard, Norman K. Reynolds, Martha E. Khor, Louise Schlosser, Agnes Stephens, Nell Thompson, Mrs. Frances Harris Walker</td>
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<td>Page County</td>
<td>Alva Atwood, Marguerite Bauserman, Mrs. Anna H. Bell, Mrs. Louise Biggerstaff, Mrs. Pearl Booten, Myrtle Breeden, Gladys Brubaker, Kathleen Cary, Mrs. Hilda S. Cave, Alma Coller, Ruth Dadisman, Violetta Davis, *Thelma E. Emerson, Mrs. Mattie Escue, Mrs. W. L. Fox</td>
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<td>Pittsylvania County</td>
<td>Sue B. Everett, Lillian Adkins, Rebecca Brown, Nannie B. Carter, Alice W. Dove, Agnes Stephens, Nell Thompson, Mrs. Frances Harris Walker, Janie C. Wright</td>
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<td>Pittsylvania County</td>
<td>Alma Bennett, Mrs. J. J. Bullington, Bessie G. Bagley, Mrs. Roberta Beach, Nellie Edwards, Buri Feagans, Irene Reynolds, Mabel Stafford, Mildred Shields, Marie Tun, Nora Wicke</td>
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<td>Pittsylvania County</td>
<td>Two-Years Work</td>
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Three-Years Work

Mary C. Hundley
Mary Lacy
Lyda Delle Moore
Ollice B. Moorefield
*Bessie P. Millner
*Bessie Milan
MRS. Frank O. McCORMICK
*Virginia E. Motley
*Josephine E. Nuckols
Terrine E. Patterson
*Rosa Smith
*Annie White
*Elsie G. Woodard
*Mary G. Yeatts

Four-Years Work

*Kathryn Harvey
*Margaret C. Hurdley
*Margaret Lacy
Lyda Delle Moore
Ollice B. Moorefield
*Bessie P. Millner
*Bessie Milan
MRS. Frank O. McCORMICK
*Virginia E. Motley
*Josephine E. Nuckols
Terrine E. Patterson
*Rosa Smith
*Annie White
*Elsie G. Woodard
*Mary G. Yeatts

Princess Anne County

Margaret Baillio Princess Anne Ct. House
Viola Capps Princess Anne Ct. House
Ruby Harrison Princess Anne
Frances Herrick R. F. D. 6, Norfolk
Mary Privett Virginia Beach
Mildred Simmons Virginia Beach

Prince William County

Virginia Clarke Manassas
*CATHERINE B. SMITH Manassas
Katherine Shumate Nokesville
Ora T. Yager Nokesville

Pulaski County

Anna English Pulaski
Callie Frye Pulaski
Cornelia Jones Pulaski
Ruby Lowman Pulaski
Emma Moyers Pulaski
*Kathryn Snapp Pulaski
*MARIAN S. THOMAS Snowville

Rockingham County

Mary Armbrout Broadway
Wren Biller Broadway
Christine Bolton Mt. Crawford
*Margaret Bolton Harrisonburg, Rt. 4
*Katherine M. Bowman Harrisonburg, Rt. 3
*Edith Brauer Timberville
Frances Brook Elkton
Marie Brunk McGaheysville
Frances Cabell Bridgewater
Erma Kline Keeletown
*Mrs. Juanita Four-Years Work Harrisonburg
Olive M. Flory McGaheysville
Mary Foltz Timberville
Virginia Furry Keeletown
Adrienne Goodwin Bridgewater
*Mrs. Low Varrilard Timberville
*Norma O. Hollen Bridgewater
*Mrs. Ralph Hoover Timberville
*Kathleen Hughes Swift Run
Julia Keezel Elkton
*Julia L. Kline, Bldg. 34-10th Ave. S. F.
Louise Lauck Shenandoah
*Mrs. W. E. Long Mt. Clinton
Mareta O. Miller Timberville

Surry County

Josephine Burton Wakefield
*Mrs. Mary E. King Claremont
Josephine Burton Wakefield
Elise Mae Stephenson Surry

Sussex County

Merle Senger Wakefield
Louise Baker Homeville

Tazewell County

Claire V. Lay Bluefield
Lucy Taylor Bluefield
Elizabeth Powell Richlands
Page Johnson Richlands
Sallie Saunders Richlands
Evelyn Cheshire Pocahontas
Helen V. Yates Tazewell
*Lois Ringstaff Red Ash

Warren and Rappahannock Counties

*Mrs. L. H. Luttrell Ammissville
*Mary Hall Poela Mills
*Sadie Rowzie Ammissville
*Virginia Bowen Viewtown
*Mary V. Bruce Viewtown
*Alice Clark Sperryville
*Mrs. Addie J. Chapman Sperryville
*Mrs. Elizabeth B. Browning Woodville

*There are one hundred and thirty-five teachers who have been to H. T. C. summer school whose names are not listed above.

Roanoke County

*Mrs. S. E. Bonsack Roanoke, R. F. D. 1
Carrie Pence 806 S. Jefferson St., Roanoke
Florence Faqua Vinton
*Annie Good 1130 Montvale Rd., Roanoke
Jamie Anderson Vinton
*Lottie Cundiff 634-10th Ave., S. F.
*Mrs. June Steele Ruddle Salem, Box 23
Mrs. Josephine N. Fagg Elliston
Maggie Roller Salem
Grace A. Pence 806 S. Jefferson St., Roanoke
Mrs. Ola J. Turner Salem
Elizabeth Harper Salem
Ruby Felts Salem

There are one hundred and thirty-five teachers who have been to H. T. C. summer school whose names are not listed above.

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OUR CONTRIBUTORS

JAY B. NASH is professor of physical education in the school of Physical Education in New York University. He is the author of numerous articles and books, among them The Organization and Administration of Playgrounds and Recreation.

ELIOT G. GRAVES is supervisor of health and physical education in the State Department of Education at Richmond.

RACHEL F. WEEMS is professor of health education and college physician in the State Teachers College at Harrisonburg.

VIRGINIA RATH and HELEN MARBUT are members of the physical education department in the State Teachers College at Harrisonburg.

ELIZABETH MILLER is a senior in the college who has majored in physical education.
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Faculty of 60 well-trained and experienced college teachers.
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Elevation 1,300 feet.
Campus of 60 acres.
Beautiful mountain environment.
Fifteen college buildings.
Total value college plant, $1,200,000.
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