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

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Is College Life Harmful to Health?
Rachel F. Weems

How to Teach Yourself to Swim
Miriam Faries

The 1930 May-Day Festival
Helen Marbut

Games Leading to Tennis
Irene Garrison

A First-Aid Playlet for Girl Scouts
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A Guidance Study of 24 College Freshmen

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HOW TO TEACH YOURSELF TO SWIM

THERE are four excellent reasons why everyone should learn to swim:
1. Swimming is one of the most healthful forms of exercise.
2. It is a pleasurable activity in which the majority of people have opportunity to indulge.
3. It may at some time enable you to save your own life.
4. It may be the means of your saving the life of another.

These four reasons are indisputable and yet many people do not know how to swim. In some cases they lack the initiative, in some the facilities, in some a competent instructor. Many people do not realize that they can be their own instructor. This method of acquiring the skill is not the most desirable, and if an experienced teacher is available it always would be wise to engage his services. However, lacking such opportunity, with determination and perseverance, you can teach yourself. An indoor pool is the best place for the undertaking, but the same methods may be used in shallow water out-of-doors.

The first step is to become thoroughly at home in the water. Standing in the shallows, put your face under the water several times. Repeat this, opening your eyes when your face is under, and endeavor to discern some object on the bottom. Always remember to take a breath before submerging and keep a slight pressure of air out through the nostrils to prevent water entering the nose. Sit on the bottom a few times.

When these things can be done with ease, try floating. Begin on a front float: Taking a breath, bend at the waist and stretch the arms above the head, lying face down on the water and gradually lifting, first one leg, then the other, until both are at the surface. Lie in a relaxed position: Try the same thing with a push off from the side of the pool. To regain an upright position, simply bend at the waist, pull the knees under the body, push down with the arms, and stand.

Now try a back float: Lie back on the water, extending the hands sideward and upward, and slowly raise the feet from the bottom until you are lying easily on the surface. Be sure you are in a fully extended position, but relaxed and not rigid. To stand, bend well forward, rounding the back and when the head is over the feet, scoop the arms forward and put the feet down.

Next learn to breathe correctly: Always inhale through the mouth and exhale forcibly through the nose. This prevents choking. Practice this first on land and then in the water, putting the face under for the exhalation. Continue to exhale until the face is out of the water again. Practice until you can do this with ease for at least fifty successive times. Then review floating, both back and front.

Now you are ready to start practicing the flutter kick. Face the side of the pool, grasp the rail or gutter and extend the body straight out behind flat on the surface of the water. Thrash up and down with the legs, making the movement from the hips with only a slight knee bend, ankles relaxed, and toes turned in. Make the movement short and not too fast to begin with, concentrating on obtaining relaxation especially at the ankles. When this is mastered, turn around, push off in a face float and after you have started to glide, begin your flutter kick. Practice this until you can go some distance, taking a breath when necessary.
The next step is to practice the flutter kick and breathing together. Grasp the side of the pool, take a front float position, and breathe rhythmically, turning the head to the side out of the water for each inhalation and executing a flutter kick the while.

Now start to work on the arm pull. Leaning forward until the shoulders are on or near the water surface, reach forward with the left arm and put the right arm by the right side. Pull down through the water with the left arm and raise the right, bringing it forward to the side and above the water. Now the right arm is forward and the left is completing the pull. Now pull down with the right and bring the left forward ready for the next pull. Remember the arms should work in opposition—the one pulling through the water while the other is recovering above the water. Work on this until ease of movement is achieved.

Next try putting arm and leg movements together. Take a front float position and, using the flutter kick, pull alternately with the arms at the same time. If you experience difficulty, go back and review each part separately until it is fully mastered and then try again. Each step may be practiced to advantage on land and such practice will give added facility. Even the breathing may be tried in a wash basin at home!

Now try to swim, breathing on each stroke by turning the head always to the same side and inhaling under the arm that is recovering. If you have at last learned to swim with ease, learn to tread water. This is executed in a vertical position. The scissors kick may be used, opening and closing the legs with an action similar to that of the blades of a pair of scissors, or you may alternately bend and straighten each knee, using a movement much like that employed in walking upstairs. The palms of the hands are pushed down against the water, making small movements close to the side of the body.

Now start swimming in water where the depth is such that you can just touch bottom with the toes. Stop and tread water, then swim again. Do not be discouraged if your progress is slow. Remember anything worth accomplishing is worth working for. Do not venture into deep water until you swim with ease, and even then do not make a trial unless you have an experienced swimmer along. In fact, "Never swim alone" is an excellent maxim to be followed by all, even the best swimmers. In addition it is wise not to swim for an hour or two after eating.

BIBLIOGRAPHY
Corsan—The Diving and Swimming Book
Sheffield—Swimming Simplified
Spalding Red Cover Series: The Science of Swimming; The Best Stroke for Beginners; Swimming for Women

THE 1930 MAY-DAY FESTIVAL

A GLIMMER of an idea for this year's May-day festival was seen in the first two sentences of The Introduction to Lincoln's The Festival Book: "May-day in olden times was celebrated in many and various ways. Druids celebrated the modified feast of Bel on the First of May." Further information was gleaned from the American Physical Education Review, vol. 32: "The druidic celebration of the Fires of Beltein was more than a May month festival." And finally, after some research, this passage was found in MacCulloch's Religion of the Ancient Celts: . . . "Kindled Beltein, or the fire of the rock, on May-eve to welcome the Sun after his travels behind the clouds and tempests of the dark months. On the night before, all other fires were extinguished, and all repaired to the holy mount to pay their annual tribute to the Druids. . . . There were solemn rites . . . after which the fires were all relighted, each from the sacred fire—" It was from these few tidbits that our story grew.
This page seems to be a summary of a story or event about a Druidaic ceremony, possibly related to Beltane or May Day festivities. The text describes various rituals and actions performed by different groups, including maidens, attendants, and warriors. The actions are listed in bullet points, and the ceremony is set against a backdrop of dawn and night dances, offerings, and the setting of a sacred fire. The text also mentions specific elements of the ceremony, such as the use of torches, the Crown of Honor, and the role of the Arch-Druid in coordinating the proceedings. The text concludes with a reference to the image of the Sun-god, Belin, who is described as shining in the sky, casting a warm and inviting light over the proceedings.
In developing our theme we had to keep in mind our setting, the materials on hand and what we could and could not buy, our talent, and our own college traditions. So little is definitely known about Druid life that it was comparatively easy to adapt the idea to our purposes.

When I speak of traditions, I have in mind our much cherished one of keeping the identity of the queen and her court as secret as possible until she appears to be crowned. This custom and also the unalterable one of having a maid-of-honor and ten attendants had to be considered. So we planned to have our climax the appearance of the Queen of the May, who was also to be the High Priestess of the Altar Fire of Bel.

In trying to make it all as authentic as possible we included as many suggestions as our scant material could give us. Some of the valuable ideas we found were (1) a description of the types of priests or holy men, i.e., the Druids, an Arch-Druid in a white robe with a golden crescent on his breast; the Bards in their robes of azure blue carrying harps; the Ovades, or novices, in their sacerdotal robes of green, with chaplets of oak leaves on their brows; (2) a description of the sacred meeting place, or Druidic Circle, after which we modeled our stage; (3) mention of certain sacrifices, which we included in a Sacrifice Dance, such as dew and acorns, goblets of wine, Selago or a golden herb, a serpent's egg, samulos or moss, oil of roses, etc.; (4) a Gaelic religious verse, which we set to music for the priests to sing as they came in; (5) an allusion to "Appeal to Arms," a last resort for a decision.

Our setting was perfect for such a production. A gently sloping hillside rises to a level brow and falls away again, leaving nothing but the sky as a background. This made an effective entrance for all groups. The stage was simple, with a stone throne and altar and a few trees.

Following is the book of the festival, which was truly a student production. The director was a student, the costumes were designed by students from the home economics and art departments, the dances were adapted by students of the physical education department, the glee club and choral club contributed the singers, the pianists and violinists were students in the music department, and each student bought and made her own costume. Only one faculty member had anything to do with it, and she merely helped with the book and acted as adviser.

Helen Marbut
(See Insert)

IS COLLEGE LIFE HARMFUL TO HEALTH?

RECENTLY several articles have been published in regard to the effect of college life on college students. The opinion expressed was that college seniors do not enjoy as good health as they did as freshmen, and that when they leave college they leave in a poorer physical condition than when they entered. The object of this article is to discuss this question from the standpoint of results obtained from a study of some of the seniors at the Harrisonburg State Teachers College. In the examination of the records of half of the senior class we found that those students who had been with us for four years seemed to be in a better physical condition when they were ready to leave us than when they entered. These records were selected at random, but in each case the student had been in this college for four consecutive years, and had had at least one physical examination each year.

Our study also included the previous history of the individual in regard to common contagious diseases and operations. Possibly the following will explain why we have been quite fortunate for the past few
years in not having any epidemic of a contagious disease. It was found that before entering college, 93 per cent had had measles; 86 per cent, whooping cough; 80 per cent, chicken pox; and 55 per cent, mumps. During the four years of college life, 7 per cent had mumps.

One result of physical inspection in the public schools was found in the fact that 40 per cent had, previous to college entrance, had their tonsils removed. Seven per cent gave a history of operations for appendicitis.

The results of the physical examinations during the freshman year showed that 26 per cent were underweight; 12 per cent had diseased tonsils; 2 per cent had defective teeth; and 4 per cent defective vision. At the beginning of the senior year the results of the physical examinations were that 12 per cent were still underweight; 7 per cent had diseased tonsils; 4 per cent defective teeth; and none defective vision.

The following table illustrates the difference:

<table>
<thead>
<tr>
<th>Year</th>
<th>Underweight</th>
<th>Diseased Tonsils</th>
<th>Defective Vision</th>
<th>Defective Teeth</th>
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</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>26%</td>
<td>12%</td>
<td>4%</td>
<td>2%</td>
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<tr>
<td>Senior</td>
<td>12%</td>
<td>7%</td>
<td>0%</td>
<td>4%</td>
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<tr>
<td>Improvement</td>
<td>14%</td>
<td>5%</td>
<td>4%</td>
<td>-2%</td>
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</table>

Of the seniors who were still underweight only one weighed the same as she did in her freshman year. The others had gained anywhere from one to seven pounds, the average being a gain of three pounds. On consideration of the entire group, 7 per cent had lost in weight, weighing less than they did in their freshman year, but none of these were listed with those underweight; 7 per cent showed no change in weight; and 86 per cent showed a gain in weight. The greatest gain was twenty-nine pounds, the average being twelve pounds.

The freshman having defective teeth had the condition corrected during her first year in college. Those cases observed in the senior year had previously had teeth in good condition and later had the defects promptly treated.

The greater number of operations were performed during the summer vacation to correct a chronic condition. In the four years five students, or 10 per cent, had operations for appendicitis; one, or 2 per cent, for removal of the gall bladder and the appendix; one, or 2 per cent, had an operation on her knee; and two, or 4 per cent, had their tonsils removed. In all cases, the health has shown marked improvement since the correction of the condition.

Possibly the fact that our students are preparing themselves to be teachers may cause them to value health and to place a premium on being well. The per cent of juniors and seniors reporting to the infirmary is much less than for freshmen and sophomores, but the per cent of the former reporting at the onset of any condition is much, much higher. The senior has realized the importance of checking any ailment promptly. At the first sneeze or "tickling" of the throat the student comes to the office for treatment, and consequently is not apt to lose time from classes because of illness. No student in the senior class has been in the infirmary this year longer than three days. Of the total number of admissions, 7 per cent were seniors, and of this percentage, 91 per cent were in the infirmary less than twelve hours. I might add here that no student is excused from classes because of any physical condition unless she is in the infirmary.

The energy, vivacity, and influence of the members of the senior class are felt in all campus activities. If their health had been unfavorably affected by their routine, they would not be able to assume the important roles that they do. I can certainly say that the seniors at the Harrisonburg State Teachers College seem to show improvement in health as the result of their four years with us.  

Rachel F. Weems
GAMES LEADING TO TENNIS

I. Introduction

Tennis is a game that stimulates the physical, mental, and social life of an individual. These values are recognized everywhere, and for this reason it has become one of our leading sports.

Every girl wants to know how to play tennis, and every girl should know how to play tennis. Yet very often tennis is omitted entirely from the physical education program in our schools. This, I believe, is due to two major reasons. First, the equipment is too expensive. Second, the physical education classes are generally too large for the game to be taught successfully. There are, however, games similar to tennis, the teaching of which may be adapted to the physical education conditions existing in most of our schools. These are ring tennis, handball, and paddle tennis. Through these games the fundamental skills of tennis are taught.

A school having a playing area the size of one tennis court can make four ring tennis or paddle tennis courts, and in a regular sized gymnasium there is ample wall space for at least four handball courts. By playing doubles in any one of these games, sixteen girls may be used at one time, while the rest of the class act as scorers or linesmen, or practice the skills among themselves.

If the school is financially unable to furnish nets for ring tennis and paddle tennis, a white tape may be used. For the official rubber ring used in ring tennis may be substituted a heavy rope ring, which is less expensive. The balls used for paddle tennis and ring tennis may be ordinary ten-cent balls about the size of a regulation tennis ball. If standard paddles for paddle tennis cannot be afforded, handmade ones will serve the purpose. This game is especially suited to younger girls. The lower net, the shorter and lighter paddle, and the small court make the game active without being exhaustive.

II. Outcomes

A. Skills

1. Ring Tennis
   a. Service
   b. Forehand toss
   c. Backhand toss
2. Handball
   a. Underhand stroke
   b. Service
   c. Quick location on court
3. Paddle Tennis
   a. Forehand stroke
   b. Backhand stroke
   c. Service
   d. Quick location on court

The above skills are related to tennis in the following ways:
1. In the forehand and backhand swing as used in ring tennis and paddle tennis the movement of the arm and feet is identical with that used in the forehand and backhand stroke of tennis.
2. In the playing of any one of these games an opportunity is given for the practice in placing one's self at the right place on the court, a skill which is very essential to the tennis player.
3. Although the arm movement as used in the service in the above games is unlike that used in tennis, the foot movement is similar. The service in these games also affords an opportunity for learning how to direct a ball, a matter which is of greatest importance in tennis.

B. Knowledges

1. Rules of games
   a. Ring Tennis (see Spalding No. 115R)
   b. Handball (see Spalding No. 114R)
   c. Paddle Tennis (see Spalding No. 115R)
2. Principles underlying skills
   a. Forehand stroke
      1. Left side should face net.
      2. As arm swings from shoulder, parallel to ground, the weight is transferred from back to front foot.
   b. Backhand stroke
      1. Right side should face net.
      2. As right arm swings from
back to front, parallel to ground, the weight is transferred from back to front foot.

c. Underhand stroke (as used in handball)
1. Feet should be together; arm well back, palm facing front, hand cupped.
2. As ball comes toward you, arm is swung forward and under to meet the ball. At same time, a step is taken with left foot (as in underhand pitching).

d. Service
1. Ring Tennis—same as forehand toss.
2. Handball—same as underhand stroke, except that the ball is bounced by server.
3. Paddle Tennis—same as forehand stroke except ball is bounced by server and must be directed so as to fall in the service court directly opposite.

e. Quick location on court.
After having made a play get quickly into center back of court so as to be ready to return ball or ring coming from any direction.

C. Attitudes
1. Joy of game for game’s sake.
2. Desire to become really skilled in games preliminary to tennis.
3. Desire to learn how to play tennis.
4. Appreciation of good plays whether made by own or opposing team.
5. Ambition to be a good sport
   a. To be courteous at all times to opponents and umpire.
   b. Not to make alibis.
   c. To be a good winner as well as a good loser.

III. Presentation
The remainder of this article will deal only with paddle tennis. This unit was made for a class of about twenty-one girls divided into three squads of seven each. The class was carried on in a gymnasium large enough for three paddle tennis courts. This unit was presented in the early spring.

A. Introduction to game
1. Explain origin.
2. By use of blackboard explain paddle tennis court.
3. By use of blackboard give a clear explanation of object and progression of games.
4. Tell the general relationship of paddle tennis to tennis.
5. Pass out sheets with rules to be learned. (List of rules will be found at the end of this unit.)

B. Presenting technique of game
1. Demonstration of each stroke
2. Mimetic drill of each stroke. (Class in lines facing instructor.)
3. Squad work. (A squad to each court.)
   a. Let squad leader divide squad in half, No. 1’s bouncing ball to No. 2’s, who hit the ball, using correct form. Teacher helps each squad as needed.
   b. Let children practice strokes against wall. (This is an excellent way of practicing foot work.)
   c. Let children practice strokes across the net from both sides of the court.

4. Squad competition
   a. Each girl takes five tries at serving from both sides of court. Recorded on squad card.
   b. Each girl takes five tries at forehand stroke from both sides of court. Recorded on squad card.
c. Each girl takes five tries at backhand stroke from both sides of court. Recorded on squad card.

d. The scores are transferred from the squad cards to large poster on which the squad totals and individual totals are kept.

Note: At end of unit see sample of squad card and poster.

C. Playing game

1. Place three sets of doubles on the three courts. (Each couple plays another couple from that squad.)

2. Use those not playing for scorers and linesmen. Change about.

3. Present strategic plays from time to time.

4. Competition between squads
   a. Winning teams of squads play; losing teams play.
   b. Keep record of scores on poster.

5. Competition between classes
   a. Each class has three teams (doubles).
   b. Each team in one class plays all teams in other class.

WORK SHEET ON PADDLE TENNIS

I. Home Work

A. Study list of rules given you and answer following true-false questions.

1. The person serving may stand anywhere in the court, provided she is back of service courts.

2. The service is delivered from right and left side of court alternately until end of game.

3. A service to be good must fall somewhere in service court diagonally opposite.

4. It is not necessary for the receiver to let the served ball bounce before hitting it.

5. In calling the score the receiver's score is called first.

6. The first point a player wins is "thirty."

7. Two more successive points have to be made after "deuce" in order to make "game."

8. If the server makes the first point after the "deuce" the score would be "ad out."

9. If the service is incorrectly given, the server does not get a second chance.

B. Draw a diagram of paddle tennis court, naming sections and lines.

C. Describe the forehand and backhand strokes, giving positions of body and movement of arms and feet.

D. Optional (Two out of three)

1. Bring to class any pictures you can find of tennis players in act of performing forehand or backhand stroke.

2. From your experience in playing paddle tennis, write out two or three plays you have found to be especially good. Why?

3. Make a paddle, using same dimensions as one used in class.

II. Study Hall Jobs

A. Study pictures of backhand and forehand strokes as found in Anderson's Tennis for Women.

III. Recess Jobs

A. Volleying ball against wall.

1. Use forehand and backhand alternately, recording number of successive "good" strokes. (Hitting ball on first bounce and above line on wall, which represents height of net.)

2. Do the above three times each day for five days, recording best score each day.

B. Directing ball.

1. Take ten tries at target from position diagonally right and then
from position diagonally left of
target by bouncing ball and using
forehand stroke.
2. Do the above five different days,
recording the number of success-
ful tries out of the ten strokes
from both right and left.
3. Do the same by bouncing ball and
using backhand stroke.

CARD FOR RECORDING RESULTS

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RULES FOR PADDLE TENNIS

1. The players shall be on the opposite sides of the net. The player who first delivers the ball is called the Server, and the other the Receiver. At the end of the first game the Receiver becomes Server, and the Server becomes Receiver, and so on alternately during the remaining games of the match or set.

2. Before commencing to serve, the Server stands with both feet back of the base line (end line of the court) to the side of the center. Both feet must remain behind this line until the ball is struck.

3. The service is delivered from the right and left sides of the courts alternately, beginning from the right in every game, and the ball served must strike the ground in the service court diagonally opposite. The Server must not touch the ball with any part of his body, or anything he wears or carries, except his racket.

4. If the first ball is incorrectly served, the Server may try another from the same spot. If the second ball is also incorrectly served, the Server must change to the other side of the court and a point is scored for his opponent.

5. The last of the two players to return the ball over the net correctly—that is, striking it before it has bounced more than once, and sending it within the bounds of the opposite court—scores a point for herself.

6. On either player’s winning her first stroke, the score is called 15 for that player; on either player’s winning her second stroke the score is called 30 for that player; on either player’s winning her third stroke, the score is called 40 for that player, and the fourth stroke won by either player is scored game for that player, except as follows:

If both players have won three strokes, the score is called deuce; and the next stroke won by either player is scored advantage for that player. If the same player wins the next stroke, she wins the game; if she loses the stroke, the score returns to deuce, and so on until one player wins the two strokes immediately following the score of deuce, when the game is scored for that player. If a player has scored no points, her score is “love.” In calling the score for any game, the Server’s score is called first.

7. The player who first wins six games wins the set; except that if both players have won five games or more, either player must gain a lead of two games to win a set.

8. In playing “doubles,” or with four players, the rules are the same, except that Servers and Receivers alternate on each side. As each game is begun, the Receiver of the preceding game becomes the first Server, and vice versa.
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<tr>
<th>SQUAD I</th>
<th>1ST DAY</th>
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<td>3. Davis, Elizabeth</td>
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PADDLE TENNIS TOURNAMENT
Inter-Class Tournament (Doubles)

<table>
<thead>
<tr>
<th>Team</th>
<th>IA—6</th>
<th>Team II—7</th>
<th>Team III—4</th>
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<tbody>
<tr>
<td>Team IA</td>
<td>8</td>
<td>Team II</td>
<td>6</td>
</tr>
<tr>
<td>Team IIA</td>
<td>3</td>
<td>Team IIB</td>
<td>2</td>
</tr>
<tr>
<td>Team IIA</td>
<td>3</td>
<td>Team IIIA</td>
<td>4</td>
</tr>
<tr>
<td>Team IIIB</td>
<td>6</td>
<td>Team IIIB</td>
<td>6</td>
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</tbody>
</table>

TOTALS
A Class 4
B Class 5

The above tournament will be carried on between two classes, the teams of each class playing every other team in the other class.

BIBLIOGRAPHY
Spalding—Handball (No. 115R). 1930.
“Paddle Tennis”—Sportsman, January, 1930.

IRENE GARRISON

BELTEIN, OR MAY DAY, IN SCOTT

“Bethink thee of the discord dread
That kindled when at Beltane game
Thou ledst the dance with Malcolm Graeme.”
—Lady of the Lake, Canto II.

“The damsel dons her best attire,
The shepherd lights his beltane fire.”
—Lord of the Isles, Canto I.

“But o’er the hills, in festal day,
How blazed Lord Ronald’s beltane-tree,
While youths and maids the light strathsper
So nimbly danced with Highland glee!”
—Glenfinlas, Stanza IV.
A GUIDANCE STUDY OF 2400 COLLEGE FRESHMEN
From High Schools and Preparatory Schools in Virginia

IT IS a fact known by those connected with our colleges in Virginia that a great many students enter the various courses with but little idea of the field of work they are entering, and with little or no knowledge of their individual fitness for it. This is one reason why the student mortality in the freshman year in most of our college courses is quite high. We realize that it is an expensive lesson for young people to spend their valuable time and money in pursuing a course only to find that it is not the right course for them, or that they do not possess the qualifications necessary for that particular vocation.

A recent study of the present freshmen from Virginia in colleges in Virginia revealed much valuable information bearing on the need for vocational guidance in the high schools of our state. Questionnaires were filled out by the freshmen in twenty of the twenty-four standard colleges and ten of the fourteen standard junior colleges which have been accredited by the State Board of Education of Virginia. The total number of students participating in the survey was 2405.

COLLEGES PARTICIPATING IN STUDY

<table>
<thead>
<tr>
<th>Standard Colleges</th>
<th>No. of Replies</th>
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<tbody>
<tr>
<td>Bridgewater</td>
<td>49</td>
</tr>
<tr>
<td>Emory and Henry</td>
<td>66</td>
</tr>
<tr>
<td>Hampden-Sidney</td>
<td>79</td>
</tr>
<tr>
<td>Hollins</td>
<td>34</td>
</tr>
<tr>
<td>Lynchburg</td>
<td>62</td>
</tr>
<tr>
<td>Mary Baldwin</td>
<td>30</td>
</tr>
<tr>
<td>Randolph-Macon</td>
<td>52</td>
</tr>
<tr>
<td>Sweet Briar</td>
<td>30</td>
</tr>
<tr>
<td>University of Richmond</td>
<td>129</td>
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<tr>
<td>Westhampton</td>
<td>68</td>
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<tr>
<td>Virginia Military Institute</td>
<td>119</td>
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<tr>
<td>Virginia Polytechnic Institute</td>
<td>356</td>
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<tr>
<td>Virginia Union University</td>
<td>60</td>
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<td>Washington and Lee University</td>
<td>27</td>
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<tr>
<td>William and Mary</td>
<td>155</td>
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<table>
<thead>
<tr>
<th>Standard Technical and Professional Colleges</th>
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<tbody>
<tr>
<td>Medical College of Virginia</td>
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<tr>
<td>State Teachers College (Farmville)</td>
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<tr>
<td>State Teachers College (Fredericksburg)</td>
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<tr>
<td>State Teachers College (Harrisonburg)</td>
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<tr>
<td>State Teachers College (East Radford)</td>
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<table>
<thead>
<tr>
<th>Standard Junior Colleges</th>
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<tbody>
<tr>
<td>Averett</td>
<td>47</td>
</tr>
<tr>
<td>Blackstone (girls)</td>
<td>23</td>
</tr>
<tr>
<td>Bluefield</td>
<td>19</td>
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<tr>
<td>Shenandoah</td>
<td>15</td>
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<td>Sullins</td>
<td>3</td>
</tr>
<tr>
<td>Virginia College</td>
<td>12</td>
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<tr>
<td>Virginia Intermont</td>
<td>28</td>
</tr>
<tr>
<td>Armstrong Normal</td>
<td>11</td>
</tr>
<tr>
<td>Richmond Normal</td>
<td>27</td>
</tr>
<tr>
<td>St. Paul Normal</td>
<td>21</td>
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</tbody>
</table>

The ten points which bear on the problem of vocational guidance and which were included in the study are as follows:

1. What is the educational background of the students?
2. What is the educational background of the parents?
3. What are the reasons given by the students for selecting their courses?
4. When did the students make their decisions to study their respective courses?
5. Does the course selected by each student prepare him or her to follow the vocation of his or her parents or other persons?
6. How many schools represented by the students have any books on the various vocations in their libraries?
7. What percentage of students made use of vocational literature before deciding their courses?
8. What do the students think of vocational books in a high school library?
9. What do the students think of a program of guidance in the high schools they attended?
10. Can we easily see from the summaries of these questions that our high schools are not functioning as they should in providing counseling and advice to the 58,000 high school children of our state. The statements of the students show that in the great majority of cases they feel that they have reached the important decision of choice of a career on their own initiative and without any help from those connected with the high schools. The paragraphs which follow deal with the summaries of the questions and reveal some interesting data concerning the young men and women who are now pursuing college work.

Summaries

1. Practically all of the students in the freshman classes of the Virginia colleges are graduates of public high schools. Eighty-nine per cent of the students received their high school training in the pub-
lic schools, while only eleven per cent were trained in private preparatory schools. No student received his secondary school training from private tutors.

2. The education of the parents of these students would indicate that the students do not come entirely from the highly cultured class, but mostly from homes of the average class of educational training. It is interesting to note that only thirty-three per cent of the mothers and fathers had any training in college work. The following tabulation shows the educational status of the parents:

<table>
<thead>
<tr>
<th>Educational Training</th>
<th>Fathers</th>
<th>Mothers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than grammar school</td>
<td>8.1%</td>
<td>7.2%</td>
</tr>
<tr>
<td>Grammar school graduates</td>
<td>20.4%</td>
<td>19%</td>
</tr>
<tr>
<td>Non-graduates of high schools</td>
<td>17.9%</td>
<td>21.1%</td>
</tr>
<tr>
<td>High school graduates</td>
<td>17.9%</td>
<td>21.1%</td>
</tr>
<tr>
<td>Non-graduates of college</td>
<td>17.9%</td>
<td>21.1%</td>
</tr>
<tr>
<td>College graduates</td>
<td>15.3%</td>
<td>12.2%</td>
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</table>

Although we realize that there is a tendency for children to remain longer in school, the large number of students coming from a parentage of limited education is certainly an indication that such parents are desirous of having their sons and daughters get what they themselves did not possess—a college education—as an asset in earning a living.

3. What are the reasons given by the students for selecting their courses? The answers to this question are undoubtedly important from a guidance standpoint. The results of this question are given in the following table:

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Independent self-decision</td>
<td>71.7%</td>
</tr>
<tr>
<td>Family influence</td>
<td>31.5%</td>
</tr>
<tr>
<td>Advice of high school principal or teachers</td>
<td>12%</td>
</tr>
<tr>
<td>Advice of college professors</td>
<td>5.1%</td>
</tr>
<tr>
<td>Influence of fraternities, alumni, etc</td>
<td>2.7%</td>
</tr>
<tr>
<td>Influence of college students</td>
<td>8.9%</td>
</tr>
<tr>
<td>Influence of previous work</td>
<td>11.2%</td>
</tr>
<tr>
<td>Publicity of course by college</td>
<td>2.3%</td>
</tr>
<tr>
<td>To earn a good living</td>
<td>31.1%</td>
</tr>
<tr>
<td>Vague desire to go to college</td>
<td>10.1%</td>
</tr>
<tr>
<td>Financial reasons</td>
<td>7.8%</td>
</tr>
</tbody>
</table>

It must be concluded from the above study that little vocational guidance service was furnished the students in the high schools, for only 12 per cent indicated that the principal or teacher gave any help or advice in the selection of the particular course. We can easily see that our high schools have not been functioning as they should in providing the proper counseling and advice to the students. The statements of the students show that in the great majority of cases they feel they have reached the important decision of choice of a career on their own initiative. Just think of the splendid opportunity our high schools are missing in not offering programs of guidance that would help these students to choose more wisely.

4. From the study of this question it is noticed that only 23.4% of the students decided on their college courses before their entrance into the high schools. 39.2% of the students made their choice during their last year of high school training, and 37.2% decided to make this important decision after graduation from high school. These percentages are enough to show the need of some form of educational and vocational guidance in the early years of the high schools. The individual who is able to make his choice of life's work while in the high school is certainly in a better position to choose properly his high school courses and electives which will lead to the college course which he has chosen. So often the student finds that he has failed to take a certain subject which is required for entrance in the college which he has chosen. Some program of guidance would help to eliminate mistakes of this nature. Such a program would at least supply information that will guide and assist the student, his parents, and teachers.

5. It is interesting to note from figures obtained from this question that 32.3% of the students are taking a course which prepares them to follow the vocation of their parents or of some member of their immediate family. 12.1% are taking similar courses to those studied by persons who influenced them to attend college, and another
interesting fact is that 24.8% have selected courses followed by someone whom they admire. The remainder of the group, 30.5%, stated that they were not following courses similar to those taken by their friends or parents. The occupations of the parents and friends probably have much to do in influencing the vocational choice of the student.

6. One of the best aids for carrying on a successful guidance program is a well equipped library. To make it easier for our high school boys and girls to get a clearer understanding of the many occupations which we now have, every high school library should have books dealing with the various vocations existing in our country at the present time. In answer to the question concerning the number of schools represented by the group of students it was found that 63.8% of the schools have some books of a vocational nature in their libraries. In a recent survey of three hundred and four Virginia high schools there were two hundred and seven schools having books of a vocational nature, one hundred and forty-three of this number reporting that there were less than ten books of this type in their libraries. Only sixteen schools reported that there were twenty-five or more vocational books in their libraries. A carefully planned school library should have at least thirty books which can be used by the pupils and teachers in securing information concerning various occupations.

7. In connection with the preceding question it was found that 33.5% of the former pupils made use of some vocational literature before making a final choice of their courses. Every pupil should have the opportunity and should be encouraged to read all available information concerning the various vocations before making a definite decision. If books are provided in the school library the teachers should call attention to their importance and in many cases should assign outside reading in them. Pupils should be urged at all times to read books and pamphlets concerning advantages, remuneration, etc., of as many occupations as possible.

8. In further consideration of the importance of books concerning occupations, it is interesting to know what these former high school students think of the need of such books. 94.2% recommended that high school libraries be equipped with books concerning the various occupations, and the various qualifications necessary for the occupations. It must be remembered that these questionnaires came from those who have completed their high school work and who are sincere in their answers and suggestions. They realize the importance of a more systematic program of guidance and also the important part a library can play in the promotion of this work.

9. While superintendents, principals, and teachers may argue for and against the value of a guidance program in their respective schools, no one can actually know better the value of such a program than former high school students. These young men and women have gone through four years of high school work and have been out long enough to form opinions of their own. 80.4% replied that they would advise their respective high schools to inaugurate a program of guidance. A large number of these men and women were very emphatic in answering this question and many gave suggestions which they hoped their former principals would include in the program.

To summarize the survey which has been discussed in this article, it is quite evident that many young men and young women enter colleges with but little real knowledge of the courses selected—not foreseeing to what occupations these courses lead. In view of the above facts it seems clear that the high schools should consider ways and means of giving assistance to the student in choosing his career on a more valid basis. This does not imply that there should be any
limitation of freedom of choice, but it does mean that study should be given at least to means of supplying information that will guide and assist the student, his parent and his teachers. This is certainly a duty of our high schools.

C. J. Hyslup

PROTECTION FOR FIVE-POINTERS—THE FOUR POINT HOME

No Health program can be complete that does not afford full protection for the child. The splendid and increasing army of Five Point pupils, as well as the less fortunate pupils who do not belong in this class, have in a great majority of cases been menaced in their own homes by diseases fostered by insanitary conditions.

Each year these diseases, typhoid, dysentery, diarrhea, summer complaint of babies, and infantile paralysis, bring unnecessary illness, often death, to many Virginia people; in 1929, nearly 1,000 deaths and 7,000 cases were reported. Infantile paralysis alone totaled 315 cases. All these diseases are filth-borne and fly-borne, and all are preventable by simple, common-sense methods.

In order to wipe out these scourges that cost our state many lives, great unhappiness, and millions of dollars annually, the State Department of Health has adopted a standard of protection for homes that will help to do away with the conditions that make such illnesses possible. This standard of safety is the Four Point Home, that is, a home that has safe sewerage, safe water, safe screening, and safe fly control. A little folder explaining these points has been prepared by the State Department and copies will be sent upon request.

Just as Five Point pupils have received recognition at Child Health Day celebrations, so this year, for the first time, each Four Point Home will receive an award—an attractive Four Point Home Window Sticker. All who pass by such homes may recognize them by these symbols as homes made safe for children.

In 18% of the counties there is already some form of organization to carry on the Sanitation Education Campaign with the view of steadily increasing the number of Four Point Homes. After organization in the county is arranged and chairmen and committees are appointed, the next activity is scoring the homes in each community. The chairmen and their district committees show each housekeeper how to score the four points; then the housekeeper determines just what conditions are right or wrong in her own home, and scores them on blanks provided by the State Department of Health. Already over half of the homes in some counties have been scored; a number have been made Four Point Homes; and many others who are adding a point at a time will soon be on the list.

Speakers from the State Department of Health have also carried the message of the Four Point Home to pupils of the upper grades and high schools in many localities in the State.

Child Health Day in Virginia has afforded an opportunity to bring together the several objectives of Child Health work. The American Child Health Association, which originated Child Health Day, has chosen as its 1930 keynote, "Parent Co-operation in Community Child Health and Protection," and this is exemplified in a program including the Five Point Pupil, the Four Point Home, and the pre-school Child.

If these progressive activities, set in motion by Virginia's great Child Welfare leader, Dr. Mary Evelyn Brydon, who died on April 13, 1930, are to make real her vision of Child Health in Virginia, it will be necessary for every citizen to co-operate to the fullest extent in every part of the program.
High Lights on the Five Point Program
Six schools in Virginia are reported 100% Five Point.
One school has been reported 100% three years.
One county has for two years reported every white junior and senior high school pupil a "Five Pointer."
More dental corrections made.
Eye clinics in many sections of the state.
Recognition of Five Point pupils at Child Health Day.
Celebrations throughout the state.

Ellen H. Smith

A FIRST AID PLAYLET FOR GIRL SCOUTS

CAST OF CHARACTERS
Jane, second class scout
Amy, tenderfoot
Louise, second class scout
Elsie, second class scout
Mary, tenderfoot
Martha, tenderfoot

SCENE
Out of doors in natural setting. Bench in center of stage.
Jane (seated on bench, bathing foot with cotton from solution in pan. Triangular bandage and newspaper on bench)
(Enter Amy.)
Jane—Hello. You're one of the new girls who came in last night, aren't you?
Amy—Yes. What are you doing?
Jane—Bathing this poison ivy.
Amy—Poison ivy! Huh, that don't look like the poison ivy I had last summer.
Jane—No? What did you do for yours?
Amy—Nothing. That is, until it got so bad I had to leave camp, and Mother took me to our doctor. I had it all over my legs and arms, too.
Jane—Yes, I bet you scratched it.
Amy—Of course I did; it itched like everything. Doesn't yours?
gone swimming. I hope my suit comes to- 
morrow. Bet I don’t forget it next time.  
(Enter Louise and Elsie, Louise holding 
up hand.)  
Louise—I didn’t know that pan was hot! 
I don’t think it’s much of a burn, but it does 
hurt.  
Amy—(Goes up to them.) Oh, what did 
you do to your hand?  
Louise—I burned it.  
Amy—What’s that you have all over it? 
Louise—Unguentine.  
Amy—Where did you get it? 
Louise—From our first aid kit. Elsie, 
will you put this bandage on for me? 
Elsie—Of course, I will (Takes ban-
dage from Louise and puts it on her hand, 
then stands back and looks at it.) You 
know, Louise, I believe that would feel bet-
ter if you wore it in a sling today. 
Louise—Yes, I think it would. Here’s 
my tie. Will you fix it? (Elsie fixes sling, 
and Louise places hand and arm in sling.) 
Amy—My goodness! You girls know a 
lot! I had to do an awful lot of talking to 
get my mother to let me come here; she 
doesn’t think much of camping since I had 
such a time with poison ivy last summer. 
I am going to write her today that you all 
know just what to do when anything hap-
pens.  
Elsie—Yes, and you tell her we know 
what not to do, too. That’s just as im-
portant.  
Louise—And when you go home this 
time, you’ll know these things, too.  
Amy—Goody! Then I’ll be second class. 
(Enter Mary and Martha, looking very 
sad.)  
Martha—She said my bed looked like it 
hadn’t been made at all, and by the time I 
had made it over, the others had gone 
swimming, and here I am.  
Mary—My bed’s back in the corner, and 
I was hoping she wouldn’t see it, but she 
did. (Sighs.)  
Martha—Well, I came to camp to have 
fun, not to make old beds all the time.  
Mary—I made mine just as good as I 
ever made it at home.  
Elsie—So you girls have had to make 
your beds over. Why didn’t you make 
them hospital style in the first place? 
Martha—Hospital style? I can’t do 
that; I’ve never been in a hospital. 
Mary—I haven’t had my tonsils taken 
et out, either.  
Elsie—Silly, you don’t have to go to a 
hospital to learn to make a hospital bed. 
Why, you have to know that before you are 
second class.  
Louise—We could teach you now, only 
I can’t do much with one hand. Here 
comes Jane, though; she’ll help. 
Jane—Sure, I’ll help. What is it? 
Mary—Teach us to make our beds hos-
pital style.  
Jane—Sure. We can do that right now. 
Martha—No. Let’s wait until tomor-
row. I’ve already made mine twice today, 
and I do hate to make beds.  
Louise—But it’s fun to make them this 
way.  
Elsie—And when you make them this 
way they stay made.  
Martha—Well, I am glad to hear that. 
Come on, let’s go, then.  
Amy—(Goes up to Louise.) I’ll make 
yours every day, Louise, until your hand is 
well.  
Louise—Oh, thanks, Amy. (Second class 
scouts put arms around tenderfoot scouts 
and all go off.) 
(CURTAIN)  
M A R Y  R. WAPLES  

Let us not always say,  
“Spite of this flesh today  
I strove, made head, gained ground upon the 
whole!”  
As the bird wings and sings,  
Let us cry, “All good things  
Are ours, nor soul help flesh more, now, than  
flesh helps soul!”  
—Robert Browning.
EDUCATIONAL COMMENT

PHYSICAL AND HEALTH EDUCATION AS AN ACCREDITED SUBJECT

Modern physical and health education is more and more receiving recognition by educational authorities as having creditable value for high school graduation and college entrance requirements.

Some states require such credit for high school graduation, and the number of colleges and universities which are accepting such credit within the required units for entrance is rapidly increasing.

It is recognized, however, that all physical and health education programs as presented are not entitled to such recognition, and for protection in this the institutions of higher learning look to the state departments of education.

Some states are stipulating definite minimum requirements for the program which must be maintained in order for any school to be accredited, others are allowing such credit in schools which meet designated minimum standards without affecting the general accrediting, but in addition obtain the approval of the State Department of Education.

The minimum requirements for accreditation of the subject vary somewhat in different states. A few emphasize equipment and space, others emphasize the preparation of instructors. The time alloted to the subject is another important factor.

The subject of physical and health education, like any other subject, to be creditable must be purposeful and progressive. Subject matter, type, and arrangement considering the pupil needs within the particular grade is more vital than grade placement within the school, although this latter can not be altogether overlooked. Such application will allow credit to be based on increased and applied knowledge and improvement, rather than on standard physical achievement tests.

The program should be emphasized and carried on as a definite subject, but if maximum results are to be obtained, it must go further, embracing correlation with other subjects and application and practice of proper ideals and proper habits through actually living them.

While highly prepared instructors, expensive equipment, and adequate and properly prepared space will materially assist toward a creditable program, they alone will not necessarily produce a creditable program. The subject must be a vital part of the whole school curriculum, it must assist and be assisted by the entire school and embrace the physical, mental, and spiritual living day of the pupil.

Eliot V. Graves

DR. MARY EVELYN BRYDON

In the recent death of Dr. Mary Evelyn Brydon, the State Board of Health has lost one of its outstanding members. With her training both as a nurse and a physician, Dr. Brydon was especially fitted for her position as head of the Child Welfare Division. During the twelve years she was in this position she did much in lowering the cases of contagious diseases, in stressing
the importance of health, in organizing clinics for the pre-school child, and in promoting the Five-Point Program.

Her activities recently were concentrated especially on the sanitation program that has been developed by the State Board of Health and she had been putting her usual energy and vim into this. The attack of pneumonia found her with lowered resistance and soon overwhelmed her system.

The death of Dr. Brydon, in private life Mrs. George MacKay, is a marked loss to the State Board of Health and to the State of Virginia. It will be long before her place can be filled.

R. F. W.

WILL ROGERS ON MAY DAY

I am mighty glad so many people in America are taking up the children work. I used to think there might be some chance of getting our Government interested in it, but that was hoping too much. Being a Ranchman and Farmer and also a child owner, I have often wished that when one of my children got sick I could wire or call up some Government expert and have him come look after them, like I can do if one of my cows, or pigs get some disease.

If your fertilizer is not agreeing with your land the Government will send a specialist, but if the food is not agreeing with the Baby, why, we have to find out what's the matter ourselves, and lots of times Parents mean well but they don't know much.

So I am glad that you people are interested in Children. Course they are a lot of trouble, but we just don't seem to be smart enough to find something that would be less trouble that would replace them.

That's the only thing we are shy now is synthetic children.

It's not a bad idea whoever thought of doing something for the children.

If it works and you improve them, I will send you mine.

Yours, WILL ROGERS

The real value of any educational experiment consists not only in its principles, but also in the success with which it interprets those principles in practical form.

EUGENE R. SMITH

THE READING TABLE


These addresses by one of the most noted surgeons in the South are interesting and show breadth of thinking and of vision.

The first address emphasizes the fact that no real progress in medicine has ever been made without research and that medicine has reached its present importance only through those who were not willing to stop thinking after they entered their profession.

The titles of some of the other addresses which were made before various medical and surgical sections or society meetings give an idea of the variety of thought: The Ideals of a Surgeon; The Career of a Surgeon; Should Surgeons Tell the Truth? The Medical Profession of Virginia; Politics and Medicine.

The book is well written and well correlated. There is much food for thought on the different pages.

RACHEL F. WEEMS


A readable book for boys and girls. The pictures add much to the attractiveness of the volume. Magellan, the Cabots, Champlain, James Oglethorpe, Washington, and Franklin are among the prominent figures introduced. The lists of reference books on pages 333-336 are helpful to teachers and pupils.


This introduction to the study of elementary American history begins in the stone age, surveys the Greeks, Romans, Teutons, the Spanish colonies, and four revolutions, beginning with the English Revolution of the 17th century. Pictures and maps are numerous. Six colored plates add much to the visual appeal.


This book is designed to meet the needs of rural high schools for a general social science text with emphasis on rural problems. Moral and mental factors, religious factors, educational factors, and economic factors are presented in relation with political and social factors. The pictures, maps, and graphs are helpful.

In this volume the author has undertaken to present the fundamental principles and ideas of economic thought and practice in such a way as to appeal to boys and girls in the later years of the secondary school. It is readable and attractive. The pictures and graphs add interest and value. History, geography, and government are correlated.


This book is of size and style similar to that in the same author’s Founders of Our Country. It takes up the story of Europe’s expansion as it touches American shores, and presents “Henry of the Silver Tongue,” “John Paul Jones, the Founder of the American Navy,” “Henry Clay, the Great Peacemaker,” and many others whose names are written large in United States history.


A general survey of the program and organization of play days and their relationship to a physical education program. The subjects of participation, division of participants, organization for dances, games, relays, stunts, field events, etc., are all discussed. This is a book that will be found quite helpful to anyone undertaking the administration of a play day.


Standards for an athletic program are discussed with particular emphasis on the more recent trends, stressing athletics for all and discussing woman’s part in the program.

Methods of conducting athletics, play days, track and field athletics, water sports, and winter sports are all given a large place.


An excellent textbook for junior high school music appreciation.

It is on the idea that music grows out of life that this book is built. A correlating of music with history, social relationships, and literature has resulted in interesting, well-organized, and original lessons that junior high school boys and girls should revel in. It is designed first and last for the pupil to use, being especially suited to satisfying his “exploratory” instinct. It aims to provide a musical experience, develop pupil-evaluation of that experience, and stimulate creative activity on the part of children of latent capacities. The text is organized to facilitate the pupil’s actual use of it and to bridge for him the gap between his immediate experience and that experience he is to gain.

People and Music is in harmony with suggestions made by the National Music Supervisors’ Conference and the N. E. A. Committee on Curricula. It possesses easy flowing style, valuable provision for vocabulary drill and summarizing, numerous thought questions, many suggestions for special reading and optional activities, a wealth of good illustrations, historical references, and definite bases for checking and measuring musical growth.

A book appealing to junior high school boys and girls but containing a wealth of ideas for adults is surely a valuable addition to any school library, whether adopted as a class text or not.

M. C.


The significant thing about this standardized test is the self-marking scheme which is made possible by strips of carbon paper. This scheme makes possible the scoring at least four or five times faster than could be done otherwise. The scoring requires no key, and can be done by anyone who can count. Form A is designed for grades 5 to 12 inclusive, and includes capitalization, punctuation, word form, and grammar.

N. B. R.

NEWS OF THE COLLEGE

New student government officers were inaugurated Monday evening, March 12, at which time Dr. Wilson Jarman, new president of Mary Baldwin College, gave the main speech. Mr. Raymond Dingledine led the devotional exercises, and President S. P. Duke discussed the educational implications of student government. The outgoing president, Mina Thomas, administered the oath of office to Shirley Miller, the new president, who, in turn, gave it to Virginia Thomas, new vice-president; Mae Brown, new secretary; to the new council members and new house chairman.

Dr. John C. Metcalf, dean of the graduate school of the University of Virginia, spoke on The Great Tradition of Individualism, March 12, at Founders’ Day exercises, when the twenty-first birthday or “coming of age” of this college was celebrated. A silver vase in memorial to those of the faculty who have died, presented to the college by its first daughter, Eleanor Beatrice Marable, and $723.00 presented to the college to add to the Alumnae loan fund,
were accepted and acknowledged by Mr. Duke.

H. T. C.'s varsity swimming team successfully downed (not drowned) the George Washington team, in the home pool, on March 15, with a final score of 41-18. Harrisonburg's entrants were: Irene Garrison, Evelyn Wilson, Kennie Bird, Sue Glover, Janet Lowrie, Frances Ralston, Emilyn Peterson, Mildred Henderson, Catherine Wherrett, and Sarah Dutrow. Miss Paries, of the physical education department, was coach of this victorious team.

Captain Melvin Carr, of the American Red Cross Life Saving Corps, visited the college from March 31 to April 3 to test examiners and senior life savers. While here, Captain Carr marked out a new plan for life saving training classes which will shortly be put into use at the college.

Mr. Duke accompanied about fifty girls Saturday, March 22, to climb Massanutten Peak. Lunch from paper bags and a trip through the Massanutten Caverns were part of the trip.

Basketball letters and swimming emblems were awarded by the Athletic Association and new captains were announced at assembly, March 17. Anna Lyons Sullivan will be basketball captain and Evelyn Wilson will head the swimming team. Those receiving basketball stars were Esther Smith, Elsie Quisenberry, Frances Ralston, and Anna Lyons Sullivan. Evelyn Bowers, Mary Farinholt and Julia Duke received letters.

Irene Garrison, Evelyn Wilson, Emilyn Peterson, Sue Glover, Frances Ralston, Mildred Henderson, Sarah Dutrow, Catherine Wherrett, Kennie Bird, and Janet Lowrie were awarded the swimming emblems.

A boat for use at the new college camp was presented to Mr. Duke by the Athletic Association. It is to be christened "Speedie."

Presenting their annual costume play, members of the Stratford Dramatic Club, appeared in Trelawney of the Wells, Pinnero's famous comedy, April 5. This play marked the last appearance in a Stratford production of Phyllis Palmer, Mary Crane, Elizabeth Knight, Elizabeth Hopkins, Rose Hogge, Mildred Coffman, Rebecca Holmes, Mina Thomas, Carrie Dickerson, and Isabelle DuVal.

Winning second place in the state contest for college glee clubs, the H. T. C. Glee Club attended the convention of the State Federation of Music Clubs, held in Roanoke, March 26 and 27, and broadcast from Station WBDJ Wednesday afternoon. They were entertained in homes of the alumnae during their visit and were privileged to hear the Rosa Ponselle concert Wednesday night.

Mr. Gordon Dean of Pinehurst, N. C., on Wednesday, March 12, spoke to those interested in archery on the technicalities and values of that sport, and also gave an enlightening demonstration.

The Glee Club presented an operetta, "The Belle of Barcelona," in Leesburg and in Lincoln, April 4 and 5, and broadcast from Station WJSV at Mount Vernon Hills, April 3.

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**ALUMNAE NEWS**

**DEATHS**

*Norma Spiers Fisher*

A letter has been received from a sister of Norma Spiers, giving us the sad news of the death of the latter on April 7, 1930. Norma was a graduate of the home economics course, 1923. She married Mr. J. Ernest Fisher and at the time of her death was living at 525 30th St., Newport News. She leaves two small children.

**BIRTHS**

Mr. and Mrs. George Lawrence Dovel, of West Market St., Harrisonburg, Va., announce the birth of a daughter, Anne Hundley, on April 15. Mrs. Dovel was formerly Anne Hundley, of Whitmell, Va.
Mr. and Mrs. Douglas Burnshire, of 4609 Cleveland Ave., St. Louis, are the parents of a baby girl, Elizabeth Davis, born April 7. Mrs. Burnshire will be remembered here as Helen Bradley, daughter of Mr. and Mrs. John Bradley, of Harrisonburg.

WEDDINGS

Mary Kathleen Sullivan, graduate of the class of '28, was married to Mr. Arthur Dwyer, April 5, 1930. Mr. and Mrs. Dwyer are now living at 60 Broad St., Harrisonburg.

FORMER GRADUATE PRESIDENT OF PRIZE WINNING HOME DEMONSTRATION CLUB

The Woodsdale Club, of Meredithville, Brunswick County, won the first prize of $15 as the best home demonstration club in Virginia in 1929. Mrs. E. G. Currin, formerly Margaret Ropp, class '16, submitted the following as the work accomplished by the club last year:

The three most important things done by the Woodsdale Club were

First—A one-dish hot lunch served daily to the children in our two-room county school through January and February. This dish was served free of charge to all the school children regardless of whether or not their parents belonged to our club. The club members met the previous summer at the home of one of the members and canned nearly a hundred quarts of soup mixture to be used for the one-dish hot lunch. This was supplemented with beans, potatoes, and various other things paid for by the club. The teachers, with the help of the older children, prepared and served the lunch.

Second—During the months of April and May, fresh fruits, paid for by the club, were given daily, free of charge, to all the school children.

Third—All members of the club were given the privilege of going to Blacksburg, with all expenses paid. Seven club members went. Two other club members let their sons go in their places; another let her daughter go in her place; while two members took their husbands along. Quite a jolly party—twelve in all—went together with all expenses paid by the Woodsdale Club.

The amount of money—where did we get it? Forty-five dollars we won in prizes at the county, the state, and the Petersburg fairs. Ten dollars from the state agent for being the second best home demonstration club in the State of Virginia. We gave a play, first at school and then at other schools in the county and made one hundred dollars. A few of the minor things that we did were these:

Joined the county library 100 per cent.
Gave $5 each to two people to help pay their hospital bills.
Had wood hauled for a needy family.
Gave four baby showers.
Gave three showers to brides.
Sent a delegate to the state convention with all expenses paid.
Gave $5 to the Fannie Steames scholarship fund.
Sent $1 towards fund for building a chapel for women convicts.
Met club members and their families at our school house on Armistice Day and planted trees in honor of our soldiers.

This does not include our year's program. We took bread-making as our main project. We had four demonstrations on this project. We had three demonstrations on the projects, fruits and vegetables. We have twenty-six on roll. Besides our twelve regular meetings, we had many social meetings throughout the summer. Our members sell turkeys, chickens, eggs, butter, milk, rugs, take in sewing, and do fancy work to help increase the family income.
LETTERS FROM ALUMNÆ

Ruth Dold writes concerning the Buena Vista Local Chapter: At our meeting we discussed the Johnston Memorial Fund and elected the following officers: Ruth Dold, president; Cornelia Risque, vice-president; Bessie Meador, secretary-treasurer. After our business meeting, tea and sandwiches were served. This brought Harrisonburg back to some of us so vividly that we became terribly noisy in our reminiscences of Sunday night suppers, etc.

Virginia Harvey Boyd, of Roanoke, writes the following concerning the local chapter there: Our new president is Mildred Reynolds Chapman; vice-president, Virginia Stein Lindsay; secretary-treasurer, Dorothy Wheeler. At our last meeting we had a jolly social time after business was over and gorged ourselves to capacity on sandwiches and tea. None of us seem to have lost our H. T. C. appetites. Roanoke Chapter sends best wishes for a very successful year.

Mattie Worster, president of the Portsmouth Alumnae Chapter, writes:

Our chapter, we think, is the most wide-awake in Virginia. We have regular monthly meetings, the first Monday in each month. We wish you could be with us sometimes. We play cards occasionally instead of a long business meeting. I think the girls enjoy it. We have sixty girls on roll, and I believe I can safely say that fifty of these are active members. With all good wishes from the Portsmouth Chapter.

Catherine Guthrie Loomis writes to class of 1929: As you know, I recently was the recipient of the Senior Hope Chest of the Class of '29. The method of reaching all of the girls who so lovingly contributed to this priceless wedding gift has been quite a problem. I thought a message might be sent through the Alumnae Association. I want all of the girls to know that I love all of the gifts and am proud to be the member to win this lovely token from my class. I extend my sincere thanks to those who helped to make this wedding present the most treasured of all my gifts.

Needless to say, I miss H. T. C. a great deal this year. I hope I can visit all of you soon and renew old acquaintances and relive some of my most wonderful hours spent there.

From Dorothy Clarke, Ocean City, Md.: We have four years of science (required) in Ocean City. The classes are small and the freshmen and sophomores study general science one year and biology one, then alternate in chemistry and physics. The General Science class has five fifty-minute periods a week, while the chemistry has three lectures and two double laboratory periods. The general science is taught by the demonstration method with experiments as the text requires them. We use Caldwell and Eikenberry as a text. At present we are working on a unit, “The Earth’s Surface” leading up to the unit, “Foods.”

Since I did not take the course in methods of teaching science in the high school, I found my teaching of general science to be the weakest point in my teaching. We happened to have E. Clarke Fontaine’s Supervision, and I had to study up a bit and do some of the experiments out of class until I could adjust myself to the situation. We have fifty-five pupils in the high school at Ocean City. I am interested in the copies of the VIRGINIA TEACHER. They are very helpful.

From Marguerite L. Cupp, 354 W. 122d St., New York City: If I were a writer, I should get the greatest degree of pleasure from being asked to contribute to our school magazine. As it is, I hope only to hold your interest because my work as a science teacher may be very different from yours. The New York City House of Refuge is a home for juvenile delinquent boys. Their ages range from twelve to twenty-two years. They are separated into two groups, so that
the younger boys are not with the older ones. The boys have various shops in which to learn trades. In order that we may have the morning for shop work, we have the afternoon and evening sessions of school. I teach the science classes of the eighth, ninth, and tenth grades. The classes vary in numbers. The average is about thirty. Our curriculum is very elastic. The idea that we keep constantly in mind is that we must give something that will make it easier for the boys to adapt themselves to the complex life of New York. I follow very closely during the fall semester the New York City course of study for the eighth grade. I do this so that the few who return to school when they are paroled may find themselves prepared. This course of study takes up the study of electricity. We must do as much laboratory work as possible. This gives the boys a chance to bring abstract thought to concrete examples. After we help the boys who return to school, we must think of the vast majority who will not return. It is these boys who bring us the greatest problem in our science work. These boys have absorbed from their environment every kind of ignorant superstition about life. We must try to drive these from their minds and give them some real explanation of the phenomena of life. Since I have taught at the Refuge, I realize more than ever the value of a real education. I know these boys are not innately bad, but the lack of proper education for life left them helpless in the face of their surroundings. Rather than feel inferior to their fellow man, they took the criminal path of getting things they could not otherwise obtain. I surely believe that competent science teachers can do a vast amount in straightening out the muddle that exists in the world today.

From Kate Dunivin, 3220 Carolina Ave., Richmond: I am very sorry at this time that I cannot write an article on my work for publication. However, I will tell you about my school. We have forty teachers. Two are from H. T. C.—Miss Mary Jordan and Miss Ruby Norford. Mr. C. C. Hancock, our principal, is a wide awake man who is especially interested in activities which will best develop the initiative and self-expression in the child. Because of this, our pupils are engaged in many activities, such as, Boy Scouts, Girl Scouts, Harmonica Club, Boys' Chorus, Girls' Chorus, Boys' Orchestra, Safety Patrol, baseball, basketball, stamp club, Hi-Y Club, and literary societies. My work keeps me very busy, but I enjoy it.

LOCAL CHAPTERS SEND CONTRIBUTIONS TO THE JOHNSTON MEMORIAL FUND

Bessie Scoggin sends three dollars from alumnae in Greenville County for the Johnston Memorial Fund.

Charlotte DeHart sends a contribution of $14.00 from Handley School, Winchester, for the Scholarship Fund.

Helen Hopkins Hoover sent $5.00 from the Alumnae in Timberville.

Sarah Hartman sends $3.00 for the Memorial Fund from Amherst.

Gladys Hopkins Strickler sends $3.00 from Broadway alumnae.

E. Genevieve Warwick sent a check for $7.40 from the Alumnae in Bridgewater.

Roselyn Brownley, of Norfolk, sent $5.00 from the H. T. C. alumnae teaching in her school.

The largest single contribution to the Johnston Memorial Fund was received from Beatrice Marable. Harrisonburg Local Chapter sent in $125.00, the largest contribution given in one year by any Local Chapter. The Portsmouth chapter runs Harrisonburg a close second by the pledge of $100.00.
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