ESTHER EVERETT LAPE
Urges Virginians to Support Ratification of the
World Court Treaties

VIRGINIA SYDNOR on Teaching the Spirit of Internationalism
in the Classroom

FLORENCE E. BOEHMER on Guidance as an Occupation

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VIRGINIA and the VIRGINIANS

AUTHOR. Ellie Marcus Marx, Principal, Henry Clay and James Barron Hope Schools, Norfolk, Virginia.

PURPOSE. To acquaint young Virginians (intermediate grade) with the great leaders of Virginia and the nation, and to lay a foundation for further study.

ORGANIZATION. Seven units: I. Virginia a Royal Colony; II. The Indians of Virginia; III. Virginia Colonial Life; IV. Virginia's Part in Building the Nation; V. Virginia's Part in Opening the West; VI. Virginia Carrying On; VII. Virginia Making Strides.

TEACHING HELPS. Vocabulary is checked for suitability; simple sentence structure; well illustrated; sets of games and measurements after each section; activities for local history.

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THE UNITED STATES, THE WORLD COURT, AND THE SENATE

For many years the United States admittedly led the way in efforts to promote peaceful international relations. At the First Hague Conference in 1899 it was the United States delegates who were instructed by their government to work for the establishment of a permanent court of international justice. They put forward the proposal—that a real court sitting regularly and deciding questions according to accepted principles of international law should be established. The other nations were not ready for this and instead of the American the British proposal was adopted, by which the Hague Court of Arbitration was set up.

This Court still exists, but it is merely a panel of jurists from whom nations having a dispute may select a board of arbitrators. Useful as such an organization sometimes is, it has a number of disadvantages: it is not available at any moment, for agreement must be reached by the nations as to the men who shall constitute the board of arbitration for the particular dispute, and agreement upon the arbitrators sometimes proves almost as difficult as the settlement of the dispute itself. Moreover, the process of arbitration does not lend itself equally well to the settlement of all kinds of difficulties. By and large, arbitration means reaching a compromise acceptable to both sides rather than deciding the dispute strictly according to the law. Of course many differences between nations are not susceptible of a purely legal solution—because there is no law covering the question or because the essential facts are too confused for a definite line to be drawn or for other reasons. For such problems arbitration provides a solution, but by the time of the Second Hague Conference, in 1907, the delegates from the other nations agreed with the United States delegates that a court of justice was needed. A committee therefore began to work out the Statute for such a court, but had not found a method of selecting the judges which would satisfy both large and small nations when the World War broke out.

I. Establishment of the World Court

After the War, the Council of the League of Nations asked a Committee of Jurists to draw up a Statute for a Permanent Court of International Justice. Mr. Elihu Root was one of the members of this Committee and it was he who suggested the scheme for choosing the judges that was adopted, thus overcoming the difficulty which had fatally delayed the establishment of the court proposed in 1907. The present World Court was established along very much the lines originally proposed by our delegates to the two Hague Conferences.

This Court has been functioning for more than ten years, with all of the great powers of the world except Turkey, Russia, and the United States members. It is made up of fifteen judges, chosen to represent not their own nations but the main forms of civilization and the principal legal systems of the world. It has handled forty-four questions, many of them delicate and thorny, notably the post-war disputes between Germany and Poland. Many of the questions which the Court has thus successfully solved held the seeds of war. It is characteristic of the Court's work that in most instances it has brought about a solution of the difficulty at an early stage, before it has produced the friction from which war too often springs. For the most part, therefore, the work of the Court has not been spectacular.
The Registrar of the Court described its function accurately when he said to a group of American editors:

"The Court, let it be understood once and for all, is no panacea against war and does not purport to be one. It is one of the international institutions calculated to bring about in the long run a reign of peace by means of the elimination of causes of friction between nations; by building up a system of jurisprudence; and finally, by educating humanity to look for the settlement of international disputes by pacific means rather than by the exercise of pressure, and, may be, violence. But it should not be expected as yet to be able in an emergency infallibly to ward off an impending menace of war...."

"If it succeeds in fulfilling the perhaps minor, though yet very important, tasks which properly belong to it, then it may be able to prepare the way for an era when the legal settlement of international conflicts will become something as obvious as is now the settlement of conflicts between individuals by municipal tribunals. It will then have well deserved of humanity and largely justified its existence."

It is significant that, although the Court depends solely upon public opinion to enforce its decisions, in not one of the forty-four cases thus far brought to it has its decision been flouted.

This is the Court, established largely as a result of American suggestions over a period of years, functioning in accordance with a statute upon which the impress of Mr. Root's mind is clear, working successfully (and thus meeting the traditional American test of value!) for more than ten years, to which the Senate still hesitates to permit the United States to adhere.

II. The Question of the Adherence of the United States to the Court

Almost from the time the Court began to function the question of our adherence has been before the Senate: It was first sent through to the Senate by the President on February 24, 1923. Three years later—on January 27, 1926—the Senate, by a vote of 76 to 17, approved our adherence to the Court with five reservations. That adherence has not yet been completed in spite of the fact that all the reservations, including the troublesome fifth, regarding advisory opinions, which—because of the looseness of its wording—had been the chief cause of the delay in the negotiations, were fully accepted by the signatory states in 1929, in the protocol of accession, one of those now awaiting ratification.

The three Court protocols which were signed by the United States, by the authority of the President, in 1929 and which the Foreign Relations Committee of the Senate finally reported favorably to the Senate on June 1 last are:

1. The protocol of accession, mentioned above, which accepts the American reservations and provides the procedure for putting into operation those which require such procedure;
2. the protocol of signature of the original Statute of the Court, signed by every nation when it adheres; and
3. the revision protocol, covering proposed amendments to the original Statute, most of them necessitated by the increasing work of the Court.

III. The Accepted Fifth Reservation and the Root Formula

Of particular interest, of course, is the protocol of accession, and especially the part called the Root formula, setting forth the procedure for the operation of that much discussed fifth reservation.

The fifth reservation was intended by the Senate to protect the United States from the possibility that the Court might give an advisory opinion, without our consent, upon a question which we had already refused to submit for an actual judgment. The reservation provides that the Court shall not,

"without the consent of the United States, entertain any request for an advisory opinion touching any dispute or question in which the United States has or claims an interest."

The Court, it should be said, has two sorts of jurisdiction: It can give actual judgments upon disputes brought to it by the parties. And it can, at the request of the Assembly or the Council of the League (it has always been the Council) give advisory opinions upon the legal aspects of questions with which the League has to
deal. The original Statute was explicit in requiring the consent of the parties for the Court's giving an actual judgment but did not mention advisory opinions. In actual practice the Court has followed the same arrangement for advisory opinions as for judgments and under the proposed revisions of the Statute this will be required by the basic constitution of the Court.

The discussion in this country over the Root formula for the operation of the fifth reservation, regarding advisory opinions, has been due largely to a failure to understand exactly what the formula does. As sometimes happens, the amount of public enlightenment has not been in direct proportion to the amount of discussion! But the whole matter is fundamentally simple:

The United States, naturally, does not want the Court, under the guise of giving an advisory opinion, to deal with a question concerning us without our consent, which we might already have refused to submit for an actual judgment.

The nations abroad, on the other hand, while they are entirely willing to give us this power of veto, do not, naturally, want to be prevented from appealing to the Court for an advisory opinion by our unwarranted intervention. And one phrase in our fifth reservation—"has or claims an interest"—seemed to them to open the door wide to our objecting to an advisory opinion upon any question.

The probability is, of course, that we would never interpose our objection unless we were directly concerned in the question; under these circumstances the other nations were entirely willing that we should have the right to prevent the Court's giving the opinion. On the other hand, there is every reason to suppose that the nations abroad would be ordinarily considerate of our interests, whatever the exact wording of the agreement. But the discussion had been so long and so involved that it had become impossible to depend solely upon the exercise of common sense on both sides and so the very explicit protocol of accession was adopted.

The protocol begins by accepting all the American reservations, including the fifth. It goes on, in Article 5, to arrange for an exchange of views between the United States and the Council of the League when the Council is still in the stage of discussing whether or not to ask the Court for an advisory opinion. If, at this early stage, the United States expressed objection, the likelihood is that the Council would not ask the Court for the opinion or if it did it would rephrase its request so as to get its own question answered and yet avoid what the United States did not want taken to the Court. But if, in spite of our objection, the Council took the request to the Court, we would still be able, under the accepted fifth reservation, to interpose our objection to the Court and so long as we remained in the Court the Court could not entertain the request for the advisory opinion over our objection.

There has been a good deal of misunderstanding because at this point the protocol of accession refers to the right the United States explicitly claims in another reservation to withdraw from the Court at will. But the United States does not have to withdraw. The reference to the possibility is made because the drafters of the protocol (among them, Mr. Root) felt that if the United States and the other members of the Court disagreed so completely over the proper function of the Court, the United States would probably prefer, at that point, to give up the experiment in co-operation, for, as Mr. Root pointed out when he explained to the Foreign Relations Committee of the Senate the force and effect of his formula, you cannot carry on an experiment in international co-operation by means of lawsuits.

The President, the Department of State, and such authoritative bodies as the American Bar Association (whose committee on international law made a special report on
the subject) agree with Mr. Root that the interests of the United States are fully protected by the pending protocols.

IV. The Outlook for Action on the Protocols in the Senate

Both major parties in their platforms last June endorsed the completion of our adherence to the Court. The President mentioned the Court in his annual message to Congress, as one of the matters which should be settled in the short session this winter. And the Democratic Steering Committee included the Court in the legislative program for this session.

Whether the Senate will indeed ratify the three Court protocols before March 4 depends to a measurable degree upon how much trouble the public generally is willing to take: If the senators hear from a large number of their constituents who feel strongly that the protocols should be ratified before the end of the present session the time will be found, in all probability, for dealing with them. After nearly ten years, it is not too much to ask, with considerable insistence, that the party leaders make this possible.

Virginia citizens who wish to have an effective part in shaping the foreign policy of the United States have opportunity now to take useful action by expressing their interest in early ratification of the Court treaties, and public opinion on the question so far as they are in touch with it, to Senator Glass and Senator Swanson.

If the argument is raised that the Senate should devote itself this winter to "practical" measures against the depression, it is well to remember that nothing would more directly aid in restoring world-wide economic stability, the foundations of which have been shaken, than a sense of security. Is it not possible that the endorsement by the United States of the principal of judicial settlement of international disputes would provide a stabilizing influence both at home and abroad?

ESTHER EVERETT LAPE

TEACHING THE SPIRIT OF INTERNATIONALISM IN THE CLASSROOM

I AM to speak to you this afternoon on "Teaching the Spirit of Internationalism in the Classroom." I feel that the subject is one which is so vital and so currently discussed in academic circles that I need not argue its necessity, and that I can step into it in high gear without any preliminaries.

During the last hundred and fifty years this world has seen more progress than in any similar period of time in history. Science and mechanical arts have entirely revolutionized our lives and it is mere repetition to say that our modern ships, airplanes, telegraphs, and telephones, not to mention radios, have literally annihilated time and space. Today, we are told, one can sit in London and see the happenings in New York City.

This making of foreign nations our next-door neighbors has changed our entire relationship to the affairs of other peoples. Trade, travel, and migrations move from one country to another in such quantities and numbers as to produce a new condition of national interdependence. So far as scope is concerned an entirely new type of human life has grown up. And this will become more and more true as the years pass.

In this case when disputes arise between nation and nation, eventually we, the people of the United States, shall be drawn into them. They will concern our trade, our citizens traveling abroad, our money invested in other lands. This means that the next war of any importance must be a World War because each nation's arteries of commerce are every nation's. There is no escaping it.

Nor is this all. We hear also that the chemists today are busy concocting such

This paper was read before a group meeting at the annual Educational Conference in Richmond on November 28, 1932.
deadly liquids and gasses that the destruction of a city such as New York will be but a few minutes' work. In the future, warfare will not be confined to the ocean and the battlefield; the firesides of the civilian population will be in the midst of it. What will become of our civilization then—those things for which we are studying and planning and working day after day and year after year?

But this is not a subject to be handled emotionally. It is a most common-sense reality. In our classes are these future chemists, the future owners and directors of munition plants. What are we going to do about it? That is the question. For one thing we must let them see that there is really no money in war—it doesn't pay the victor nor victim; in the long run everybody loses by it. Miles of figures have been printed to prove this. In the second place we must make peace more colorful and more attractive than war. Peace-time pursuits must seem as adventurous, as alluring, and as stimulating as the militant call to arms, and peace heroes must be honored with monuments equal to those erected in tribute to the war great. But most of all we must teach this younger generation by a slow, daily, unobtrusive, and subtle method to become international-minded.

Just what does this phrase mean? Nicholas Murray Butler says that it signifies a habit of thinking of foreign relations and businesses, and dealing with them, as if the several nations of the world are friendly co-operating equals working to aid the progress of humanity. That may sound a little high and mighty. In simple language I think it means the practice of individuals living with the world as their field of thought and action, thinking in terms of people, not nations, humanity, not governments. How often most of us think America versus Europe or America versus The East! And how seldom do we realize that the foreigner is engaged in exactly the same tasks as we are—that we are all one. His problems are our problems; ours are his. Men are everywhere engaged in tilling the soil, digging metals, sailing vessels, laboring in factories, working in offices—and trying to overcome the depression. "Nations are much more alike than different and their likenesses are fundamental, their differences trivial." These are the impressions to plant in the minds of your students.

And yet no one knows better than I that in trying to give these thoughts to the children the first barrier we run into is that high, wide, and long wall of prejudice. People are anti-German, anti-Russian, anti-Japanese, anti-everything that isn't 100 per cent American. (I might even say 100 per cent Virginian!) And why? Simply because they know nothing about them. They probably have never seen a real live Russian in all their lives, but they have heard that they are terrible creatures.

There is but one way to dispell this pathetic ignorance. They must know the facts and you must teach them. If they cannot travel and see for themselves, they must get their knowledge vicariously from you and from the books you give them to read. Make a point of emphasizing the contributions of foreigners to our own civilization—the sculpture and architecture of the Greeks, the music and painting of the French and Italians, the democratic ideals of government of the English, and the science of the Germans. Do not let them live with the impression that all foreigners are gangsters and all gangsters foreigners. Let them realize that it is impossible to study the history of any people by itself because the "development of any nation is powerfully conditioned by the contemporary and antecedent development of civilization in all other nations."

Mr. Albert Bushell Hart says that one of the chief obstacles in the way of better international understanding is the patriotic
historian who brings into the limelight the prowess and conquests of his own race. Of this I think we are often conscious. Had he been in Virginia during the Muzzey controversy of the last twelve months, I think he probably would have smiled a little sadly and said, "There is no hope." The word patriotic is so often misused. Many times it is a misnomer for blind ignorance or, worse still, jingoistic propaganda. America has had great men and great policies, but so have other nations.

Let us recognize the fact that national foreign policies originate in the conditions of national life. "A country needs settlers and it encourages immigration; it is a maritime nation and it demands freedom of the seas. In short, the divergent conditions of national life dictate divergent national policies." When two interests conflict, one is not necessarily right and one wrong, one good and one bad, and most certainly ours is not necessarily right. As an example, take our position in Nicaragua or Santo Domingo. I believe there is some difference of opinion particularly in Latin American quarters as to the justice of our interference in these and other backward countries.

There is one distinctive American doctrine, however, which we have cherished through the years and of which we may well be proud—the doctrine of arbitration. As early as 1795 Jay made a treaty with Great Britain for the arbitration of certain differences, again in 1872 we settled in a similar way the Alabama Case, fifteen years later Mr. Cleveland insisted on arbitration of the Venezuelan boundary dispute, and all of our executives of the twentieth century have worked toward this aim, culminating finally in Mr. Wilson's proposal of the League and World Court. By that time other nations were converted to the idea, fifty-five becoming members of the League, while we, the leaders, turned our backs upon it. What are we and our students going to do to prevent the world from thinking that we as a people are less idealistic and more selfish than our fathers and grandfathers?

One thing we can do is to study the League, its make-up, its work, its accomplishments. We hear so much more about what it fails to do than about what it has done—in wondering how it will handle the Manchukuo affair, we overlook the fact that there is hardly a single new frontier in Europe concerning which the Council has not been called upon to mediate, conciliate, or arbitrate.

Help your students to form an opinion about our entrance into the World Court. Help them to know why they think what they think. Vitalize the Briand-Kellogg Pact for them. I once heard Mr. Shotwell, the spiritual creator of that document, upon being asked what force it really had, say it has exactly as much as you think it has.

We can all have a part in making effective these policies. Your students will soon be voters. They will have the right and duty of voting upon these measures and the candidates who support them. Even now they can write letters and articles for publication to help form public opinion. They can talk with their families and friends. They can just think. All of these will have their due effect provided they themselves have understanding minds.

In other words we can endeavor to make our students in their thinking citizens of the world and give them more accurate ideas of other nations and their policies, and we can show them how the most forward-looking thinkers in all countries are working to organize for better comprehension of and co-operation in the problems of the world today.

Sometimes I think we are too inclined to say that we really have no power, that after all the people up in Washington run the government to suit themselves and the vest-
ed interests. Just recently I heard speak Miss Jeanette Rankin, the first woman in the United States to be elected to Congress. One of the chief points which she emphasized was that after a person was sent to Congress so few of his electorate ever let him know that they are interested in his ideas on current matters. After all, public opinion is the real executive of any nation and world opinion is the international executive.

Is it not time for us, the teachers of this great dominion, the state which produced those independent progressive thinkers in our glorious historic past, to let the world know that we are not merely marking time but that we are moving forward along with a host of other big-spirited educators, to bring about a freer, more democratic and happier world? In the future, let the politicians, if they will have our support, appeal not to our fears but to our courage, not to our narrowness but to our greatness of purpose.

"For there is neither East nor West nor North nor South,

Border nor breed nor birth,

When two strong men stand face to face,

Though they come from the ends of the earth."

**Virginia Sydnor**

Retrenchment should be creative, not destructive. In the last analysis the people will secure just as good schools as they are willing to pay for. The teaching profession on its part must show the public that better salaries actually do purchase better teaching service.—David E. Weglein

**Henry Suzzalo**

**GUIDANCE AS AN OCCUPATION**

This period of financial difficulty and uncertainty is making many of us acutely job-conscious. We have taken for granted our positions, our opportunity to work for a living if we wished to do so. Now, with jobs becoming increasingly scarce, with many of the old, well known occupational fields such as teaching showing an unmistakable surplus of job hunters over available jobs, we are looking to new sources for livelihood and for satisfying occupations. One comparatively new occupational field is that referred to under the general term guidance.

**Meaning and Scope of Guidance**

Basic to any consideration of the occupational offerings of the activity called guidance is an understanding of the meaning and scope of the term. Guidance is probably as old as the human race. It is difficult to conceive of an older generation which has not attempted—often unwisely and short-sightedly—to determine the direction in which the younger generation should go. Certainly guidance is as old as organized education. Through all the various forms which the educational process has taken and in spite of—or because of—various educational philosophies, teaching has remained largely a matter of guiding the learner.

As a consciously organized activity, however, guidance is of recent origin. A fairly satisfactory definition of organized guidance is help consciously given to individuals which will enable them to solve problems and make decisions in times of crisis. Although a vital part of any modern educational program, guidance is not confined to school situations. Business and industry, social service agencies, and the church, all employ certain officers whose main function is giving guidance of some kind.

The problems which demand solution and
the crises which arise do not all have to do with the choice of a vocation. It follows that not all guidance is vocational guidance. For convenience in thinking, guidance is divided into a number of specialized activities on the basis, not of what is done in giving the guidance, but of the ends in view. Various classifications on the basis of ends, or objectives, can be made. One classification which is simple and fairly logical and which includes the kinds of guidance most generally administered by machinery specifically set up for the purpose is (1) vocational guidance, (2) educational guidance, (3) health guidance, (4) social-civic-moral-ethical guidance, which frequently is thought of as a unit for character guidance.

Vocational guidance has as its aim vocational success and includes such widely diversified activities as giving information about occupations, helping the individual choose a vocation, helping him plan his preparation for it, making possible his entrance into it, and, through follow-up, helping him make adjustments and prepare for and take the promotional steps which will ensure success.

Educational guidance aims at success in formal education. It deals with choice of subjects and schools, pupil-teacher and pupil-subject matter adjustments, detection and correction of study difficulties, and counsel regarding the advisability of remaining in or dropping out of school.

Health guidance aims at physical and mental health and deals with such problems as knowledge of physical and mental handicaps, wholesome attitudes toward health, and the formation of good health habits.

Social-civic-moral-ethical guidance has as its end the development of character and personality traits which will enable the individual to make the most satisfactory possible adjustment to the social groups of which he finds himself a part and to experience a reasonable measure of the satisfaction which derives from genuine respect of self.

These various kinds of guidance overlap and reinforce each other to such an extent that no sharp separation of one from the other is possible in actual practice. Vocational guidance is perhaps more clearly delimited than are the other kinds. It has a definite body of knowledge which is peculiar to it, detailed information about occupations and about certain physical and personality traits which will help or hinder an individual in a given occupation. For this reason vocational guidance has made a place for itself somewhat distinct from other kinds of guidance. It has developed its own national organization and its own body of literature. But at one point vocational and educational guidance become one and the same, when the individual is receiving guidance in preparation for his chosen vocation. Frequently also health guidance must be given when counselling with an individual about his life work. Even more frequently guidance in personality development becomes a vital part of vocational guidance. In much the same way the other kinds of guidance overlap, both in theory and in practice.

With this preliminary explanation of the meaning and scope of guidance out of the way, we are ready for a consideration of the vocational opportunities offered in the field of guidance. Increased understanding of the meaning, purpose, and value of guidance, increased appreciation of the importance of individual differences, and a growing objection to mass treatment of individuals, have opened up new kinds of positions for those who are fitted for them by temperament and training. Even those entering some of the old fields of work are being more and more expected to understand the principles of guidance and to put them into practice in their work with individuals. The present bad financial condition has temporarily put a stop to the addition of
many new guidance positions, but it has by no means abolished those positions which had been established before the depression began to make itself seriously felt. With the gradual easing of financial tension, expansion in this particular field of work is likely to be rapid because these troubled times have taught us, among other things, the importance of expert guidance of the young.

Although much of what follows is applicable to men and women alike, it is written with women workers in mind partly because of the writer’s interest in vocations for women and partly because this article will undoubtedly be read by many more women than men. No attempt will be made to list all the types of positions growing out of guidance work or all the occupations which will be affected by the increasing emphasis on guidance. Only those kinds of work which are fairly well established and particularly those kinds which will be of interest to persons having training and experience in the field of education will be considered.

**Guidance Positions**

**The teacher as a guidance officer.** In any guidance program which may be set up in a school or school system, the teacher is necessarily an important factor. Whether she wishes to or not, she guides her pupils, wisely or foolishly, for good or for ill. She comes into more intimate daily contact with them than does any one else in the school. She has more frequent and more varied points of departure for guidance than does any one else in the school. In the small rural schools she is the one person who can give whatever guidance the child receives. In larger schools teachers serve as sponsors for various clubs and extracurricular activities and as home-room teachers. In these capacities they have opportunity for giving guidance over a wider field than that which might grow out of their regular classroom work. In many schools there is a central guidance officer or a committee of experts who direct and supervise guidance, but the individual teachers are expected to co-operate with these experts, to carry out their directions for guidance of individuals or groups, to organize programs and set up procedures which will provide the “weighted environment” which will make possible development in the desired direction, to counsel individual students, and to detect those cases which may become problems and which require specialized, skillful treatment. In the area generally referred to as discipline, a knowledge of the principles of guidance will help prevent mistakes which might easily result in serious character and personality handicaps for the child. To the modern educator discipline no longer means catching law breakers and punishing them; it means instead character building or character guidance. Every teacher is directly responsible for a large amount of disciplinary work, and should hold herself responsible for doing that work in accord with modern educational principles. So important is the place of the teacher in any good guidance program within the school that some progressive school systems and individual schools are placing as much emphasis on skill in guidance as on ability to organize and present subject matter when they select new teachers. With competition for teaching positions growing sharper, no teacher can afford to be inadequately prepared to carry her share of this phase of educational activity.

In Virginia at the present time vocational guidance is receiving state-wide recognition. High schools are required to offer a course, generally known as vocational civics, designed to present information about occupations. There is an increasing demand for teachers who have had specialized training for this course. Reference to the analysis of vocational guidance given in an earlier paragraph will show that this occupational
information course is only a small part of vocational guidance, although it is basic to all the other parts. The opening wedge of a course about occupations will undoubtedly lead to an enlargement of the vocational guidance program. This, in turn, will require teachers who have had special training in personal counseling and in guidance methods. In Virginia, as in other states, the individual teacher will carry an increasingly heavy load of guidance work.

Vocational guidance director. The director of vocational guidance may work either in a single school or as the head of a city or county or state vocational guidance system. He has the responsibility for planning, organizing, and directing the work of subordinate counsellors or of classroom and home-room teachers. The number of such directors depends on the funds available and the importance attached to vocational guidance. No body of teachers, however much interested and well trained they may be in general principles of guidance, can be expected to be expert in this field as well as in their other specialized fields. It is safe to assume that the number of full time vocational counsellors and directors of vocational guidance will grow rapidly in Virginia and in other states which, like her, have just recently become conscious of the importance of vocational guidance. No body of teachers, however much interested and well trained they may be in general principles of guidance, can be expected to be expert in this field as well as in their other specialized fields.

It is safe to assume that the number of full time vocational counsellors and directors of vocational guidance will grow rapidly in Virginia and in other states which, like her, have just recently become conscious of the importance of vocational guidance and have taken the first steps toward installing a program for giving such guidance. Colleges and universities also employ vocational counsellors, provided their staffs are large enough to warrant the employment of a specialist in this one phase of guidance.

Deans of girls and directing. Another guidance specialist found in a large proportion of colleges and universities and in a smaller, but increasing, proportion of high schools is the dean of women in colleges and the dean of girls in high schools. While the position of dean of women has had a somewhat checkered and at times inglorious career, ranging from dormitory matron and petty disciplinarian through various gradations of responsibility for the administration of all the affairs pertaining to the interests and welfare of the women students of the institution, it appears that it is becoming gradually a general directorship of guidance activities affecting the women of the college, with the major emphasis possibly on social-civic-moral-ethical guidance.

The position of dean of girls, being of much more recent origin, has from the beginning had much of the character of general directorship of guidance of girls, not infrequently including educational and vocational guidance when special officers for these kinds of guidance are not employed. It is entirely possible—probably desirable—that the title of this officer will change. Director of guidance may be much better than dean of girls. But it is highly probable that, as the emphasis on guidance work in high schools increases, more and more schools, cities, counties, and states will recognize the need for some officer who will co-ordinate all the guidance activities being carried on. A recent study by Sturtevant and Strang shows that in some states approximately fifty per cent of the high schools with an enrolment of 150 or more employ deans of girls or other officers who do a similar type of work. Virginia has at present almost no deans of girls, but in the neighboring state of North Carolina thirty-seven per cent of the high schools enrolling 150 or more employ deans of girls. Since any program emphasizing one type of guidance will gradually force provision for giving other types of guidance and since this in turn will necessitate the employment of some officer to integrate and co-ordinate all the guidance work, it is reasonably safe to prophesy that the next ten or fifteen years will see the employment in many Virginia high schools of a dean of girls or director of guidance. In the past this officer has

been recruited almost entirely from the ranks of teachers who have shown some aptitude for guidance and have had some specialized training for it.

Director of personnel. Personnel work and guidance work in its most progressive form are practically identical. The personnel worker has as his aim the adjustment of the individual through counseling based on a careful, objective study of him and his needs, as such study is made possible by the use of accurate records, case material, and the application of various tests and measurements. The modern trained director of guidance secures his information in the same way. In educational institutions the two terms are now interchangeable; in the business world, the term personnel director is the one generally used. The personnel director in a business or industry is concerned primarily with the employment of persons who are best fitted for the jobs for which they are employed and with eliminating maladjustments among those already employed to the end that efficiency may be increased. Personnel directors and members of personnel departments have made for themselves a position of authority and importance in the business and industrial world, as well as in the school world.

Visiting teacher. The visiting teacher is a combination of teacher and social worker. She must know schools and classroom problems and she must be trained in family case work. She visits in the homes of maladjusted pupils in an effort to determine whether the source of the school difficulty may lie in bad home conditions and to effect a change in those conditions whenever that is possible. She, in common with other social case workers, must understand the principles of guidance and be skilled in the techniques of guidance.

Other kinds of guidance work will undoubtedly develop in time, still further enlarging the occupational field. Already this type of work has added to available positions, because it offers a new service in addition to other services which were being, and are continuing to be, performed. The guidance expert in schools and colleges does not replace a teacher. He is an additional officer on the staff. The same thing is true in business and industry; the personnel director and his staff are additions to the total force of workers. Furthermore, guidance offers an opportunity for satisfying occupation for those who like to work intimately with individuals, and who have a strong bent toward sociology and psychology, as well, possibly, as toward education.

Florence E. Boehmer

RESOLUTIONS ADOPTED BY VIRGINIA EDUCATION ASSOCIATION, NOVEMBER 25, 1932

1. Public education is a fundamental necessity in a democratic society. Upon it depend the stability and perpetuation of our most cherished political and social institutions. Impairment of the schools weakens the rights of all citizens and endangers our democratic social order. In this time of economic emergency, the necessity for proper maintenance of public education is especially urgent.

2. The proper maintenance and development of the public school system of Virginia is seriously threatened at this time of special need for strengthened, improved and enlarged opportunities of free public education. Intelligent inquiry into the costs of public education and a sincere effort to reduce them to the lowest point consistent with efficiency are desirable. The Virginia Education Association not only welcomes, but also initiates and encourages, such inquiry and effort; but it insists that the public school system must not be weakened or destroyed by blind and unreasoning attacks not justified by the economic emergency.

3. It is the solemn duty of the Virginia Education Association to warn the people
of the State of the crisis which the school system faces and to seek to arouse them from their apparent apathy and indifference toward the problems and needs of public education. When the public schools are in danger of being seriously crippled, either at the hands of those to whom the community has formerly looked for political and financial leadership or from any other cause, the duty of all good citizens to give them the attention, interest, and devotion which are necessary to preserve them becomes paramount.

4. There is a responsibility on teachers now as, perhaps, never before to assume definitely their rightful position as community leaders and to use that position to maintain decent educational standards so that the community of tomorrow will not be hampered by the demoralizing financial conditions of today. To this end, they must be informed not only as to classroom technique and similar professional matters but also as to community conditions, economic and political conditions and problems, etc., so that through this knowledge they may interpret situations expertly and exercise an intelligent leadership.

5. Public education is a state function. This generally accepted principle is included in the Constitution of Virginia in the provision that the General Assembly shall establish and maintain an efficient system of free schools throughout the State. Recent amendments to the Constitution segregating to the State important sources of revenue formerly available to the political subdivisions of the State for the local support of public education make recognition of this principle by the General Assembly even more imperative than heretofore. Therefore, the Virginia Education Association reaffirms its endorsement of the program for public education presented by the State Board of Education and State Superintendent of Public Instruction to the General Assembly of 1932 and expresses its appreciation to those members of that Assembly who gave serious consideration to the problems of education and to appropriations therefor. It urges the election to the next General Assembly of representatives who will support the said program to the extent of making the necessary appropriations from state funds to put it into operation at the earliest possible moment, thereby relieving the localities of excessive local taxation for a state function.

6. The Virginia Education Association approves and endorses the teachers' retirement plan prepared by the special committee of the Association and approved by the committee of the General Assembly appointed to study the problem. It urges the enactment of this plan, or a similar just and equitable plan, into law by the next General Assembly and instructs the legislative committee of the Association to use all proper means to secure such enactment.

7. The Virginia Education Association requests the local and district associations to study the question of the continuance of the present Teachers' Retirement Fund Law, so that the opinion of the associations may be ascertained.

8. The Virginia Education Association expresses its appreciation to the State Board of Education for planning and launching a co-operative State Curriculum Program in an effort to provide a modern curriculum to meet modern needs, and pledges its support and allegiance to the ultimate realization of the program. It especially commends State Board of Education Bulletin XV, 2, "Procedures for Virginia State Curriculum Program," and urges that all teachers and school officials make the fullest possible use of this hand-book.

9. The Virginia Education Association recognizes that adequate attention to curriculum study and to other purely professional phases of school work is a necessity in any well-organized school system, and commends the emphasis which the State Board of Education and State Department of Education are placing on such professional mat-
It feels, however, that the present emergency demands the fullest possible attention to problems of school finance and administration and respectfully requests that the State Board of Education and State Department of Education concern themselves actively and vigorously with these problems at this particular time. The best attainment in any professional matter will be impossible if the state cannot employ properly prepared and decently paid teachers to contribute to such attainment. The best curriculum in the world will be valueless if there are not decently supported schools to use it.

10. The Virginia Education Association commends the teachers of Virginia for the self-sacrificing loyalty to the cause of education which they have displayed in the economic emergency. We especially commend the spirit which has led numerous teachers to keep schools open by voluntary contribution of their services without pay. The Association wishes to express itself, however, as disapproving such contributions in the future. While they may have been advisable as a temporary expedient, they do not, in the long run, contribute to the up-building of a sound educational system. There is no more reason for teachers and principals serving the public without compensation than there is for any other public officials or employees doing so. The state school system should no more be dependent on charity than should the highways or courts of justice or any other public enterprise.

11. The Virginia Education Association should continue unabated its efforts to promote the general interests of education, but it should devote itself more definitely to its duty as a professional organization to promote and protect the professional interests of its members. Such activity is particularly needed at this time when the rights of teachers as professional workers are being ignored or abused in so many instances.

12. The Virginia Journal of Education should be devoted, editorially and otherwise, more largely, more specifically, and more aggressively to the promotion and protection of teachers' rights and interests.

John E. Martin
Miss Leslie Fox
J. L. Jarman
Miss McLester
Henry G. Ellis, Chairman
Committee.

GLEANED FROM EDUCATIONAL MAGAZINES

REWARDED

Professor—You have now been in service twenty-five years, I believe, Mary?
Faithful Domestic (expectantly)—Yes, sir.
Professor—Well, as a reward for your faithful services, I have decided to name after you the new species of beetle I have just discovered.

THE LAW OF AVERAGES

Professor—I say, what's the idea of dating this postcard the twelfth when today's the ninth?
His Wife—Because, dear, I'm asking you to mail it.

Wife (to absent-minded professor)—Your hat is on the wrong way, dear.
Professor—How do you 'know which way I'm going?

INHERITED OR ACQUIRED?

Teacher—Why do you always add up wrongly?
Student—I don't know.
Teacher—Does anyone help you?
Student—Yes, my father.
Teacher—What is his business?
Student—He's a waiter.

WHEN GREEK MEETS GREEK

Tailor: "Euripides?"
Professor: "Yes, Eumenides."
The old Alexandria Academy, now used as an overflow building for the elementary grades of Alexandria, was memorialized as the oldest free school in continuous operation in the United States at a special ceremony on December 14. Recent research has disclosed that the building was built under the direction of George Washington in 1785, and that this academy received by his will the sum of $4,000. Robert E. Lee was a pupil here from 1818 to 1824. Among the speakers at the exercises was President Francis P. Gaines, of Washington and Lee University.

Miss Rose Lees Hardy, formerly of Winchester, Virginia, and for many years assistant superintendent in charge of elementary instruction in Washington, D. C., died on October 26.

The decrease in illiteracy from 11.2% in 1920 to 8.7% in 1930 of the total population of Virginia is shown in a study of the Fifteenth Census of the United States recently made by William E. Byrd, Jr., an instructor in the University of Virginia. In this period white illiteracy in Virginia dropped from 5.9% to 4.8%; negro illiteracy from 23.5% to 19.2%.

W. B. Priddy has resigned as business manager of the State Teachers College at Fredericksburg—a post to which he was appointed last August.

Christopher K. Taffe, of Louisville, Kentucky, has been named professor of English at Hampden-Sydney College to succeed the late Dr. Asa Dupuy Watkins.

Lucy Mason Holt, of the Norfolk schools,
was elected president of the Virginia Education Association for a term of two years at the last session of the Educational Conference in Richmond at Thanksgiving.

Hollins College was admitted to membership in the Southern Association of Colleges and Secondary Schools at its New Orleans meeting December 1 and 2. President W. P. Few, of Duke University, is the newly-elected president of the Southern Association for the current year. Dean K. J. Hoke, of William and Mary, is a member of the executive committee.

The face of Robert Emory Blackwell, president of Randolph-Macon College, appears on the cover of the Virginia Journal of Education for December, 1932. In a leading editorial his fine service to education is commented upon, as well as his unique distinction in having been connected with Randolph-Macon as student, professor, or president, for more than fifty years. The Journal further says:

"Dr. Blackwell possesses a happy disposition and the gentlemanly characteristics that make all classes feel at home in his presence. This fine Christian gentleman is a prophet even in the new era of modern civilization, and in sympathetic understanding of the life of today he is as young as any with whom he works. Those men who in their youth found their way to the academic grove at Ashland are well aware what it meant to touch the hem of his intellectual garment, to breathe the academic atmosphere, and to drink at this pure fountain of scholarship for four years.

"The world admires and likes to pause now and then to do honor and give deserved recognition to such a rare personality as Dr. Blackwell."

Superintendent A. L. Bennett, of the Albemarle County schools, has found that $3,000 would supply textbooks to children in his county who do not now have this necessary equipment. "We cannot and should not send children home," he says, "because they do not have books. We must use every ingenuity we can conceive of to keep the children profitably at work."

Dr. W. S. Learned of the Carnegie Foundation for the Advancement of Teaching will be the principal speaker at the annual banquet of the Association of Virginia Colleges to be held at the Jefferson Hotel in Richmond on Friday, February 10. He will present the results of his five-year study on the Relations of Secondary and Higher Education.

OUR CONTRIBUTORS

ESTHER EVERETT LAPE is member-in-charge of the Committee on Foreign Relations of the American Foundation.

VIRGINIA SYNDOR is a teacher in the Thomas Jefferson High School in Richmond.

FLORENCE E. BOEHMER is dean of women in the State Teachers College at Harrisonburg, and a specialist in the field of vocational guidance.
NEWS OF THE COLLEGE

Marietta Melson, Machipongo, will lead the '33 varsity hockey squad in intercollegiate frays; this announcement was made at the annual hockey banquet by Mary Haga, Danville, retiring captain.

Marietta is a member of the junior class, business manager of the Athletic Association, former vice-president and secretary of the Lanier Literary Society, and member of the Blue Stone Cotillion Club. She has always been prominent in athletics.

The Blossoming of Mary Anne, a modern comedy of love and jealousy, was presented by the Stratford Dramatic Club as its fall production. Mildred Simpson, Norfolk, impersonated the heroine; she was supported by Catherine Bard, Norfolk, in the masculine lead. Dorothy Martin, Norfolk; Prudence Spooner, Franklin; Mildred Henderson, Williamsburg; Madaline Newbill, Norfolk; Barbour Stratton, Gordonsville; Janie Shaver, Harrisonburg; Elizabeth Carson, Lynchburg; Ruth Behrens, Timberville; Lillian Shotter, New York, and Sarita Byrd, Charleston, were also in the cast.

The annual bazaar, sponsored by the business staff of the Schoohna'am, affected an oriental atmosphere when it was held just prior to the Christmas holidays in the Big Gym. Novelties from eastern countries were in the collection for sale.

The Scribblers, honorary writing organization, has announced the following new members: Catherine Manke, Hampton; Kathleen Carpenter, Norfolk; Hilda Hisey, Edinburg; Elizabeth Kerr, Harrisonburg. Sarah Lemmon, Atlanta, Georgia, is chief scribe of the club.

Dorothy Williams, Norfolk, was recently elected sergeant-at-arms of the junior class to succeed Helen Meyer, Richmond, whose engagement has been announced. The class council was also selected, consisting of Al-
ALUMNÆ NEWS
WHERE LAST YEAR’S GRADUATES ARE

Despite the depression and the unemployment of which we hear so much, graduates of the spring and summer classes of 1932 at Harrisonburg seem to have been exceptionally fortunate in securing work for the session of 1932-33. By November 1st no less than eighty per cent had reported to the office of the Placement Committee having positions, having returned to college, or having married since graduation. The records below give the best available data regarding the two-year and four-year classes.

Of the graduating seniors, Catherine Crim, Mildred Heath, Beatrice Hedgecock, and Katheryn Ralston are married, as are also Jenny Lind Hockman, Brownye Linhos, and Mary McConchie, of the two-year graduates.

Of the two-year graduates, the following have returned to Harrisonburg to college:
Carolyn Baldwin, Dorothy Cromwell, Anne Davies, Courtney Dickinson, Virginia Dorset, Gladys Farrar, Myrtle Manby, Eunice Meeks, Kathryn Morgan, Aileen Siford, Mildred Simpson, Margaret Smith, Kathleen Snapp, Vada Steele, Mary E. Tudor, Elizabeth Warren, and Dorothy Williams. Mildred Burfoot is attending the State Teachers College at Farmville, and Nancy Marino is attending Mary Baldwin College. Elizabeth Moore is attending Norfolk Business College.

Margaret Moore, a four-year graduate in Curriculum III, is a student at the Norfolk Business College.

A. Placements of Four-year Graduates
Elementary School (Curriculum III)
Beatrice Bell—First grade, Roanoke
Margaret Borden—First grade, Norfolk
Alma Campbell—English, Shenandoah Valley Academy, New Market
Lucy Copenhaver—Principal of elementary school, Pulaski County

Dorothy Cornell—First grade, Collierstown
Florence Dickerson—Primary teacher, South Boston
Verona Elliott—First grade, Goshen
Mary Farinholt—Grammar grades, Quantico
Florence Fray—Assistant rural supervisor, Fairfax County
Martha Funk—Principal of elementary school, Shenandoah County
Cornelia Gilmer—Fifth grade, Elk Garden
Garnet Hamrick—Primary grades, Winchester
Louise Harwell—First grade, Criglersville
Bernardine Knee—Fourth grade, Winchester
Elizabeth Larrick—Fourth grade, Edenton, N. C.
Hannah Lewis—Sixth grade, Henry Clay School, Norfolk
Mary Lee Long—Third grade, Alexandria
Louise McComb—Primary grades, Lynnhurst
Constance MacCorkle—Primary teacher, Oldfields, W. Va.
Jane Maphis—Third grade, Strasburg
Dorothy Rhodes—Primary grades, Armel
Elizabeth Townsend—First grade, Amherst
Ida Tucker—Fourth grade, Altavista
Marguerite Washington—Third grade, Crozet

High School (Curriculum IV)
Martha Boaz—Grammar grades, Stuart
Alice Bolton—Science and history, Effinger High School
Geraldine Borden—Grammar grades, Woodstock
Katharine Bowman—English, Linville.Edom High School
Louise Clark—French and English, Stuart High School
Virginia Coffman—Rural school, Shenandoah County
Julia Duke—Assistant in biology, S. T. C., Harrisonburg
Pauline Efford—Fifth grade, Farnham
Grace Epperson—Grammar grades, Campbell County
Lois Funkhouser—Grammar grades, Keezletown
Jacob Garber—Principal, Valley High School, Spottwood
Mary Sue Goode—Grammar grades, Henry
James E. Gross—Science, Eastern Mennonite School, Harrisonburg
Eva Holland—Grammar grades, Quantico
Catherine Howell—Seventh grade, Selma
Virginia Hunter—Rural school, Shenandoah County
Inez Hutcherson—Latin and history, Rocky Mount High School
Jacquelyn Johnston—Upper grades, Greenwich
Lucille Keeton—English, Alexandria Junior High School
Sue Leith—Grammar grades, Mountville
Sallie McCormick—Grammar grades, Williamsville
Edith McGuire—Third grade, Millboro
Mary Maloy—History, Monterey High School
Catherine Markham—Substitute work, Portsmouth
Margaret Martz—Rural school, Shenandoah County
Edna Motley—Latin, English, history, and physical education, Callands High School
Eunice Naff—Intermediate grades, Galloway
Margaret Brent Payne—Third and fourth grades, Wicomico Church
Doris Quillin—Sixth and seventh grades, Council
Olive Roberson—Kindergarten, Schoolfield
Linda Sanders—Third and fourth grades, Weems
Mary Swartz—Rural school, Louisa County
Elizabeth Thomas—Rural school, Frederick County
Harriet Ullrich—Mathematics and physics, Portlock High School
Martha Warren—Fifth grade, Campbell County
Elizabeth Wise—Rural school, Shenandoah County
Frances Wood—Mathematics, Midlothian High School
Eleanor Wright—Mathematics and history, Palmyra High School
Home Economics (Curriculum V)
Margaret Beck—Home economics, New London Academy, Forest Depot
Gertrude Blake—Primary grades, Charleston, W. Va.
Katherine Bowen—Home economics, Weyers Cave High School
Hazel Burnette—Seventh grade, Allen Mountain, Bedford County
Eloise Craig—Departmental work, Glade Spring
Elizabeth Gatewood—Grammar grades, rural school, Pitttsylvania County
Esther Glick—Home economics, Carson High School
Bessie Grinnan—Grammar grades, Rescue School, Isle of Wight County
Lois Hines—Home economics, Gloucester High School
Rebecca Leatherbury—Home economics, Montpelier High School
Evelyn McKenzie—Home economics, Martinsville High School
Elizabeth Rhoades—Home economics, Atlee High School
Helen Smith—Grammar grades, rural school, Buckingham County

B. Placements of Two-year Graduates

Two-year graduates have secured work in no less than forty-four counties in Virginia as well as in four school divisions in other states.

The placements by counties and cities are as follows:

Albemarle County—Rhoda Price, Mildred Dawson
Alleghany County—Geraldine Rose
Amelia County—Elva Fleming
Amherst County—Eleanor Baker, Edith McCallum
Arlington County—Alma Bean, Virginia Goodrick
Augusta County—Carolyn Burke, Olga...
Burtner, Viola Click, Louise Rosen, Frances Stump, Lucy Swortzel, Ruth Western, Nellie Wright
Bedford County—Margaret Adams, Hazel Ashwell, Marie Day, Helen Turpin
Botetourt County—Emily Camper
Campbell County—Marion Torrence
Charlotte County—Thelma Adams, Louise Tate
Chesterfield County—Dorothy Gresham, Louise Thweatt
Clarke County—Virgie McFarland
Elizabeth City—Mildred Dressler
Fairfax County—Frances Nevitt, Elizabeth Read
Fauquier County—Inez Gum, Sue Pierce
Franklin County—Ethel Mae Bryant, Vivian Jamison
Frederick County—Josephine S. Hinkle
Goochland County—Mary Ware Wright
Grayson County—Virginia Hale, Katherine McLean
Greene County—Irene Morris
Halifax County—Mildred Lacy, Sue Neal
Henry County—Elizabeth Craig, Mary Helms, Lucille Joyce, Mildred Wright
Highland County—Alma Simmons
Lee County—Glady's Grabee, Vivian Hobbs
Louisa County—Emma Carr, Maxine Compher, Virginia Hansbarger, Dorothy Rollins, Alma Shumate, Elsie Tinsman, Hazel Bazzarre
Mecklenburg County—Alma Vaughan
Montgomery County—Anna Mae Susser
Nansemond County—Mary Watson
Nelson County—Glady's Garth, Pauline Huffman, Susie Massie, Hazel Stevens
Orange County—Blanche Douglas, Jane H. Miller
Page County—Catherine Booton, Jean Bricker, Mary Grove, Mary Hopkins
Princess Anne County—Mildred Etheridge
Prince William County—Christine Clark
Rappahannock County—Garland Riley
Rockbridge County—Mary V. Coleman, Eva Gillespie, Florence Myers, Janie Powers, Frances Shafer, May Thurston, Mary Alice Wade
Rockingham County—Ethel Argenbright, Lera Bowman, Edith Branner, Elva Brock, Irma Burtner, Edwina Furry, Vada Hensley, Hazel Hillyard, Georgia Hite, Edith Hollar, Virginia Holsinger, Alda Huffman, Evangeline Jones, Ruth Kiracofe, Hazel Kline, Vesta Landes, Charlotte Mauzy, Margaret Mauzy, Virginia Shank, Margaret Shiflet, Kate Turner, Catherine Wampler, Lena Will
Russell County—Margaret Fuller
Shenandoah County—Eunice Fansler, Kathryn Funk, Celia Funkhouser, Mattie Hollingsworth, Helen Rush, Anne Sanford, Dorothy Shrum, Alma Stoneburner, Bernice Wise
Tazewell County—Edith Harris, Frances Wagner
Warren County—Mary Gore Bzdek, Isabel Gore, Esther Hoskins, Arlene Lauck, Lesley Trenary
Westmoreland County—Beatrice Dameron
Wise County—Ruble Cawood, Louise Chapman, Gladys Julian, Anna Belle Kilgore, Nora Lee Lyttle
Wythe County—Madge Heldreth, Margaret Pratt

Buena Vista—Mabel Nash
Roanoke—Grace Williams
Staunton—Hattie Pearle Kister
Winchester—Dora Plank Brill, Sylvia Grim

New Jersey—Margaret Eure, Tahoma School, Bernardsville, N. J.
West Virginia—Mary Cloe, Fifth grade, Wharton, W. Va.; Mary Lawson, Substitute work, Charleston, W. Va.; Anne Salmond, Primary grades, Charleston, W. Va.

FORMER STUDENT MARRIED
Miss Gladys Shawen and Willard W. Allison, of Fowler, Colorado, were married February 13, 1932, at Chester, Virginia. Mr. Allison is an instructor at V. P. I., in Blacksburg, Va., where the young couple have been making their home.
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