Costume—Girls and boys, plaid tams, sashes, and bands around socks.

EPISODE FIVE—THE FRENCH

John Sevier, of French parentage, was a native of Rockingham County, Virginia.

When quite a young man he surveyed the town of New Market. He was the keeper of the inn and general store which became the trading center of the Indians and the settlers. This episode shows John Sevier with groups of men measuring the land with chains and tapes and driving stakes.

Costume—Brown, open-neck shirts, long trousers, burlap moccasins.

Dances—Chimes of Dunkirk.
Villagers.

Costume—Tricoteen hats for boys, blue trousers, white blouses.

White aprons with red, white and blue stripes and white caps with streamers for girls.

EPISODE SIX—THE IRISH

The Irish who first came to Virginia settled in what is known as old Frederick County. Here the first pedlar, an Irishman, was granted a license to sell his wares. The episode portrays that event.

Enter pedlar, dressed in white blouse, dark trousers, green sash, tall hat. He carries a loaded bag from which peep bits of ribbons, laces, caps, etc., and sings his wares.

Children and women flock around him and buy.

Dance—St. Patrick's Day Irish Jig.

Costume—Green paper shawls and bonnets for girls.

Stove pipe hats for boys.

The children thank the Queen for her kindness and ask if they might stay to see the May Pole wound.

Flowers wind large central May pole. Children from each of the national groups wind five smaller poles with streamers of the national colors.

GRAND RECESSIONAL

Queen and attendants march from green under arch-way made by the Flowers. Remainder of cast retire in following order: Fairies, American Children, Indians, Germans, English, Scotch, French, Irish, Flowers.

During the Recessional all the groups sing the "Cornish May Song."

THE END

Pageant Committee: Louise Houston, Elizabeth Burkhardt, Frances Tabb, Grace Heyl, Anna Cameron.

VI

"GETTING IT ACROSS" IN THE STORY FORM

MRS. EMERSON EXPLAINS THE WASHING OF COLORED CLOTHES

Little Dorothy, the oldest child of Mary Bealls, was puzzled. "Why don't you put them colored clothes in and boil them like you do your white clothes, Miss Jean? You can't get 'em clean that way, can you?" she asked.

"Why, yes indeed, Dorothy. It isn't necessary to boil them and, besides, it often makes the color run, or fade."

"But Miss Jean, your water ain't hot at all," said the little colored girl.

"No. I never use water any hotter than I can hold my hand in because that will fade colored clothes just as boiling will. See how your apron has faded—and the pink has run into the white. I expect your mother had the water too hot."

"No'm! Ma said 'twas 'cause the gingham ain't no good any more."

"The dye isn't so good as it used to be, but if you had set the color before you washed the dress and had used warm water instead of hot, I know it wouldn't have faded."

"What's settin' the color, Miss Jean?"

"Setting the color is putting the dress in something that will make the color stick tight when the dress is washed. Let me see, your dress is pink, isn't it?"

"Yass'um, Miss Jean."

"Well, before you washed that dress the

first time, you should have dissolved two cups of salt in a gallon of clear water and put your dress to soak in that."

"Will salt set all color?"

"No, not every color, but it will keep pink, black, and brown from fading. Vinegar is best for blue, and sugar of lead for lavender."

"I don't believe Ma'd go to all that trouble, 'cause she's got too much to do—taking care of all us children and doin' all that scrubbin' and cleanin'."

"But it isn't any trouble, Dot. Just put the colored clothes to soak while you get the white ones out of the way; then the colored ones will be ready for you just when you're ready for them."

"Well, I'll tell Ma about it. Maybe she'll do it," said Dorothy as she started from her place beside the washing machine.

"And listen, Dot; don't put the colored clothes in hot starch and don't hang them in the sun to dry. Sun bleaches white clothes, but it fades colored ones, even if they are turned wrong side out. And when I iron my gingham dresses, I place a cheese cloth over them to keep the shine off."

"I got 'nother new dress, Miss Jean, that ain't never been washed yet. I'm gonna tell Ma 'bout how you wash your gingham dresses and maybe it won't fade."

JUANITA SHRUM

AIMS OF VOCATIONAL GUIDANCE

In a statement of the principles of vocational guidance adopted by the National Vocational Guidance Association at its recent meeting at Atlantic City, it is claimed that "vocational guidance, either good or bad, is inevitable. . . . Unwise and false guidance is gained through untrustworthy advertisements, suggestion, selfishness, ignorance, and other unscientific sources, if vocational guidance is not provided under competent supervision."

The association, whose president is Mrs. Helen T. Wooley, director of the school Vocation Bureau of Cincinnati, adopted the following statement of the aims of vocational guidance:

The purposes of vocational guidance are:

(a) To help adapt the schools to the needs of the pupils and the community, and to make sure that each child obtains the equality of opportunity which it is the duty of the public schools to provide.

(b) To assist individuals in choosing, preparing for, entering upon, and making progress in occupations.

(c) To spread knowledge of the problems of the occupational world and the characteristics of the common occupations.

(d) To help the worker to understand his relationships to workers in his own and other occupations and to society as a whole.

(e) To secure better co-operation between the school on the one hand and the various commercial, industrial, and professional pursuits on the other hand.

(f) To encourage the establishment of courses of study in all institutions of learning that will harmoniously combine the cultural and practical studies.

All vocational guidance should help to fit the individual for vocational self-guidance, and also for the co-operative solution of the problems of occupational life.

"TIP-TOE RULES ALL WRONG"

It is much better to let children have freedom of movement and speech in the classroom rather than to enforce strict silence and immovability from the desks. Letting children move about gives them self-assurance, a better bearing, and a more deliberate manner. It increases their health and adds to their personality. They are trusted more and learn to be more trustworthy. This freedom eliminates from the minds of children the belief that to obey they must be continually watched.—Frances M. Berry, supervisor of primary education, Baltimore.

All available money for teachers' salaries and not for books or new positions.—John Wanamaker.