dents at each type of college. The outstanding difference seems to be between the men's and the women's societies. The chief aim of the men's literary societies seems to be to train the students for public speaking, while the chief aim of the women's literary societies seems to be to keep the students in touch with the current trend of literature.

In making this brief survey of the college literary societies of Virginia, I have noticed some interesting facts, which are listed below:

In only five colleges are the members of the literary societies selected by bids, and three of these are girls' colleges. It is also true, as a rule, that the girls' societies defeat a candidate much more easily than the boys' societies.

Some of the societies that select members by application use this method because they think the fraternities have a sufficient monopoly on the bid method.

The most striking contrast between the boys have won, but if pleasure is the aim, in the programs. The boys' programs consisted mostly of debates, orations, essays, readings, and declamations, while the girls' programs were made up of songs, dances, instrumental and vocal solos, book reviews, current events, dramatizations, and the lives of living men and women. In fact, the boys are still sticking to the old-fashioned literary society program, while the girls have strayed so far that they hold a typical women's club meeting in place of the original literary society program. If good public speaking is the aim of literary societies, the boys have won, but if pleasure is the aim, the girls are far ahead.

Katharyn Sebrell

More than 1,500 students in the University of Wisconsin have taken work in journalism since the introduction in 1905 of the journalistic course.
ranged from $45 down to $5. The plan followed by Farmville seemed the best of those given. They charged $5 for a printed page, $11.75 for a page with one-half page picture, and $17 and $18.75 for a page with a whole page picture.

All of the annuals used advertisements as a source of income. The number of pages varied from 4 at Westhampton to 26 at Lynchburg and Fredericksburg. The prices varied to a large extent, some charging as much as $50 a page, while one charged as low as $15 a page. Table V gives all of this information.

### TABLE V—NUMBER OF PAGES OF ADVERTISEMENTS AND PRICES CHARGED

<table>
<thead>
<tr>
<th>Annual</th>
<th>1</th>
<th>1/2</th>
<th>1/4</th>
<th>1/3</th>
<th>Card</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argonaut</td>
<td>$45.00</td>
<td>$25.00</td>
<td>$15.00</td>
<td>$10.00</td>
<td>$5.00a</td>
</tr>
<tr>
<td>Battlefield</td>
<td>$15.00</td>
<td>$10.00</td>
<td>$7.00</td>
<td>$5.00</td>
<td></td>
</tr>
<tr>
<td>Beehive</td>
<td>$25.00</td>
<td>$15.00</td>
<td>$10.00</td>
<td>$5.00</td>
<td></td>
</tr>
<tr>
<td>Briar Patch</td>
<td>$50.00</td>
<td>$25.00</td>
<td>$25.00</td>
<td>$15.00</td>
<td></td>
</tr>
<tr>
<td>Helianthus</td>
<td>$45.00</td>
<td>$25.00</td>
<td>$12.50</td>
<td>$5.00</td>
<td></td>
</tr>
<tr>
<td>Schoolma'am</td>
<td>$35.00</td>
<td>$20.00</td>
<td>$10.00</td>
<td>$7.50</td>
<td></td>
</tr>
<tr>
<td>Spinner</td>
<td>$50.00</td>
<td>$25.00</td>
<td>$15.00</td>
<td>$5.00</td>
<td></td>
</tr>
<tr>
<td>Tower</td>
<td>$40.00</td>
<td>$25.00</td>
<td>$15.00</td>
<td>$5.00</td>
<td></td>
</tr>
<tr>
<td>Virginian</td>
<td>$40.00</td>
<td>$25.00</td>
<td>$15.00</td>
<td>$5.00</td>
<td></td>
</tr>
</tbody>
</table>

a. One inch. b. One-third page. c. Space sold by Tower staff only.

Another means of raising funds is that of presenting programs which take various forms. Only three of the colleges give any such programs. The staff at Fredericksburg stages an elaborate musical comedy each year, usually in April. They call upon the students in the college to help: the art department to design the costumes, the physical education department to help with the choruses, and the dramatic club to aid with the play. Sweet Briar also gives a play.

The staff at Harrisonburg always gives a Christmas Bazaar. Each student in the college is requested to give a piece of handwork and an article for the grab-bag. Besides these, Japanese articles, candy, and other refreshments are sold. In 1924 calendars of the college were sold. The staff also presents one or two movies during the year.

**Faculty Assistance**

In each case except three the staff has a faculty adviser, but judging by the answers in the questionnaires, these advisers help only when asked; the annual is, therefore, a student publication. This has many advantages, since it places the responsibility on the students, gives them a greater pride in their work, and thus broadens their opportunities. Of course, it is to be understood that a friendly relation exists between the staff and the faculty and that help is forthcoming when it is needed.

### Distribution

February 15 was the earliest date at which any of the annuals went to press. Others went as late as May 1. A point to be remembered is that the ones which were latest in going to press represented a larger part of the school year. The earlier ones left out events such as May Day festivities which would appear in the annual in the following year. The annuals were delivered and distributed in May in several colleges, but the majority were distributed the first of June. Thus the annuals became a big event in Commencement.

**Credit**

No college gave academic credit to the editor-in-chief. This is a debatable question, since the editor spends so many hours on the work. Still it is believed by most of the editors that the benefits derived from
this responsibility will greatly overbalance
the weary hours spent on it.

Values

The questionnaire included a question
concerning the values of the annual. The
content of the answers by the editors may
be summarized by giving the points pre-
sentcd by the editor of The Virginian. It
was as follows: "It leaves something worth
while while to the college"; it acts as a memory
book to the students; it gives the members
of the staff an opportunity to display their
creative, artistic, literary, and business abili-
ties; and it "makes school life more inter-
ing."  

Summary

This study of annuals has covered a nar-
row sphere, but I have tried through it to
present a general view of annuals in regard
to organization, division, finances, faculty
assistance, distribution, academic credit, and
values.

Thelma Eberhart

A PLEA FOR PHYSICS

It is the purpose of education to con-
trubute as much as possible toward so-
cial progress, and in order to do this it
must give a practical, as well as a theoreti-
cal, knowledge of the things which are vital
in social life.

Among the many courses in the cur-
riculum there is one which, to my mind,
stands out as the immediate channel through
which this purpose can be brought to a re-
alization. This subject is science. Youth
seeks an explanation of life in all of its
phases; and as life is permeated with, and
influenced by, science, we may let this ex-
planation come through science and be a
true one. Man, because of his grasp of sci-
ence, has subdued the forces of nature, has
freed the mind of superstition, and has fur-
nished himself with methods which ulti-
mately aid him in solving the more complex
problems of life and society. But science
must not only result in economic advantage;
it must also create a broader knowledge and
vision, and an appreciation of life's values,
to be obtained in no other way.  

It is my purpose to treat a special subject
in the field of science so as to bring out its
practical value toward the advancement of
social progress. This subject is physics. I
have chosen it because I feel that in past
years in the teaching of physics, the em-
phasis has been more on the theoretical side
with little notice of its practical application
to real life situations. I do not mean to im-
ply that the theoretical is less important and
should be neglected, because it should not.
It is very important and essential, but the
practical should not be crowded out by the
theoretical. Interest is the basis of all
thorough study, and this can better be
 gained through a study of the practical side
of physics.

A study of physics is necessary to the
well rounded education of both the boy and
the girl, because it is not only an exceed-
ingly valuable subject in itself, but it con-
tributes to social progress by modifying the
physical circumstances of one's environ-
ment, by revealing some of the conditions
and processes to which life is subject, by
helping to prepare individuals for living, and
by training in the skillful use of objective
materials.

A practical study of the subject enriches
the life of the boy in that it teaches him to
understand the mechanics and operation of
the vast amount of machinery common to
him in everyday life, and thus makes him
more independent in that field. It gives him
an insight into the forces of nature and en-
ables him to better understand the great
phenomena about him. It stimulates him
to do research work in the field of science
—one thing that America needs to consider
in the education of its youth. Can a boy,
today, afford to go through life and not un-
derstand the underlying principles of the

1Rusk—How to Teach Physics, p. 34.