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CLASS

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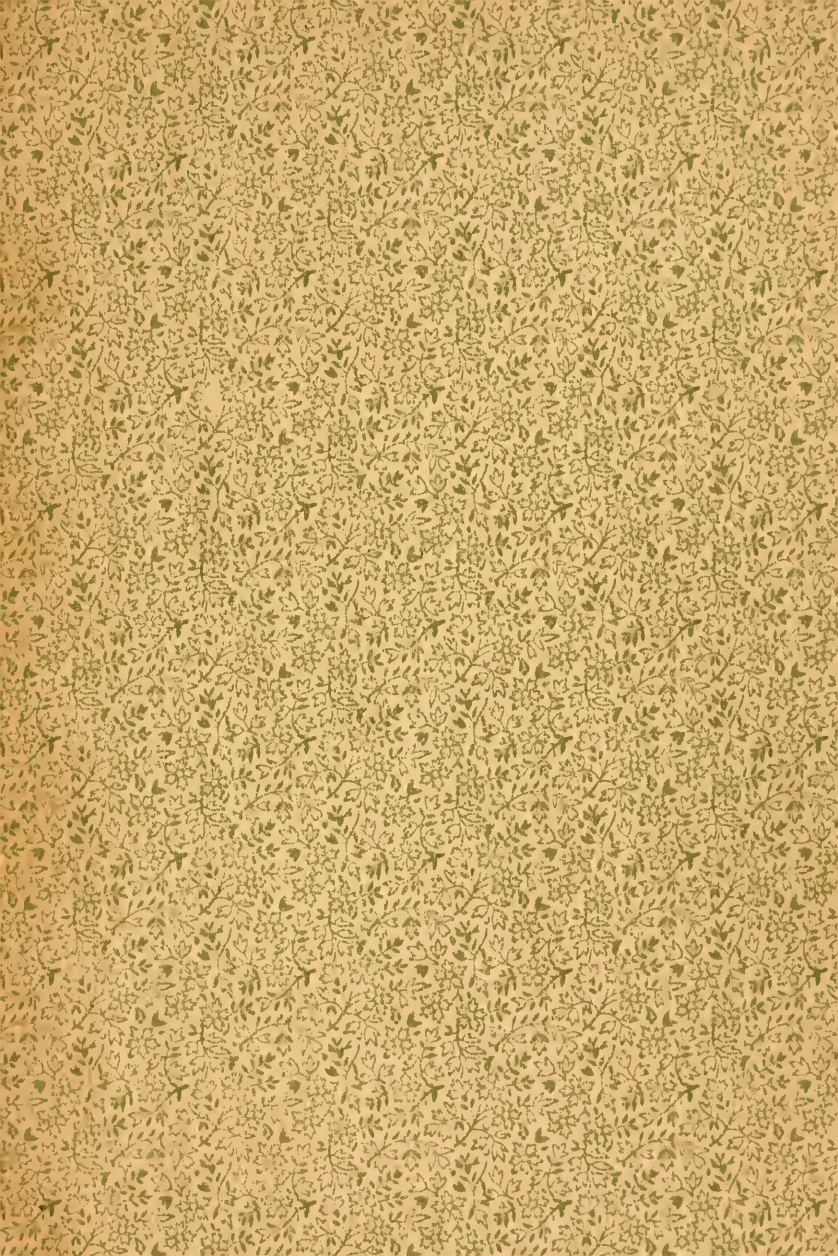
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THE FOCUS




STATE
NORMAL
SCHOOL
FARMVILLE
VIRGINIA

SCHOOL ORGANIZATIONS NUMBER
FEBRUARY, 1911

TO SAY A GREAT DEAL
IS TO SAY IT IN A FEW WORDS

6739



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Contents

	PAGE
MISS RICHARDSON (frontispiece).....	
POEM. <i>The Focus</i>	5
Y. W. C. A. REPORT.....	6
CLASS ORGANIZATIONS AND SCHOOL SPIRIT.....	10
VIRGINIA NORMAL LEAGUE.....	13
THE ATHLETIC ASSOCIATION.....	18
STORY. <i>A Double Victory</i>	21
STUDENT ASSOCIATE GOVERNMENT.....	26
LITERARY SOCIETIES.....	29
DEBATING SOCIETIES.....	32
THE SENIOR SEMINAR.....	34
GLEE CLUB.....	36
FRENCH AND GERMAN CLUB.....	39
THE DRAMATIC CLUB.....	40
THE COTILLION CLUB.....	41
EDITORIALS.....	42
ALUMNI.....	46
HERE AND THERE.....	49
SIDELIGHTS ON EDUCATION.....	51
WEATHER REPORT.....	55
EXCHANGES.....	56
IN MEMORIAM.....	59
REGISTER OF OUR GUESTS.....	60
DIRECTORY OF ORGANIZATIONS.....	61
DIRECTORY OF ADVERTISERS.....	66

THE FOCUS

Volume I

FARMVILLE, VA., FEBRUARY, 1911

Number I

The Focus

Following through the mystic shadows,
And the sunlight's golden hue,
Gathering treasures from the wayside,
Gleaming with besprinkled dew,

Onward dance the rays, converging,
Onward to the point in view,
Never veering from their pathway,
Ever swift and ever true.

Catching lights that play and flicker,
Well-known lights of diamond fame,
Lights that carried to a focus,
Slowly sparkling burst in flame.

Upon the school there shines a vision,
Far and wide this new-found light
Flings its wondrous shining beauty,
For 'tis writ on pages white.

Sending forth its joyful tidings,
Echoing genius, skill, and fame,
Goes our magazine, THE FOCUS,
Worthy emblem of the name.

IRMA ELIZABETH PHILLIPS.

The Young Women's Christian Association



WHEN we hear the name Young Women's Christian Association, I wonder how many of us realize what part this organization plays in our lives? First of all, we may like to know some facts about it, and one of the most interesting is the wide extent of the work. Our Association is a part of a world movement, extending into every country of the globe, and each one of our four hundred and forty members has her name on a roll containing thousands of girls of every nationality. Is it not a pleasure to know that each of us has a part in such a great movement?

The purpose of our Young Women's Christian Association is, in brief, "to bring girls to Christ, to build up girls in Christ, and to send out girls for Christ." But we should like to make clear some of the more definite aims that it upholds. What comparative value does Y. W. C. A. work have in practical Normal School training? Perhaps some have never thought of it as being at all practical, or even as directly touching school work; yet this is exactly the place that it aims to have in the life of schoolgirls—the every-day place. So the privilege of membership is extended to every student in school; and the faculty, also, give us the added strength of their support by being sustaining members of the association.

Perhaps, too, some have thought of the Association as being out of the ordinary, something apart from the preparation that we are making for life. But what the Association aims to do, is to give every student an opportunity for practice in Christian work, just as our Training School gives

us opportunity for practice in teaching. When we take our places as teachers, we shall find that much more will be expected of us than simply to conduct the affairs of the schoolroom. There will be many other calls upon us, among which will often be that of the Sunday-school class, or the missionary and aid societies. Many of us, with our elementary knowledge of the Bible, would be able to take classes and be successful with them. But would it not be very much like starting out to teach with only our elementary knowledge of grammar and history? Would we not wish to have already learned, by practice, under the guidance of a more experienced hand? It is by furnishing a field for active Christian work that the Association seeks to develop in the girl her religious instincts of prayer and service, which too often lie hidden, or are crowded out in the hurry of her school life.

And yet there are other aims. The Y. W. C. A. would not forget that the girl is at school primarily for her intellectual development. It would not underestimate class work in any way. Instead, it would aim to give every girl an inspiration to do better classroom work, to give her a determination to promote her intellectual abilities to the utmost, and above all, to develop in her an ideal of what is right and true and honorable, and to help her put the best things of life first.

In looking at the Y. W. C. A. work from the standpoint of an inactive, unsympathetic outsider, it may seem that these ideals are not always reached. Yet, one who has been in close touch with the work of the Association will come to realize that the purpose is, not to make perfect girls, but rather to show them the need of self-improvement, and to give them fresh zeal for Christian service.

All of the work is done by standing committees, which are usually large, making the burden fall lightly on all, and

engaging those who wish, in active work. Once a week in the auditorium devotional meetings are held, in which carefully planned and prepared talks are made on special topics, by students or faculty members. Suitable music and readings are often added. Topics with a practical bearing are chosen for these meetings, with the purpose of touching the vital points in the lives of the girls, and of giving them helpful suggestions for immediate use. Besides these meetings, morning and evening prayers are held every day.

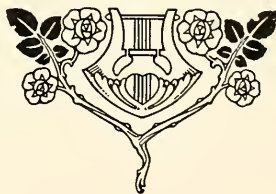
The social committee plans good times for the girls. In the early fall a reception is given to all the new girls, with the purpose of introducing them, and putting them more at ease among their new friends. Birthday parties are also given during the year, at which the girls are entertained in groups according to months in which their birthdays come.

Two other phases of the work are the Bible and Missionary Departments. In these are included the monthly Missionary and Bible meetings, and classes for the study of these respective subjects. We would not fail to mention our Finance Department, which is the chief means by which we may extend our work outside of our own school. Some of our money is sent to foreign, some to home work. Our building fund is steadily increasing, bringing us nearer to the day when we hope to have a handsome and convenient building of our own. Our finance work also includes the raising of funds for the Summer Conference at Asheville, N. C.

It has formerly been the custom for different members of the faculty to give part of their time to the work of the committees. But, with the growth of the Association and its increasing work, the necessity for a general secretary, who can give her whole time and attention to the work, has become imperative. This need has just been met by the appointment of Miss Eleanor Richardson, of Somerville,

Mass., who began her work as secretary the first of February. Miss Richardson was graduated from Radcliffe College in 1910, and since that time has been at the North Eastern Territorial Training center of the Young Women's Christian Association, in New York City. As it was her privilege to hold the presidency of her Association while at college, she is able to give us the benefit of both personal experience and special training. We feel that her coming is truly an epoch-making event in the history of our Association, and we look forward with eager hope to the greater strength and usefulness of our organization, as a result of this new impetus.

LILIAN G. COOK.



Class Organization and School Spirit



REALIZING that there is strength in union, we began, a few years ago, with the present senior class, to organize our classes early in the fall. Previously the classes had waited until just before the time came for representation in the annual. Now, throughout the entire year the classes boast a president, vice-president, secretary, treasurer, and reporter to *THE FOCUS*. With the aid of these officers the class is drawn more closely together and is made to feel that the interest of one is the interest of all, and that whatever concerns the entire class, concerns each individual member.

The first business that claims the attention of a class is, generally, the selection of the motto, the class flower, and the class colors. These form the nucleus about which class spirit centers. And as class spirit is the recognized mother of school spirit, too much stress can not be laid upon it. A girl who takes pride in her class will take even more pride in her school.

We can not expect either class or school spirit from a girl who enters the first or second year, because she has had no previous training along this line. Here she is given her first opportunity—here the individual pride and interest in such a body is first aroused. This interest is gradually developed until it extends beyond the class, and finally reaches out to embrace the broader field of school spirit.

The new juniors, however, having had experience in class coöperation, bring with them class spirit from their former schools. This not only adds new life to the existing class spirit, but proves a worthy factor in promoting love for alma mater.

In some cases we find classes made up of students who are inclined to leave all the work of the class to be done by the officers, and it becomes an arduous task to obtain their coöperation and hearty support. Classes and individuals of this type who seek to avoid everything that calls for expenditure of time and energy, or a sacrifice of petty desires, are not selected to fill positions of responsibility. They are not among those who win the "cup" in athletics, who become literary society members, or who serve on student-government or Y. W. C. A. committees. Students who fill these positions are those who show a determination to take advantage of everything that the school offers in the way of physical and social, as well as intellectual, development; those who are bubbling over with enthusiasm and interest in everything that is good, and who will not countenance that which is detrimental to the school. ✓

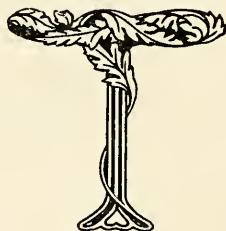
If a girl stands for aggressive class work and high moral ideals, she can surely be depended upon to be loyal to her school. Loyalty is the principal element in school spirit, which consists of love for and pride in the institution, as well as a desire to promote her welfare by all fair means. Love for a school is based upon confidence and trust in the principles for which it stands. Too many persons, especially students, are indifferent toward everything that does not affect them individually. Students, as such, need a broader view of what education is, and they should realize that an important part of training comes outside of class-room work.

It has been said that divided interests are certain death to class spirit and school spirit. This is true, but there are several organizations which might help to overcome this difficulty. Every student can become a member of the Normal League and the Young Women's Christian Association, and it is the duty of each one to take an active part in student government. Every girl can help the Glee Club and Dramatic Club by supporting their undertakings with

enthusiasm, and taking pleasure and loyal pride in their public entertainments. Some girls say that they do not have time for anything but study. Such girls should refrain from crowding their courses to the extent of eliminating these supplementary things, which increase their power to do their work well. They owe it to themselves, to their school, and also to those with whom they must come into contact after school days are over.

Here's a toast to loyal students,
No matter where they're from;
May the best days they have spent
Be worse than the worst to come!

JOE WARREN.



The Virginia Normal League



IN the spring of 1898, Dr. Robert Frazer, who was then president of the State Normal School, organized the League—our Virginia Normal League. Since that time it has become one of the largest and best-loved organizations of the school. The purpose of the League is to maintain an aid fund to lend to worthy, deserving girls who sincerely desire an education, but are held back by a lack of funds sufficient to carry them through even one year of school. This loan is to be returned without interest when the beneficiaries secure positions and become self-supporting.

Those who are eligible to membership in the League are the students, the faculty, the household department, the alumnae, and friends of our school. Any one may become a member by paying the regular membership dues, one dollar a year.

The League was organized without one cent of capital. There is no income now except the regular dues of members, and gifts from friends who have become interested in this work. A citizen of Lynchburg, Mr. S. H. Miller, moved to sympathy by the needs of the girls whom the League desires to help, raised three hundred thirty-five dollars, with not more than ten dollars coming from any one person, and sent it to our League as a gift—now known as “the Lynchburg gift.” A business man of Farmville, several years ago, lent one hundred eighty dollars to a girl to attend school, on condition that she should return it to the Normal League instead of to him. At present the capital amounts to about three thousand seven hundred and fifty dollars, “a small

amount when estimated in figures, but with this amount the League has made possible an honorable, useful life for thirty-eight girls," in addition to the seven now receiving aid. "Who dare measure this in dollars and cents?"

With every year come appeals—earnest, pathetic appeals—not only from the girls themselves, but from friends who are interested in them. A great number of these have to be refused because of a lack of funds.

The Normal League needs every girl in our school, and every girl in our school needs the Normal League. This work is not charity; no, but the best possible business investment a girl can make. The returns come not in money, but in that which is of real value, that with which dollars can not be compared for one instant—flesh and blood and spirit.

There are in Virginia many girls of fine mind and character—and many such have dear ones dependent upon them—who are longing for the opportunities and training such as our school affords, but have not the means to pay their board in order to take advantage of the free tuition which the State provides.

This Normal League is very near to the hearts of its members, very noble in their sight; and as for the girls who have been helped, we shall let some of them speak gratefully for themselves concerning the privileges they have enjoyed because of the helping hand extended by the League.

"I am a happy girl to-night," writes one, "as I sit before a cheerful open fire in my own little home. The world seems bright and life worth living. If you were to ask me what in my life contributed most to this happiness, I should answer you without hesitation—the Virginia Normal League.

"I am among the youngest of ten children, and the problem of educating us was no small one, and before my turn came I had almost despaired of going to school. We lived in the country and had poor advantages, but there was within me

an inexpressible desire to go away to school. Only those who have experienced the same longing can appreciate the hope that came into my life when I heard of the Virginia Normal League, an organization that could lend a girl money with which to educate herself and let her pay it back—without interest—when she could. And in using this money I was not made to feel that I had to skimp or stint myself, but could get what I needed and act and feel as other girls did.

“I can not express strongly enough my thanks to the League for what it has done for me. One of the greatest pleasures of my life has been to send back to the Normal League the money I borrowed, and when it is all paid I shall continue to count myself a member of this organization as long as I live.

“If there are some who read this brief article that have felt the desire to do some great good, let them make up their minds to become members of this League at once—what they do there lives forever.

“How happy I am to hold a full diploma from the State Normal School! Thanks and thanks again to the Normal League! May it make many others as happy as it has made me!”

Another writes thus:

“If some one should ask me the question, ‘What, in your opinion, is the strongest and most influential organization of the State Normal School, Farmville?’ I should unhesitatingly reply, ‘The Virginia Normal League.’

“I am one of the fortunate girls who have received invaluable aid from the League. It has had the greatest part in making my life what it is to-day. Without its help I could not have graduated from the school; and it was there that I received training which made me a new and better woman.

"Through the help of the League I am a full graduate of the school, and I am now teaching and helping in the education of others.

"Is it surprising that the noble work of such an organization should be so loved? I shall always praise its work, and be thankful to the depths of my heart for what it has done for me."

Another recipient of aid, who will be graduated in June, has this to say of the League:

"I have many friends in school, but the one I count truest is the Virginia Normal League, because that, more than any other, has indeed proved 'a friend in need.' During my second year at school my people were extremely unfortunate in losing nearly all their property, which made it practically impossible for me to continue my course here. A friend of mine, knowing the condition of affairs, suggested that I should apply to the Normal League for aid. I followed her advice, with the result that I now see in the near future the prospect of possessing a diploma from the State Normal School, which is an 'open sesame' to a good position as a teacher in the public schools of Virginia.

"Yet, with the gratitude which I now feel for the aid given me, I realize fully that the appreciation will be increased a thousandfold when I find from experience how much easier the League has made my work of self-support."

Still another beneficiary, now in school, writes from her heart:

"It would be hard for me to express fully my appreciation of the noble work of the League, and of the kind of help it gives to worthy students who, but for it, would live the sad life of high hopes baffled, and of bitter disappointment. The League helps these students to help themselves, and, surely, help can find no nobler or more generous form than this. It gives courage and strength to the recipients of its bounty in

that they may return all that they receive to be passed on to others, and thus they, by their labor, become links in a never-ending chain of noble deeds; a chain which, like the chain of prayer, 'binds us to the feet of God.' It develops that good will toward men intended by the Master, and it may be said of the League that, like mercy, 'It blesseth her that gives and her that takes.'

"And so God prosper the Normal League!"



The Athletic Association



OR a number of years there were only a few girls in the school who evinced any interest in athletics. The reason for this may have been the limited amount of ground allotted to sports, for the girls had only one small court on which to play both basket-ball and tennis. This lack of interest in athletics was recognized by Mr. Mattoon, and, under his influence, the spirit of sport was stirred up and encouraged until it finally culminated in the organization of the Athletic Association in October, 1907. The following officers were elected:

Virginia Garrison.....	President
Virginia Tinsley.....	Vice-President of Basket-Ball
Virginia Nelson.....	Vice-President of Tennis
Curle Phillips.....	Secretary
Ruth Redd.....	Treasurer

After the association was organized the athletic spirit, which had been lying dormant for so many years, seemed to have sprung up suddenly, and in a few weeks there were seventy-two members enrolled. Athletics took the school by storm. Basket-ball teams were formed; tennis took a conspicuous place in the school routine, and loud "rah! rahs" resounded through the school grounds, showing what an important factor athletics had become in arousing school spirit. The girls seemed to have acquired new life, and began to take an interest in the things going on about them.

In order to further encourage this interest in athletics, a championship cup was offered the winning team. A match game was played between the "Red" and "Green" basket-ball

teams, in which the "Greens" were successful, and "Green team, Champions of 1907-08" was engraved on the cup, which still holds a conspicuous place in the parlor.

The year 1908-09 saw still greater enthusiasm displayed. One basket-ball and three tennis courts were added. The basket-ball games were especially interesting and exciting. The match games between the "Reds" and "Greens" created more excitement than ever. Each side worked like Trojans, but the "Reds" succeeded in carrying off the cup.

In the spring of that year a school team was organized, and Virginia Tinsley, the basket-ball favorite, was chosen captain. With her as leader and Miss Overall as coach we saw nothing but victory ahead of us.

Never was there more school spirit shown than in February, 1909, when our school team won a sweeping victory at the Armory, over "The Merry Widows" of Lexington—the score being 25 to 13.

Nineteen hundred nine and nineteen hundred ten found still greater improvement. The match games between the "Reds" and "Greens" were again very exciting. The "Reds" were victorious once more, and the cup was presented to them by Dr. Hodge.

In February the school team went to Lexington to play "The Merry Widows," and once more victory crowned their efforts—the score being 20 to 14.

In the spring of that year there was a tennis tournament. Classes were formed and handicaps given. Great enthusiasm was shown; the final match was played Monday morning during commencement, when Kathleen Baldwin carried off the first prize and Cassie DuVal the second.

The fall of 1910 found the Association still at work. Aline Gleaves was reelected president, and is doing all she can to keep the athletic enthusiasm at its height. Etta Morrison was made vice-president of tennis and Alean Price,

vice-president of basket-ball. Class basket-ball teams have been organized, and although they haven't been able to play very much as yet, there is good material, and it is expected by those in charge that we shall have at least six good teams who will play for championship in the spring.

The first match between the "Reds" and "Greens" was played Thanksgiving morning. Excitement reigned, and when the two teams came upon the court there was wild cheering. The game was a good one, both sides working like Trojans, but at the end the score stood 16 to 8 in favor of the "Reds." The next two games will occur as soon as the weather will permit.

The "Red" rooters, as well as the players, will be glad to know that Mary W. Anderson is back and will take her place on the team again.

There will be a tennis tournament in the spring, and it will be advisable for all who wish to enter to begin work early.

We expect great things of our Association this year; let us hope that we shall not be disappointed.

ALEAN PRICE.



A Double Victory



It was the day of the annual match game of basket-ball between Simpson's College and Rawling's College, two of the largest schools for girls in the South. On each side of the court, so soon to be the scene of strenuous action, crowds of excited "rooters" waved their colors enthusiastically, and joined in their college yells.

On one side, banners of green and white waved madly to the tune of

"Rickety, rickety, reeze!
Who are, who are these?
Simpson's, Simpson's,
One! Two!
Sneeze!"

Then the court would ring with delighted laughter as all joined in a startling "Ker-chew!"

On the other side, ranged behind streamers of blue and gray, the Rawling's girls joined in the excitement with equal zest, cheering and encouraging the team as a whole, and each member individually.

For years this annual contest had taken place, and the spirit of rivalry had grown with each encounter. During the whole session, the coming game had been the all-absorbing topic of conversation—who won last year, which team was supposed to be the stronger, what new girls were to be put on, and what were their probabilities of victory. Now that the hour of conflict had arrived, the excitement was intense.

But the feeling with which the "rooters" looked forward to the game could in no degree equal the tense resolution of the players. On one side of the field the captain of the

Simpson team had got together her band of players, and was talking earnestly to them. She seemed addressing herself mainly to Elsie Glenarm, a new girl, who was to-day playing her first game against an outside college.

Elsie was a small girl, but her exceedingly agile body and quick movements had early attracted attention on the basketball field, and had won for her the great but responsible distinction of being asked to play on the regular team in her first year. Her aim for the basket was almost unfailing, and it was mainly on her the girls were depending for success. Her face, as she returned the captain's gaze, was white and set, but her eyes gave answering fire to her captain's words.

The whistle sounded. The girls ran to their places on the field.

Elsie found her opponent to be a large, heavily built girl who kept her eyes fixed straight ahead, scarcely noticing the small figure beside her.

Up went the ball! Both centers struck at it, and Elsie saw it flying her way. She sprang back to be nearer her basket when she should receive the ball. It dropped into her hands, but as she raised it to attempt the goal, a heavy, solid body ran against her, knocking away the ball and leaving her weak, almost faint, from the blow.

A foul! Elsie listened for the call of the whistle. But nobody had seen! There was not even a pause in the game.

Just as Elsie returned to her place with recovered poise and fiercely renewed determination, the ball, quickly delivered, hesitated against the rim, then fell deliberately into—the other basket!

Cheer after cheer rose from the Rawling's side, while the Simpson "rooters" alternately groaned and encouraged.

Seized with a nervous eagerness, Elsie waited while the ball went up again at center. Again it came her way. Useless! Her slender body was bent back beneath the weight of her opponent.

Despair seized her—an angry impatience also. The girl was fouling! Her opponent had no right to touch her in guarding! Would the referee never notice?

“Foul!” suddenly rang out the referee’s sharp voice. “Foul on Miss Turner for overguarding.”

“On me?”

The angry exclamation came from the girl beside her.

Elsie’s spirits rose. Ball in hands, she took her place on the foul line. One quick glance, and she threw.

“Rah, rah! rah, rah, rah!

Rah, rah! rah, rah, rah!

Glenarm! Glenarm!”

The ball had fallen into the basket.

Five minutes’ rest—with the score standing two to one in favor of Rawling’s! Hear the “rooters”! Cheering, singing and shouting ring from both sides. Elsie is the center of a crowd of eager questioners, but she talks to the captain alone. They walk off for a minute in anxious conversation.

When the whistle sounded for the second half of the game, Elsie sprang to her place with renewed courage. A friendly word and clap on the shoulder from the captain had again fired her. Again she faced the impossible in the form of her stolid guard. Again and again the ball came her way and was an often ruthlessly knocked away.

Her whole body was quivering with pain and resentment. To her heated imagination the girls seemed looking at her with reproach. She could no longer hear the cheering. If only she could get back to the basket just once with a second of time before that gigantic guard could reach her!

She glanced at the girl beside her. She was gazing steadfastly ahead. Elsie’s eyes fell to her feet. Something in the way in which they were crossed over her own suggested something, and the temptation flashed into Elsie’s heart.

Resolutely she turned away, but the thought was insistent. It urged that it was but fair to repay—that foul work called for foul in return, that she must—the honor of the school demanded it!

Honor! With a shock the word brought her to her senses, so near had she come to making the fatal mistake. Shuddering, she gazed upon her bared spirit and was ashamed. Before her rose the battle-scarred face of a returned missionary who had spoken the day before in chapel, and his words rang in her ears like a battle-cry: "Who ruleth his own spirit is greater than he that taketh a city."

The ball was again flying her way. Two or three panting girls rushed toward her. Elsie realized that the ball would fall behind her, and sprang back. Her right foot caught somewhere, and she plunged forward, but, recovering quickly, she lifted the ball lightly into the basket.

Surprised at the sudden quiet, she turned, and saw her dreaded opponent stretched upon the ground. A sudden recollection of the fall she had barely escaped came to Elsie, and her face blanched. Could she have done it, after all? Could she have yielded unconsciously to the temptation? No, it was impossible—yet, why were the girls so strange? Why was everything so appallingly quiet?

"What happened, Elsie?" The referee's tones sounded sternly accusing to her overwrought mind.

"I—I don't know," she stammered, and stood with white, set face, alone among her friends.

The girl on the ground stirred. Slowly she opened her eyes, and looked around in a dazed manner.

"I—I am all right," she was saying in dull, even tones. "Help me up, I must say something." The sight of Elsie's blanched face gave her courage.

"I heard what you asked, Miss Hindle. It was my fault. I have cheated, and am no longer fit to play the game. I

knew she was too quick for me. I was afraid of her. I—I tripped her up—or tried to. I have dishonored my team and my school.” She sank back in pain and humiliation.

In sudden relief for herself, Elsie’s heart throbbed with pity for the one that had been vanquished. How thankful she was that she had been able to resist—that her own soul was a victor! She threw her arms around the prostrate girl, and kissed the cold, heavy face, which was a stranger to such caresses.

By mutual agreement the game was declared over. The score was announced three to two in favor of Simpson’s College! The girls generously refrained from shouting their delight on account of the injured girl, but in various ways Elsie was made to realize, during the rest of the term, that schoolgirls are not unappreciative of a well-earned victory, and that they, too, can appreciate the big things as well as their sisters in the larger school of life.

BESSIE PAULETT.



The Student Government Association



F all the proceedings which have attracted attention lately, perhaps the one which has provoked the most discussion at the Normal School, at least, is the formation of a new organization known as the Student Government Association. Let us take a backward look into its history.

In the senior civic class of 1909-10 there was an election. The class was divided into two political parties and each party drew up a platform, made nominations, and waged a spirited campaign. In the inaugural address by the governor, newly elected, the "Honorable" E. B. Brooke, who afterwards became our first student government president, in discussing the condition of the "State," the suggestion was made that many needy reforms could be brought about by an organization which would unite in close bond all the members of the body politic. This brought an idea to the civics class. It was, "Why can't we have the honor of instituting this movement and starting in the State Normal School a system that has been in use for years in the vast majority of colleges and universities in this democratic country of ours?"

And so, some of the girls went to our president, Dr. Jarman, and made known our desire. We not only found him willing for us to go ahead, but we discovered that he was a hearty believer in the movement.

Next came the appointing of the committee for the purpose of drafting a constitution for this new organization. The members of this committee were Bessie Brooke, Ruth Redd, and Leona Jordan, from the senior class, with Carrie Hunter, Louise Eubank, and Louise Ford, from the junior class. The constitutions that were of most help to the com-

mittee in writing ours were those of Randolph-Macon Woman's College, Vassar, and Wellesley.

The constitution was placed before the president, who approved of it. After this, mass meetings were held, in which we discussed, first, whether we should have student government or not, and second, just what should be taken up by the association. It was soon decided by an almost unanimous vote that we should have student government. The discussions were long and heated as to just what student government should involve. It was finally decided to take up only those things that were deemed most important in the estimation of the student body. These formed the by-laws.

As it was the first of May before the officers were elected, the first officers served only three weeks, and then followed another election of officers for the following year, 1910-11.

Thus runs the history of student self-government—a short one; the movement is young—just about five months old. It is equally young in experience, but as all other things do, it will develop as it grows older, imperfections will be gradually eliminated, and in time it will be of such vital importance that we can not do without it. It must be so, for the underlying principles are good; its purpose is uplifting; it counts for something. As expressed in the words of the constitution, "The purpose of the association shall be to preserve the student honor and to further the interests of the students of the school as far as lies within its power."

Perhaps it would be well to state briefly some of the actual workings of the committee, for the benefit of those who do not thoroughly understand it. The executive board consists of the president, three vice-presidents, and a secretary. These are nominated from the various classes and elected by the student body. "The duties of the executive board shall be to receive and pass upon reports made to the committee, to investigate serious charges, and to make regular reports to the student committee."

The student committee is composed of representatives from the various classes. Once every month the committee, which also includes the executive board, meets to discuss progress, to propose new suggestions, and to hear the report of the executive board. Any case may be re-investigated by the committee. There are also the hall and table monitors, whose names imply their various duties.

There are four different classes of things which the Student Government Association claims as its privilege and right to take in charge. These are dishonesty, conduct in public places, defacing public property, provisions for quiet in the dining-room, on the halls, in chapel, during study and meditation hours.

When a girl is guilty, or suspected, of misconduct that so flagrantly violates the by-laws of the Student Government Association as to necessitate her being called before the committee, the aim of the committee is not to mete out punishment, but to help the girl see her error and correct it, if she is proved guilty. Thus we try to further the interests of the students, and to protect the honor of the student body. The work of the student committee and executive board is not destructive; it is constructive.

A movement of the people should be thoroughly understood by the people. A citizen should be sufficiently interested in popular government to take a part in it. So with the government of ourselves in our school—we should understand it and take a part in it by serving as a committee member or monitor, by offering helpful suggestions, by taking part in the elections, by upholding its standards. There is some opposition to it, for as yet it has not been perfected, and in all new movements, all forward steps, there will always be opposition. Our ambitions are to make it the big thing in our student life, the one factor that will create a common spirit working toward a common end.

LOUISE FORD.

The Literary Societies



THE Normal School can point with pride to her success in the formation and guidance of her literary organizations—four active, energetic societies with splendid records and prospects of greater growth. We have not always been so fortunate. This has been brought about by degrees. In 1903, realizing the need of a larger means of development for the literary and social sides of girl nature, Dr. Jarman appointed a committee consisting of Miss Andrews, as chairman, with Dr. Jones and Miss Dunn, who coöperated with the students in the organization of two literary societies, with the following aims: to build up higher literary standards, to cultivate womanly social graces, and to develop and strengthen individual talent.

As a gratifying result of such interested and earnest effort, the Cunningham and Argus Literary Societies were established in October, 1903.

The first name was chosen in honor of Dr. John A. Cunningham, a former president of the school. The motto selected was a favorite with him—"Carpe diem." The work completed by this society has included well-planned courses of study in Tennyson, Dickens, Shakespeare, George Eliot, Stevenson, and the Southern poets. In addition to its literary work, the society has encouraged quick, logical thinking by means of regular work along the line of debate.

The Argus Literary Society founded in the same year, takes its name from the mythical Argus, the hundred-eyed watchman, who never slept. And a wide-awake organization she has proved. With one aim, "To see the better," she has made a study of the lives and works of Tennyson, Sheridan,

Goldsmith, Byron, Scott, and Shakespeare. Some time also has been spent with famous women, and in becoming better acquainted with the works of Southern writers. Debating has also held a prominent place in this society, and her encouragement of the persuasive faculty has resulted in the development of a much-needed power.

In 1908, at the death of a former much-loved president, the Argus Literary Society offered to the school the Flora Thompson Scholarship in loving commemoration of her faithful service to the school and her society.

In 1908, owing to the growth of the school and the increasing need, two new literary societies were organized, through the efforts, mainly, of Dr. Robert T. Kerlin, present Professor of English at the Virginia Military Institute.

With a broad field for work open to them, these lusty youngsters were ushered in. Too much can not be said in praise of the energetic and lofty spirit with which they entered upon their work. It did not take the school long to recognize their strength.

The Pierian Literary Society chose as its motto, "Light, more light." Light has been shed upon certain subjects of wide interest—the best American writers, Shakespeare, and the literature of ancient Greece. The debating here has also been interesting and spirited.

The Athenian Literary Society has for its motto, "Self-reverence, self-knowledge, self-control." To live up to such a motto is to strive for the highest. Although young, the society has accomplished much. In literary work she has made a study of the biographies and works of Mrs. Browning, Thackeray, Dickens, and Shakespeare. Some degree of power in debate has been attained also, as with the others.

Through the literary societies the student body, as well as the townspeople, have been the recipients of some educational treats of great value. Under their auspices, some of the

most talented readers of the day have appeared here—Mrs. Hannibal Williams, of New York, Mr. Tripp, of Boston, and Mr. Southwick, president of the Emerson College of Oratory, interpreting such masterpieces as Sheridan's *The Rivals*, Dickens' *David Copperfield*, Stephen Phillips' *Herod*, and Shakespeare's *Romeo and Juliet*.

The work of the societies is, to a certain extent, guided by the advice of a committee of three from the faculty, but the major part of the work is done by the girls themselves. In doing this work, an invaluable preparation for the future is obtained by the girl who expects to become a teacher. Her horizon is broadened, her timidity is conquered, her self-control increased, her powers of thought and expression are stimulated, while her resourcefulness and originality are discovered and strengthened.

BESSIE PAULETT.



The Debating Societies



ANY new literary societies are being established in the public schools throughout the State. Normal School girls are going out into these schools each year as teachers, and being called upon to organize such societies. They can not do this well without some training. It is true that there are four excellent literary societies in school, but it is impossible for all the students to have an opportunity of securing literary training in these, because of the limited membership. It was thought best, therefore, to organize two debating societies in order that every girl might, at least, have the opportunity of being a member of a society, thereby gaining the needed training along this line.

The girls who were interested in this work were asked to meet with the members of the committee, Miss Smith, Dr. Millidge, Mr. Lear, and Mr. Grainger. About thirty girls responded to the call, and a committee was appointed to draw up the constitution for the societies. It was decided that any student above the second year who wished to do so might have the privilege of deriving benefit from these societies.

Joint meetings were held at the beginning in order to place the two societies on an equal footing. The main purpose of the societies is to teach the members how to conduct a literary society, give them practice in debating, and afford an opportunity to familiarize themselves with current events. One of the societies chose the name, Ruffner Debating Society, and is striving to do honor to the name of the first president of the State Normal School. The other society selected the name of Jefferson, which speaks for itself.

The first meeting of the Ruffner Debating Society was held November 31, 1910, and the following officers were elected:

Natalie Terry.....	President
Elizabeth Haskins.....	Vice-President
Mabel Peterson.....	Critic
Nannie Watkins.....	Recording Secretary
Charlotte Troughton.....	Corresponding Secretary
Alice Martin.....	Treasurer

Colors—Garnet and gray.

Motto—"Much as we value knowledge, we value mental training far more."—W. H. Ruffner.

The society has held its meetings on Friday nights. In debating, the girls have tried to be so familiar with their subjects that they would not have to read their debates. One of the meetings was especially interesting—Mr. Lear gave the society a talk on the kinds of subjects best for debate, and some good points to be used in debating.

The officers elected on December 2, 1910, for the Jefferson Debating Society are as follows:

Myrtle Martin.....	President
Louise Davis.....	Vice-President
Zozo Dixon.....	Recording Secretary
Blanche Hedrick.....	Corresponding Secretary
Josephine Saville.....	Treasurer
Anne Thornhill.....	Reporter to THE FOCUS

The society adopted as their colors, buff and blue; as their flower, the carnation, and as a motto, Jefferson's idea, "Equal and exact justice to all." On the evening of January 6, 1911, the society had a very interesting debate on the subject, "Resolved, That the United States should have a protective tariff." The decision was given in favor of the affirmative. After the debate a solo, "A Winter Lullaby," was sung by Miss Helen Stoneham.

NATALIE S. TERRY.

The Senior Seminar



THE seminar is a semi-social organization composed of the academic Seniors, assisted by the professors of education. It meets once a week, and pursues a course of study mapped out by committees of its members. During the fall term the seminar met in two sections, because the membership was too large for good work as one body.

Its aim, in general, is to furnish some information concerning education which is not received in the regular classroom, but will be helpful in solving the social problems met in the professional life of the teacher.

The seminar differs from other organizations of our school, in that one of its main aims is to encourage each member to take the largest possible amount of personal responsibility. The members decide what subjects they would like best to pursue. All business, such as arranging the programs, making the posters and selecting and caring for the room, is attended to by committees elected by the members. The peculiarly characteristic work of the seminar is the definite intention of cultivating and fostering the professional spirit.

Last term the class decided to study the rural-school question. This was considered of much importance to us because many of us expect to teach in the Virginia rural schools. Under the main topic of rural schools the following subjects were studied:

1. Consolidation and Transportation.
2. The School as the Social Center of Community Life.
3. Beautifying the School and its Surroundings.
4. The Course of Study in Rural Schools.
5. The Teacher in the Community.

Section II had a debate, "Resolved, That consolidation is practical in Virginia."

Two splendid lectures on the work now going on in our country schools were given by Miss Dunn and Miss Agnew. Miss Dunn spoke of present rural conditions and means for their improvement, from the standpoint of a rural superintendent. Miss Agnew told of the extension work which is being organized by the U. S. Department of Agriculture for the special benefit of the girls in rural communities.

Very interesting reports were also given from the Educational Convention in Richmond.

On December 19th, Section II had a social meeting in which the main subject was "Candy Making."

The last meeting of Section I had as one feature a very interesting guessing contest, based on the names of the leading educational magazines with which a teacher should become familiar.

Both sections have done good work, and the class, as a whole, has derived great benefit from such research and discussions.

BERT CARL MYERS.

The Glee Club



THE Glee Club was organized in the fall of 1898 by Miss Lula O. Andrews, who was at that time Director of Music. Twenty members were enrolled, who, by their efficient work, soon showed how much good could be accomplished by such an organization. We do not fully realize the importance of this organization until we think of the benefits derived therefrom. Besides making the girls more proficient in sight-reading, it helps them, through practice, to understand harmony in part singing, and to appreciate good music. It also enables the members to prepare and render better musical programs for the literary societies. But as a school organization its best—because of its most far reaching—work is done in giving the girls training which they need as teachers.

Nor are the members the only recipients of good from this club, for, by presenting good programs, well rendered, they induce the music-loving public, and even those who are not so fond of music, to attend the concerts given. Their musical education is thus carried one step further, and, even though no personal practice is involved, they are better prepared to assist in planning musical entertainments when they begin teaching, especially in rural districts. With these things in view, at least one concert a session is given.

The Glee Club has not been so fortunate as to retain its first director, but has in turn been under the direction of Miss Alleen Andrews, Miss Waterbury, and Miss Eva Minor.

Last year, under the leadership of Miss Minor, three concerts were given—one just before the Christmas holidays, which consisted of Christmas selections, and two in the

spring; the first of which was a program of college songs, and the second, a light operetta, the "Nautical Knot." If the Glee Club is to continue in the favor of the public the programs must be varied.

That the club is almost a necessary organization in our school is shown by the great need felt for it during commencement. At this time it is in great demand, for, with the exception of class night, the entire musical program is furnished by the club.

During commencement, however, is not the only time that the services of the Glee Club are in demand; it is often called upon to assist at the Y. W. C. A. meetings, in fact, the Y. W. C. A. choir is composed mostly of Glee Club members. The town people are beginning to recognize its importance also, as is shown by the recent call made upon it to furnish music for the missionary meeting held in the Methodist Church.

Under the guidance of Miss Ellen Perkins, our present Glee Club director, several folk songs, Christmas carols of different lands, and selections from some of the best composers have been learned. On December 21, a concert was given in the auditorium, which consisted of Christmas carols.

The program rendered was as follows:

CHRISTMAS PROGRAM

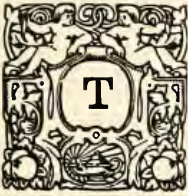
1. Fanfare and Processional. From "The Children's Messiah"*Hofer*
Double Quartet and Chorus
2. O Little Town of Bethlehem.....*Ridner*
Chorus
3. Behold! I Bring Glad Tidings.....*Danks*
Ellie Williams and Ruth Hutchinson
4. Hark! What Mean Those Holy Voices.....*Richards*
Chorus

5. In the Fields with Their Flocks Abiding.....*Farmer*
Lettie Doak
6. Oh, Wondrous Star!.....*Mayer*
Susie Crump, Ruth Hutchinson and Thurzetta Thomas
7. We Three Kings of Orient Are.....*Stainer*
Louise Ford, Lalla Jones and Frances Graham
8. Silent Night.....*Gruber*
Chorus
9. O Night Peaceful and Blest.....*Normandie Carol*
Ruth Garnett and Chorus
10. Sleep, Holy Babe.....*Field*
Chorus

PEARL JUSTICE.



The French and German Clubs



THE first meetings of the reorganized French and German Conversational Clubs were held on the afternoon of January 23. Officers for the term were elected and social committees formed. A number of new members were enrolled from the high-school graduates, and plans for the club were discussed.

The meetings are held bi-monthly, one being an informal gathering to learn, or practice new words and phrases, while the other is a more formal social meeting where refreshments are served.

The importance of these clubs to the development of interest in the modern languages can not be too strongly emphasized. In addition to encouraging the students in the study of French and German literature, the purpose of these organizations is to give the pupils greater skill in their conversational use of these modern languages.

It is expected that the members will evince great interest and enthusiasm, and help to make the clubs both pleasant and instructive.

The Dramatic Club



IN the fall of 1908, Miss Agnes G. Smith, a graduate of Emerson College of Oratory, took charge of the expression work in our school and shortly afterwards chose seven students for special training in dramatics. Early in the winter these seven students presented a one-act comedy called "The Kleptomaniac," the characters in which were taken by Mary Perkins, Sophie Booker, Bessie Paulett, Marie Fergusson, and Pearl Berger. The play was so successful that it was decided to make the Dramatic Club a permanent organization.

Since that time the following plays have been presented: "Miss Fearless and Co.," "Mrs. Willis' Will," "Wanted, A Husband," "Breezy Point," "Holly-Tree Inn," "A Blind Attachment," and "Box and Cox."

Each year the Dramatic Club has cleared an average of \$125. This money has been given to the school magazine, the annual, the class book, and to the Victrola fund. This year the Dramatic Club is trying to raise enough money to purchase some stage setting, which is badly needed.

The Dramatic Club has taken two trips, one to Blackstone and the other to Crewe. Both were thoroughly enjoyable and financially successful.

The present members of the Dramatic Club are as follows: Joe Warren, Lilian Byrd, Anne Walker, Mabel Smith, Lula Driver, Louise Eubank, Florence Clayton, and Pearl Berger.

PEARL BERGER.

The Cotillion Club



OUR Cotillion Club was organized in the fall term of 1902. Miss Susie Warner, now with us again as Mrs. Arthur Maddox, was elected president; Miss Susie Blackmore, of Hampton, Va., leader. The custom of giving a Thanksgiving german began with the organization, and has continued to the present time. Each year the club has been composed of fifty members, chosen from the best dancers among the students. This year the membership has increased to sixty in number. The officers for 1910 and 1911 are:

Louise Eubank.....	President
Aline Gleaves.....	Leader
Susie Powell.....	Treasurer
Mary Kipps.....	Reporter

Early in October of this year the club gave a colonial ball. The costumes were lovely, and the girls looked especially pretty.

("Little grains of powder,
 Little dabs of paint,
 Make a girl's complexion
 Look like what it ain't.")

The Thanksgiving german was considered one of the prettiest ever given at the State Normal School. The reception hall was beautifully decorated in red and white, the club colors. Punch was served from the faculty room, and at midnight supper was served in the drawing-room.

MARY KIPPS.

EDITORIALS



It is with a great deal of pleasure and some fear that we place before you this, our first number of *THE FOCUS*. Let us ask you to be kind in your criticisms, and to give us another chance if we fail in this our first attempt, before you condemn us forever.

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Purpose and Aim. Our purpose in establishing this magazine is to bring all the interests of the school, both social and educational, to a common center. It is our ambition to make *THE FOCUS* a magazine for the students and of the students, but, above all, a magazine by the students. But this ambition can be attained only by the students themselves. The success of *THE FOCUS* will depend absolutely upon your success—your success in the line of literary efforts, particularly.

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Subscriptions. Give us the financial help of your subscriptions as well as the equally important help of your literary contributions. One is as necessary as the other, for without the former the latter would be useless. Of course, we know that you can read and enjoy, just as much as your own, some one else's copy, but this is not supporting your school magazine. If only one-half of the girls in school subscribe to *THE FOCUS* it will only be one-half as attractive a magazine as we should like to make it. The ambition to have our magazine rank among the best of the State is a more or less expensive ambition.

Contents of the First Issue. It seemed especially appropriate that in the first issue of THE FOCUS we should put before you in as clear and concise manner as possible the different organizations of school. All are interested in one or more of these organizations, and it is here that the interests of the school would naturally center. Our friends away from school and our homefolk should be particularly interested in this number. Send them your copy after you have read it yourself. Here is another reason why you should have a copy of your own—you can send it home. In our next issue we hope to publish a magazine full of good poems and stories.

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Literary Department. The literary editors will always be glad to receive any contributions you may make to their department. Perhaps the first article that you submit will not be put into print, but we shall greatly appreciate your having tried. Try again; we shall be as glad to see your name in print as you yourself.

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Suggestions. If you have a suggestion to make for the improvement of THE FOCUS, bring it to us, and we will adopt your plan if possible. Isn't it better to help us improve than to complain about us? Don't criticize in general; put your finger on what is wrong and then make your definite suggestions.

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"Focus Box." Don't forget the "Focus Box," which you will find on the office door. Drop into this box all the good jokes and funny happenings that you hear and see around school, and let us enjoy a good laugh with you. This box is also for any criticisms that you may feel interested enough to make. It is not necessary for these to be signed. Please read THE FOCUS, however, before you criticize.

Prizes. With the help of the committee from the faculty the staff has succeeded in working out a system of prizes which seems to cover all points. The only prize offered this June is a five dollar prize to be awarded to that senior who does the best work for *THE FOCUS* up to that time. This prize is offered by the staff and is to be awarded for the benefit of those who leave this June not having had the opportunity to contribute to *THE FOCUS* for a year.

The other prizes offered will run from February to February, just as *THE FOCUS* year does. There are to be four of these prizes: one, a cup to be awarded by the whole school to that student who, in the eyes of the judges, has made the best contributions to *THE FOCUS*. The winner's name will be engraved upon the cup and if she succeeds in having her name put upon it three times in succession the cup will remain in her possession. Throughout the year the cup will be kept as one of the school trophies.

The next prizes are to be six pennants awarded by the staff to the six second-best contributors to *THE FOCUS* throughout the year. The pennants will be in the school colors and will have on them simply the name *THE FOCUS*, and the date showing what year it was won.

The prizes offered to the *Alumnæ* are a first prize of five dollars to the best contributor, and a second prize of a three year's subscription to *THE FOCUS*.

In order that all may have a chance to win the cup for their own, and as there are so many students who enter school as juniors, the privilege of competing for the cup will still be open to all graduates the first year after leaving school.

There is honor in winning any one of these prizes, but that of having your name engraved upon the cup awarded by the faculty and student body is perhaps the greatest, for there is a distinction in it which few can attain. Let your ambition be to have your name the first put upon the cup and let your contributions be the best both in quantity and quality.

Naming the Magazine. The privilege of naming the school magazine was made a contest between all students.

From the names submitted a committee was to select the three best, which were to be voted on by the students. When the committee presented the names, there were five instead of three. The three submitted by the students were as follows: "S. N. S. Gazette," "The White and the Blue," and "The S. N. S. Student." The other two came from the faculty, one being "The S. N. S. Record," and the other THE FOCUS, which we found later, after asking various questions, to have been suggested by the Professor of Civics and American History. This name was unanimously accepted as the most appropriate, and we wish to thank Mr. Lear for the interest he took in suggesting a name for the magazine.

It may be interesting to the readers to know some of the other names suggested, but not before reported, namely: "The Teachers' Breath," "Willing Workers," "The Centipede," "Excelsior," "The Common Bond," "The Gem," "The Gripper," "The Renaissance," "The Illuminator," "The Get-up," and "The Go Yonder."

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School Spirit. We wish to take this opportunity to congratulate you on the enthusiasm shown by the whole student body, when the plans for THE FOCUS were first laid before you. The eagerness with which the students coöperated with the faculty in putting the new magazine on a working basis, showed that we really do care for our school and what outsiders think of it. Let this be but the beginning of that loyal school spirit which we wish to see strongly developed in the ranks of every class.



Ruth Dyer, class '02, is doing supervisory work in the Training Department of the Normal School at Milledgeville, Ga.

Helen Blackiston, class '02, is a student at Columbia University this session, having been granted leave of absence from her place in the faculty at Farmville, Va.

Claudine, class '02, Ruth, class '09, and Lizzie Kizer, class '06, are now teaching in Laurel, Miss.

Mary Daniel, class '03, teaches in Norfolk, Va.

Mary Peck, class '03, is grade teacher in the seventh grade of the training school at Farmville, Va.

Elizabeth Windsor King, class '04, teaches in Alexandria, Va.

Nellie C. Smithey, class '04, is a student at Teachers' College, New York City. This is her second year at this institution.

Mrs. Charles A. Taylor (Claudia Perkins), class '04, is at home at Ginter Park, Richmond, Va.

Mary Baldwin, class '04, teaches music in Wakefield, Va.

Scotia Starke, class '04, and Edith Rogers, class '08, have positions in the Census Bureau at Washington.

Mary Powers, class '04, teaches fifth and sixth grades in the Atlee High School.

Edith Dickey and Carlotta Lewis, both members of the class of '05, teach in Covington, Va.

Isa Compton, class '06, after a leave of absence on account of ill health, has returned to her school in Laurel, Miss.

May Smith, class '06, is teaching the first and second grades in the Ashland High School.

Louise Adams, class '06, has seventh and eighth grade work in the Glen Allen School.

Gertie Bowers, class '06, is spending the winter in Ashland, Va.

Grace Walton, class '06, is substituting, during January and February, for Mildred Richardson at Crewe, Va.

Mary Schofield, class '07, president of the Alumnae Association, teaches in the Washington City schools.

Lois Leonard, class '07, is teaching in the graded school of Newport News, Va.

Vivian Boisseau, class '07, teaches in the high school at Clarksville, Va.

Lucy Rice, class '07, has a position in the Ginter Park School, Richmond, Va.

Eleanor Jamison, class '08, and Annie Lancaster, class '08, are teaching in Smithfield, Va.

Mary Watkins, class '08, is doing fifth and six grade work in the Glen Allen School.

Emma E. Blanton, class '08, teaches in Ashland, Va.

Hallie Chrisman and Mattie Fretwell, both members of the class of '09, are teaching in the high school at Ashland, Va.

Lucy Robins, class '09, has charge of the fifth grade at Wakefield, Va.

Martha Blanton, class '09, and Katherine Taylor, class '10, are in Abingdon, Va.

Bessie Anderson, class '09, teaches in Bristol, Va.

Isabelle Harrison, class '09, is doing primary work at Cape Charles.

Mittie Batten, class '10, has charge of the eighth grade at Cumberland Court House.

Marie Ferguson, class '10, is principal of the school in Windsor, Va.

Mary Taylor, class '10, is doing departmental work in the preparatory department of Miller Manual Labor School.

MARRIAGES

Maud Anderson, class '05, to Mr. R. F. Soyars, November, 1910. Her address is Box 234, Greensboro, N. C.

Elizabeth Verser, class '06, to Mr. W. Brazeal Hobson, November 23, 1910. Home address, Farmville, Va.



HERE AND THERE

The Star Course is presenting a very attractive series of programs. On October 28th, the Hinshaw Grand Opera Company gave us selections from grand opera, including the second act from *Martha*, in costume. In November, Victor's Venetian Band was here. Both of these entertainments were extremely classical and were highly appreciated by large audiences. The Litchfield Trio came on January 16. There was no cultural value in their program, but it seemed to appeal to the humorous side of the audience. "Never had such a time in my life."

A very attractive colonial ball was given by the Cotillion Club in October. The costumes were so unique we could almost imagine that our great-grandfathers and grandmothers had stepped down from their portraits to participate in this ball.

In November, Mr. Southwick, president of the Emerson School of Oratory, Boston, presented Sheridan's *The Rivals*. Mr. Southwick came under the auspices of the Argus Literary Society, and his reading was very entertaining.

The Argus and Athenian Literary Societies gave a reception in honor of the Pierian and Cunningham Literary Societies on November 11. All the honorary members in Farmville were also present.

Mrs. Hannibal Williams, of New York, came on December 16, under the auspices of the Athenian and Pierian Literary Societies. She presented *Romeo and Juliet*, and her artistic interpretation of this play gave us a much keener insight into Shakespeare's beautiful love story.

The annual Thanksgiving german given by the Cotillion Club was one of the most pleasing features of the fall term. Members of the faculty were invited and three real men were present. The thirsty dancers were sent to the faculty room to be "punched." After the tenth dance refreshments were served in the drawing-room, and the guests were waited upon by girls dressed as Puritan maids.

Of all sad words of tongue and pen—
Too many women and too few men.

—*Exchange.*

The English Grand Opera Company in Mascagni's *Cavalleria Rusticana* was here January 13. They were assisted by the Metropolitan Ladies' Orchestra.

Creatore and his band entertained us January 17. We feel incapable of commenting on his program, but can say with a Michigan paper, "It is a revelation to hear him play."



Sidelights on Education

IN GRAVE DANGER

"Oh!" exclaimed Edith as Alice helped herself to batter-bread, "do you eat things made of cornmeal?"

"Certainly!" replied Alice with emphasis.

"You'd better not," warned Edith, "you'll be sure to have polygamy!"

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NOT AMONG HER ACQUAINTANCES

The Senior at the head of the table was serving the first "sally lunn" of the year. Turning to one of the new girls she asked politely, "Do you like 'sally lunn'?"

"I don't know," was the reply, "I haven't met her yet."

△ △ △

VERY UNUSUAL

The professor of geography was telling one of his classes about the dreadful fogs which he had seen in Canada. "And, young ladies," he concluded, "when these fogs came, for weeks we did not see the sun, by day or by night!"

△ △ △

A HEAVY BRIDE

Tom came to this sentence in his history: "Benedict Arnold was given a bribe of two thousand pounds." He read it, "Benedict Arnold was given a bride of two thousand pounds."

△ △ △

DETERMINED BY THE WEATHER

"Mary," asked a teaching senior of a third grade pupil, "how often does the sun rise?"

"Why," replied the child promptly, "every day, except cloudy days."

M-b-l S. had been for a glass of water. On her return Lu-c-l C. asked, "M-b-l, did you see anything of E-s-e W. out there?"

"Yes," answered M-b-l, "I saw her around there by the incubator."

(We heard that she meant the rotunda.)

△ △ △

THE RESULT OF LAZINESS

A teacher in a public school called on her pupils to write on their slates for five minutes on "The Result of Laziness."

Each child brought his slate and showed it to the teacher, until Jimmie's turn came.

"Oh, you haven't a word on your slate," reproved the teacher.

"Yess'm, but this is the result of laziness," answered Jimmie.

△ △ △

RATHER PRECOCIOUS

Seventh grade literature teacher: "Why did Priscilla give John Alden the hank of yarn to hold?"

Irving, animatedly: "I know, Miss. She had a notion she was going to marry him some time, and she wanted to see if he could work first."

△ △ △

A NEW FACTOR

Edna was teaching arithmetic in the fourth grade when she asked, "John, what is a factor?"

John was very thoughtful for a moment, then answered, "The people who sit on the platform in the auditorium are called factors."

△ △ △

DID HE MEAN IT?

Dr. J-r-a- has advised the Senior class in hygiene to get *green* blackboards to use in their schools next year.

A STRAINED AFFAIR

A-n- T-o- (who had just received her test paper on history with a grade of seventy-nine): "Can't you strain a point and give me eighty? I want to pass."

Mr. L-a-: "I have already strained several points."

Δ Δ Δ

Miss P-r-i-s: "How do you build a scale?"

J-e W-r-e-: "Just take a tonic and build it up."

Δ Δ Δ

Dr.M-l-i-g: "Why is it that an owl can see at night as well as in the day?"

Senior: "Because he has his second sight."

Δ Δ Δ

SHE KNEW

Several girls were looking at the picture, "David Copperfield and Agnes," when one of the girls exclaimed, "What a pretty picture! David Copperfield? Let me see—who was David Copperfield, anyway?"

"Why, silly, don't you know?" replied another, "he's the man who wrote the story of his own life."

Δ Δ Δ

A MISUNDERSTANDING

The supervisor of the fourth grade was planning a tableau for the Thanksgiving program. "Oh," broke in one of the eager children, "I do hope that Miss F-r-a- will have our tabernacle in the auditorium!"

Δ Δ Δ

DICK'S PROGRESS

The schoolroom door opened and Dick Lubrick, tardy, and seemingly almost frozen, walked in.

"Dick, why are you so late this morning?" inquired Professor McLaurine.

"I left home the same time as usual, sir; but the walks were so slippery that every time I took one step I slipped back two!" replied Dick in explanation.

Thinking that he would for once outdo Dick, Professor McLaurine remarked sarcastically, "Well, I don't see how you managed to get here at all."

"Well, you see," flashed Dick, "I turned around and walked backwards!"

Δ Δ Δ

G-a-e W: "I don't know what to think of T-u-z-t-a T-o-a's comment on my singing."

R-t H-n: "What did she say?"

G-a-e W: "She said that Melba's voice was excellent, but mine was better still."

Δ Δ Δ

Dr. M-l-e-g- (teaching the points of the compass): "If I turn to the east and look at the rising sun, what do I leave behind me?"

Junior: "Your shadow."

Δ Δ Δ

WHY WASN'T THE LETTER FORWARDED?

A member of one of our literary societies wrote to a senator regarding points for a debate. She received a letter shortly afterwards stating that the senator had been dead for three months.

Δ Δ Δ

Miss A-l-n: "Anne, I want you to clean THE FOCUS office this morning."

Anne: "Mr. Focus! Why, when did he move his office in here?"

Weather Report

The State Normal School has for the past week been a raging storm center. Signals were up in most of the class-rooms, so the greater part of the damage was done in the halls, where the tickets were read.

The Training School was struck by a terrific cyclone when the teaching grades were given out, followed by an abrupt falling of the temperature when the new teachers entered upon their duties.

Messages from Room I state that boiling heat reigned supreme for several hours after the grades on Philosophy of Education were received.

Weather in Dining-Room—Cloudy, as usual. Settled gloom pervading the atmosphere suddenly dispelled by the appearance of caramel ice cream.

Chapel—Weather unsettled.

Library—Fever heat, caused by close proximity of joint debates.

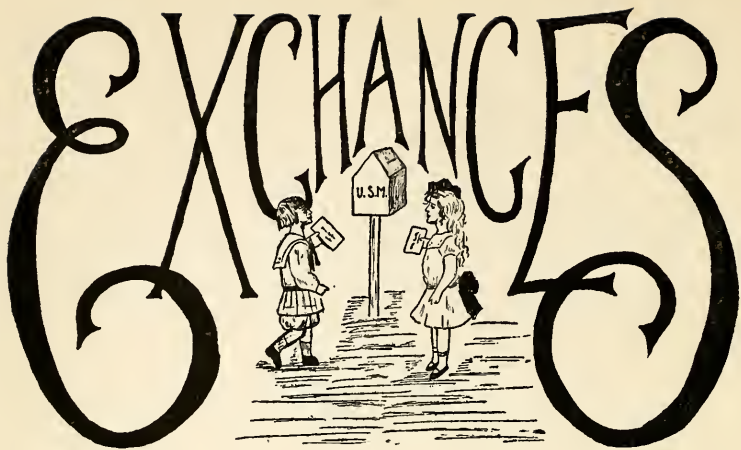
Infirmary—Considerably warmer on account of an additional case of mumps.

Room L—Weather growing constantly colder.

THE FOCUS Office—Weather, as well as subscribers, unsettled.

Senior Class—"Cole" wave from Danville; weather in Farmville moderate enough to "Hunt."

No statistics from Room E.



From the number of interesting college magazines on our exchange table it is evident that the spirit of generosity is a predominating characteristic of their editors, who seem to think "it is more blessed to give than to receive." They have very kindly kept us supplied with each month's copy of their magazine, while we involuntarily have sat back in our ease, and have read, marked, learned, and inwardly digested the contents, without even so much as acknowledging the receipt of the magazines. We wish to express to all of our exchanges our hearty appreciation of their thoughtfulness, and to wish that our new magazine, *THE FOCUS*, may compensate for any trouble it may have caused by its delay.

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As a young upstart in the literary world, it rather behooves *THE FOCUS* to smile approvingly upon all other older and more widely recognized magazines, whose acquaintance it has made through the Exchange Department. Indeed, *The William and Mary Magazine*, the first thing that attracts our notice on the table, makes it possible for us to be both truthfully and amiably polite in our criticism. It is a well-balanced magazine, and one that may be picked up at any time, and

in any mood; for there beneath its neatly finished covers may be found literature of all moods and tenses. The first poem, "Ventus," is more truly poetry than most of the rhymes found in school magazines. "A Modern Dante's Dream" is a wonderful creation of a highly colored imagination. The magazine is not lacking in the more substantial elements of literature, for the essays, "Charles Martel" and "Gareth and Lynette" are both interesting and instructive, and the latter is a good interpretation of one of Tennyson's "Idylls." Taken as a whole, it is a thoroughly worth-while magazine.

△ △ △

The February number of *The Hampden-Sidney Magazine* comes just in time for its share of comments. The proof that the "Music of the Pines" is a success lies in the fact that after reading it, we can shut our eyes and hear the "endless undertone, the stately rush of music," singing in our hearts. "The Rebellion of the Red Bugs" is interestingly told, although without much plot. THE FOCUS is wondering if the heroine of the "Up-to-Date Girl" happens to be one of that "variegated type of femininity who throng the Farmville streets for the benefit of the Hampden-Sidney boys." If so, we hope the author will not become hopelessly engulfed in a sea of cynicism, before he has met a few more specimens of the more old-fashioned type, upon which to base his opinions. The essays are almost too prosy to be very interesting to a casual reader. The magazine as a whole does not seem to be quite as interesting as some of its previous numbers. We are glad to welcome *The Hampden-Sidney Magazine* among our regular exchanges.

△ △ △

The Peabody Record contains many interesting short stories, but there seems scarcely enough "heavy material" to

overbalance the lightness of the stories. The magazine is interestingly edited, and we are glad to welcome it, also, on our exchange table.

△ △ △

We acknowledge with appreciation the receipt of some of the fall numbers of the following magazines: *The John Marshall Record*, *The Oracle*, *The State Normal Magazine*, *The College Message*, *The Ivy*, *The Skirmisher*, *The Randolph-Macon Monthly*, *The Hollins Magazine*, *The Mary Baldwin Miscellany*, *The High School Student*, and *The Critic*.



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**BORN
DECEMBER 19, 1891**

**DIED
DECEMBER 17, 1910**

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FLOWER: Lavendar Sweet Peas.

COLORS: Lavendar and Green.

MOTTO: "How good to live and learn."

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FLOWER: Brown-eyed Susan.

COLORS: Brown and Gold.

MOTTO: "*Esse quam videri.*"

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FLOWER: Violet.

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MOTTO: "*Non vllum sed optimus.*"

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FLOWER: Red Rose.

COLORS: Red and White.

MOTTO: "Think well—do well will follow thoughts."

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FLOWER: Daisy.

COLORS: Gold and White.

MOTTO: "The reward of a thing well done is to have done it."

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FLOWER: Daisy.

COLORS: Gold and White.

MOTTO: "Step by step the goal is reached."

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Y. W. C. A.

FLOWER: Daisy.

COLORS: Gold and White.

MOTTO: "Not by might, nor by power, but by Spirit saith Jehovah of Hosts."

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FLOWER: Carnation. COLORS: Buff and Middle Blue.

MOTTO: "Equal and exact justice to all."

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MOTTO: "Much as we value knowledge we value mental training more."

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IS TO SAY IT IN A FEW WORDS

