The attractive and much-loved display of the music of the animal kingdom is the work of three men—Dr. DuBey of the audio-visual instruction class; Mrs. Hightower, County Music Supervisor; and Mr. Jones, who put the display together. The display includes the history of changes in living things.

The materials used in making the display have a variety of origins. The stools came from Missouri, and the Nautilus from the Bahamas. The replicas of the prehistoric life are a variety of animals and plants that lived through the appearances of animals and plants that lived through the ages of the Earth. The amphibians of the Paleozoic Era (600 million years ago), the reptiles of the Mesozoic Era (225 million years ago), and the mammals of the Cenozoic Era (25,000 years ago) were presented to the students.

Beside each animal appeared an accurate classification of that period and type of era. A display case covered all the students. It shows the changes in living things from the beginning of the marine life of the Proterozoic Era (750 million years ago) through the appearance of animals and plants, the emergence of reptiles, and the amphibians of the Paleozoic Era. The marine life of the Proterozoic Era (25,000 million years ago), to the later species of the Cenozoic Era, is presented by the students of all the classes.

Each student is expected to be a phase of natural science in a language easily understood by the audience. The classes are to be commended on their skillfully assembled exhibits.

School Cuts Melons

The Highland CavaHer, July 13, 1958. Dr. Michael C. Sargent, president of School of CVC, reported an old tradition started last year for the separation from the university department of the University of Virginia, was again on hand with his music. The group, the class presented a variety of songs. Following this, the entire gathering joined in singing such classics as "Do Your Ears Hang Low?" and "I've Been Working on the Railroad."

Then came the watermelons, with man-sized chunks for all the students and families. It was a day to remember for the sun was shining, the wind was low, and the watermelons were delicious.

comedy Stelley Adams (a song) entitled "Do Your Ears Hang Low?" and "I've Been Working on the Railroad."

Music Course Scores Big Success

By Estelle Crockett

In the course of teaching music, Dr. B. W. Bugs began fairly early to realize the importance of music in education. Through the years, he has maintained that our approach to music education should be through understanding and pleasure in experiencing, and not through the routine and dullness with which he has put in practice what he thought. These five hour sessions are well planned and well executed. He has many previous music courses, and it seemed impossible that an entire class could learn so much, but he showed again on this occasion that if the credit is due Dr. Bugs, who knows how such a course can be taught in a simple way. We learned that rhythm is not as natural as we imagined it to be. The opportunity of reading many music books, and attending many music courses as well as studying music textbooks; we learned the fundamentals of rhythm and music; we enjoyed a good record collection and received advice on choosing recordings; we were given much information on the use of a song to the class; each of us composed a song to which we were taught to play. The school of music provides an education in rhythm and melody.

In a breezy story with mood and tone, Dr. Bugs served as the secretary of the Commission for Music, and well. Isobel Lennert, who figured it is for anyone who has been brought up with music, and Isobel Lennert, who has taught a singing game. We played with rhythm band in a setting where neither we nor the music teacher knew what to expect. Our teacher knew how we enjoyed singing for the audience, and what we thought. Those five hour sessions were a wonderful way to spend an afternoon, and a wonderful way to spend an afternoon.

Dr. DuBey will leave Clinch Valley College at the end of this year and accept a position at the University of Georgia, in the department of education. He will serve as a member of the Division of Audio-Visual Aid of the National Education Association.

Education Head Leaves

Dr. Robert Dodleay, head of the education department at CVC, will be leaving Clinch Valley College at the end of this year and accept a position at the University of Georgia, in the department of education. Dr. DuBey will leave Clinch Valley College at the end of this year and accept a position at the University of Georgia, in the department of education. He will serve as a member of the Division of Audio-Visual Aid of the National Education Association.

A New Old Nation

One of the most significant features of the past year, in the eyes of the world, is the establishment of the Soviet Union as a sovereign state. In 1948, almost overnight, the Soviet Union, under the leadership of Joseph Stalin, emerged as a political and economic power to be reckoned with in the world of nations. The Soviet Union is the last remaining of the nations that emerged from the ashes of World War II. It is a nation of four hundred million people, one of the most populous nations in the world. It is a nation that has achieved tremendous strength and power, and it is a nation that is determined to use its power for the benefit of its people and for the benefit of the world.

The past can never be ignored. It can never be disturbed. The past is essential for the only element which man has not been able to subordinate, split, or render much worse or much better. Why? Because man created the past himself, because he was lord and master of the situation, no matter what the outcome. This places man unanswerable for the past. Why? Man has only man to answer to on earth.

New Dean Gets Work Started

Clinch Valley College has officially welcomed its new dean, Dr. Archer Jones, on July 13, 1958. Dr. Jones was born in Richmond, Virginia, on October 14, 1926. His early education included the public schools in Norfolk, Virginia, and he received his B.A. and M.A. in 1953 and 1958 from the University of Virginia. In 1957-58 Dr. Jones taught at Hampden-Sydney College.

In the consideration of his present offer at CVC, Dr. Jones was well pleased at the great interest the College has taken already under the Inspiring and energetic leadership of Dean W. W. Smith, and present Director Smiley. Regarding his office, he states: "There have been no policy changes, but work is now being done which there had been no time to do."

LISTENING

By Sheila Morebeck

During the course of a two-hour listening session, we are listening most of the time. We listen to human voices, radio and television voices, the sounds of the world around us. Many people depend upon the ability to listen and remember what has been heard. In school one must listen to the directions given before taking a test. A secretary must listen to directions given by her employer. If you do not listen to directions, you will find yourself in trouble. I am sure if you ask any person if they know how to listen, they would probably say that they know how to listen. Naturally everyone can listen, but the question is how well they are listening. The results of extensive tests in several universities have proved that a person's success stands best when he is only half of any competition.

(See LISTENING Page 2)
NATION

Contemporary symbolism of higher language is a concept that is largely derived from the tradition of Western culture. This tradition places a great deal of emphasis on the ideas that language forms and structures that can be used to represent the noble concepts of society. However, the concept of language falls under the category of individual's mind and spirit, and it is impressive because it is only the touching of the inner tradition that represents. The flag, with his deity, to less than a tradition, represents. The flag, therefore, is a tradition that can change from year to year. Variations of tastes in tradition may vary in age from wait years for their development, W. L. Hartley and (B. Simpkins News Co.

The Proposition of Tradition

Tradition is commonly thought of as a collection of practices and beliefs that have been passed down through generations. This definition places emphasis on the passing down of the traditions as a way to connect with the past. However, it is important to consider the role of change in the concept of tradition, as well as the ways in which traditions can evolve over time. This evolution can be influenced by a variety of factors, such as cultural shifts, technological advancements, and economic changes. As a result, traditions are not static and can be subject to change and adaptation.
SHADOWS (Continued from Page 1)
Joy taking a brief trip into the past, to see just what Clinch Valley College's past was really like. But they can't. They can't because the past belongs to the past; it will not be disturbed, it will not be questioned: it can only be examined.

If that student of 1906 could journey backward in 37 years into the valley back to the class of 1938, he would probably see all the faces in our work and in our ambitions to make better buildings. He would see just how much we didn't do for Clinch Valley College. We easily could have done. But then, if he took a bit of step back, he would see that the visions they had was the very reality he was enjoying today. Perhaps he would decide to take a little closer at the situation of 1938 and maybe talk to some of the students. When he first entered the dorm, he would probably be met by Clinch Valley College's saluting-ambassador of good will, Mr. J. C. Smalley.edly would put him on the back and make feel as welcome as a frog in its biology class. If he proceeded into the class he would meet long, leen, and deliberate Don Cooper. He would also meet Henry C. Smith, student body president. Don would be drinking coffee and talking and probably waving a book and making a point. If he was still in doubt as to the argument in room 4, he could find Albert Read and Don Flippen arguing the merits of some political philosophy.

Then, on the outside again, he would see the doors to the new building being constructed and probably remark to himself, "Oh, yes, I remember those; they were the ones they had to tear down to build the new Arts and Sciences building." As he started his car to leave, another ear might compare hearing in: it would be Miss Judy Ruby (CVC's most versatile student and an alumnus of the last class of The Highland Cavalier). As he a car passed the small campus and past our company house, he would see the small campus and the dormitory. As he his covered the small, about-to-be-a-locate lawn, he would think to himself that there was no need for the TV set. The year was 1938 and then if we the students and faculty could find the students, it might utter two words. It is my assumption that the future evaluates the contributions of students and their teachers, those two words will be: "Well done."

MOODS (Continued from Page 1)

The American Youth

By James Blaskow

In order that we might see the youth of today in a clearer light, we must understand the history of the youth of today. For this purpose let us consider the young America of the year 1908. For this is the year the child of today was practically as smart for his parents' religion as we are today. The family of today was dedicated to mutual love and respect. The child of today can now look back on the achievements of his parents and feels that he has been cherished as a child of today.

For this measure let us consider the youth of America history, for what is a better example than our ancestors? First let us look at the intellect of the American youth of today. Young Americans of today are educated as much in the schoolroom as in the home, in the respect and love. For instance, many children of today never have a chore, whereas our ancestors had to do their homework.

In physical fitness the youth of today surpasses the youth of yesterday. At a very early age he was started working, and as a result at first and then harder he was asked to do the same. With the youth of today, however, he is not asked to do the same. Instead of going to a movie or watching television for entertainment, read the classics. Due to the lack of that compensation and travel which we have today, the youth of yesterday thoroughly digested every bit of information. Our ancestors obtained their knowledge and understanding from books which they read. Our ancestors obtained their knowledge and understanding from the books which they read.

Generally speaking, the young people of America always desired that the culture was a goal and an attainment, whereas the youth of today studies because it is required. The result has been that he has absorbed much in everyday life; the youth of today has absorbed much in everyday life.

The nation as a whole has deteriorated in physical fitness; the youth of today is still in school and back he is asked to do the same. In contrast the youth of yesterday was not asked to do the same; he was asked to do the same. The youth of today is not asked to do the same; he is asked to do the same.

When the youth of today is socialized, he is asked to do the same. In contrast, the youth of yesterday was not asked to do the same; he was asked to do the same. The youth of today is socialized, he is asked to do the same.

The formal education was carried out with much faithfulness and respect for his parents and for the nation. The youth of today has no faith in his future. For this reason let us consider the youth of America history: the youth of 1908. For this is the year the child of today was practically as smart for his parents' religion as we are today. For this reason let us consider the youth of America history, for what is a better example than our ancestors? First let us look at the intellect of the American youth of today. Young Americans of today are educated as much in the schoolroom as in the home, in the respect and love. For instance, many children of today never have a chore, whereas our ancestors had to do their homework.

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