

# VISION

A Publication of the Virginia Association of Independent Schools



*Robert Evans and Ned Hallowell (pictured above), both popular authors and presenters, will be among the featured speakers at the VAIS Annual Conference on November 3. (See article on page 3)*

*Also see article on [www.vais.org](http://www.vais.org) by Robert Evans, Anticipating War, Talking with Children*



## Madeira Receives Leading Edge Recognition for Co-Curriculum Program

The Madeira School has been selected as a 2003 recipient of the Leading Edge recognition program sponsored by the National Association of Independent schools. The Leading Edge program honors outstanding achievements by independent schools, showcasing best practices and model programs in four categories – Technology, Equity and Justice Initiatives, Community Relations, and Curriculum Innovation. The Leading Edge recipients were honored during the NAIS conference in New York.

Madeira was selected from among schools with 201-700 students for Curriculum Innovation. It was recognized for its Co-Curriculum program, an integral part of the Madeira experience since 1966. Madeira students take regular classes four days each week, and devote every Wednesday to experiential learning through the Co-Curriculum. The Co-Curriculum Program is designed to bridge the gap between secondary school and students' future goals, to foster self-confidence and the ability to work with others, to develop a greater awareness of community needs, and to take advantage of the School's proximity to Washington, D.C.

Madeira's commitment to the Co-Curriculum is school-wide. Teachers and students have to use class time more efficiently because there are only four class days each week, and the

School commits a significant portion of its operating budget for transportation and coordinators for the program.

Ninth graders take classes in English, Family Life Education, Ethics, Arts, and Outdoor Adventure to learn about ethics and leadership and build academic skills. Sophomores perform community service in groups of 2-8 students in placements such as hospitals, schools, nursing homes, hunger programs, and day care centers, working directly with the elderly, the infirm, and the disabled. Juniors serve as interns on Capital Hill, working in the office of a member of the Senate or House of Representatives. They take a weekly Public Affairs course, attend seminars led by lobbyists and journalists in addition to legislatures, and write a position paper on a legislative issue during the spring semester. Seniors pursue personal and career interests through an internship in placements such as museums, brokerage houses, law firms, research laboratories, adolescent crisis facilities and theaters.

All NAIS member schools are eligible to apply for the Leading Edge Recognition program and may submit up to four applications, one in each category. Applications are due in November and may be accessed at the NAIS website, [www.nais.org](http://www.nais.org).

## VAIS VISION Early Spring 2003

*VISION* is the professional publication of the Virginia Association of Independent Schools. It is published two or three times per academic year. Any use of materials is prohibited without permission.

**Policies:** *VISION* accepts unsolicited articles and/or relevant submissions in keeping with the purposes and philosophy of VAIS. All copy is subject to editorial review for suitability.

**Publication Deadlines** are approximately one month in advance of publication.

**Submit Copy** electronically to *VISION* Editor, Jim Jump  
jumpj@stcva.org

Sally Boese, Executive Director  
Andrew Zvara, Director of Professional Development  
Arlene Ingram, Cape Henry Collegiate School, Professional Development Committee Chair  
Jim Jump, St. Christopher's School, *VISION* Editor  
Angela Basmajian, Assistant Director of Member Services, Design & Layout

## VISION Returns! by Jim Jump, *VISION* Editor

If this publication was a supermarket tabloid rather than a professional newsletter, the headline above would hint at some miracle cure unrelated to medicine, it would be found next to an article detailing the past of “Joe Millionaire,” and you would be reading it surreptitiously in the checkout line rather than surreptitiously in the faculty room.

Fortunately, you don't have to read this while waiting in the Express line, and the only reference you will find to Joe Millionaire's past is that he happens to be a graduate of a VAIS member school (Hargrave Military Academy). The headline refers only to the return of this newsletter, *VISION*, after a hiatus of three years.

*VISION* stopped publication for the same reason that many magazines and journals have ceased to exist, the economics of printing and mailing. The ability to publish *VISION* in a primarily on-line format minimizes costs and removes that concern. That is not the sole reason why *VISION* is making a comeback at this time. 2003 marks the 30th anniversary of the formation of the Virginia Association of Independent Schools, and reintroducing the newsletter is a way to mark that occasion.

Most importantly, *VISION* has the potential to be a key ingredient in the professional development aspect of the Association's mission. Last fall, during the annual two-day retreat held by the VAIS Professional Development Committee at the Roslyn Conference Center in Richmond, teachers from throughout the state participated in a discussion focusing on issues at their schools and issues in the teaching profession. A number of common

themes emerged. Everyone felt the effects of overload, feeling like plate spinners condemned to worrying about whichever plate is about to topple and break without ever having the chance to see all the plates spinning smoothly. All were concerned about developing character in students and about defining excellence. Most of all, a theme that ran through the discussion was the need to preserve and strengthen independent school teaching as a profession. It is easy for us to become isolated and insulated in our classrooms and in our schools, but all of us need what Ned Hallowell (a featured speaker at next fall's VAIS conference) calls “connection,” the feeling that we are part of something greater than ourselves. Professions achieve connection through a shared sense of calling and commitment to shared ideals, and teaching is the noblest of professions.

*VISION* will seek to be a vehicle for connecting teachers at independent schools throughout Virginia with each other and with the profession as a whole. Each issue of the newsletter will feature news from VAIS schools and resources to benefit independent school teachers, and will also be a forum for discussion of issues facing independent schools. To achieve that “vision” we need your input. Write an article, contribute a news note for the “Around the State” feature, or tell us what you want to see. Improve your *VISION*.

## New VAIS Website

In January the Virginia Association of Independent Schools unveiled its newly redesigned Website. The VAIS Website can be found at [www.vais.org](http://www.vais.org).

The Website includes information about the variety of member services offered by the Association as well as VAIS-sponsored conferences and workshops. The following features will be of special interest to teachers:

**Member Schools** – The Website includes a directory of VAIS member schools, broken into the six regions used for organizational purposes by VAIS. Clicking on the name of a member school will access basic information, including the school's website address.

**Careers and Employment** – This section includes links to numbers of teacher placement agencies used by many VAIS schools.

**List Serves** – The Association is reinstating List Serves in 16 different academic and administrative areas, giving teachers a chance to connect and communicate with colleagues in other VAIS schools. List Serves are available in the following areas:

Choral Directors	Religion
English	Science
Fine Arts	Technology Coordinators
Foreign Languages	Admission Officers
Health/P.E.	Business Officers
History	Development Officers
Librarians	Heads of School (will be available later this spring)
Mathematics	School Nurses
Professional Development Committee members	

A section offering links to Resources and Publications will be available later this spring.

The VAIS Website will increasingly become a source of information about the Association and our profession, including the primary venue of publication for *VISION*. Bookmark it and check it regularly.

Go to [WWW.VAIS.ORG](http://WWW.VAIS.ORG) to view our new site.

## Call for Articles

*VISION*, the newsletter of the Virginia Association of Independent Schools, invites submissions for the following departments:

***Around the State***—Have you or a colleague written a book or published a professional article? Is there a distinctive program at your school that colleagues around the state would find interesting? Send news about VAIS schools and teachers for inclusion in *VISION*.

***Book Exchange / On the Web***—*VISION* invites reviews of books of interest to educators as well as notes on websites that are useful in teaching.

***30***—In recognition of the 30<sup>th</sup> anniversary of the Virginia Association of Independent Schools, *VISION* will print lists, both trivial and important, pertaining to VAIS schools. For the spring issue, *VISION* invites submissions of names of teachers who have been teaching at the same school for 30 years and names of prominent alumni from VAIS schools.

The spring issue of *VISION* will celebrate 30 years of VAIS and will include descriptions of a number of the programs sponsored by the Association. Teachers with reminiscences of VAIS programs (NTI, ETI, the fall conference, serving on a visiting team) are invited to send short memoirs.

The fall issue of *VISION* will highlight assessment as a theme. Articles on any aspect of assessment (including the role of standardized testing such as A.P. exams) are invited for consideration. We also invite short articles on ways you spend your summer developing professionally or personally.

## Fall Conference to Feature Evans, Hallowell

The 2003 VAIS Professional Day Conference will feature several outstanding speakers who have earned rave reviews in previous VAIS conference appearances.

Robert Evans and Ned Hallowell, both popular authors and presenters, will be among the featured speakers. Both are clinical psychologists who live in the Boston area.

Evans, the Executive Director of the Human Relations Service in Wellesley, Massachusetts, will deliver the keynote address. He is the author of *The Human Side of School Change* and a new book, *Danger and Opportunity: Families, Schools, and The Crisis in American Childrearing*, will be published later this year. His expertise in change and its impact on individuals and institutions will speak to the conference theme, "Making the Time."

Hallowell returns by popular demand to the VAIS Conference and will present two featured one-hour sessions. He is an M.D. who is on the faculty of the Harvard Medical School and also is a child and adult psychiatrist who is the founder of the Hallowell Center for Cognitive and Emotional Health in Sudbury, Massachusetts. He is the

author of seven books, including *Driven by Distraction* and his most recent, *Childhood Roots of Adult Happiness: Five Steps to Help Kids Create and Sustain Lifelong Joy*.

Scott Sheperd and G. Reid Lyon are also former VAIS speakers who will be returning to the conference. Sheperd is a motivational speaker who uses humor to help individuals learn to deal with stressful situations, and has done a six-part series for PBS entitled, "Who's In Charge?" Lyon is an M.D. at the National Institutes of Health who is an expert on the research done on reading development, reading difficulties, and reading instruction.

Other featured speakers for the conference include William Stixrud ("Executive Functioning"), Sarah Levine ("A Passion for Teaching"), and William Gay ("Football Physics").

The 2003 VAIS Professional Day Conference will be held at the newly-expanded Richmond Centre on November 3. A more complete conference preview will be found in the next issue of *VISION*.

## VAIS Professional Development Committee

Arlene Ingram, Chair  
Cape Henry Collegiate School

Brendan Sheerin, Chair-Elect  
The Potomac School

Pam Roberts, Past PDC Chair  
St. Catherine's School

College Counseling  
Brian Leipheimer  
Collegiate School

Counseling  
James Ratliff  
Gesher Jewish Day School

Computer/Technology  
Susan Grace  
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Diversity  
Edwin Woodson  
Blue Ridge School

Early Childhood  
Julie Dasheill  
Norfolk Collegiate School

English  
Huntington Lyman  
The Hill School

Foreign Language  
Mary Lee Black  
Chatham Hall

Health/PE  
Amanda Stewart  
Collegiate School

History  
John Sutor  
Foxcroft School

Learning Specialist  
Suzanne Morris  
Flint Hill School

Liaison Coordinator  
Jane Bailey  
Norfolk Collegiate School

Library  
Barbara Boyer  
Nansemond-Suffolk Academy

Lower School  
Sue Brooks  
St. Stephen's & St. Agnes  
School

Sherry Ward  
Alexandria Country Day  
School

Math  
Nancy Dix  
Broadwater Academy

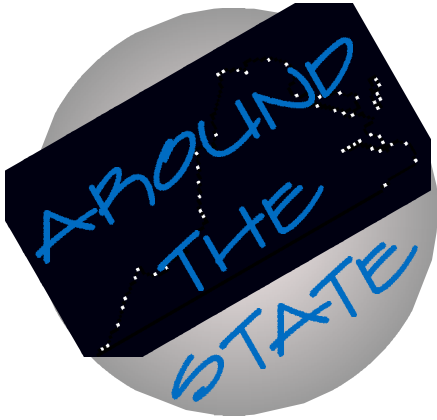
Middle School  
Jim Girard  
Alexandria Country Day  
School

Music  
Carolyn Polson  
The Covenant School

Science  
Dr. Jeff Crosby  
Episcopal High School

Visual Arts  
Jean Booton  
Norfolk Academy

VAIS Staff  
Andrew Zvara  
Joan Fargis



The Winter, 2003 issue of *Independent School* magazine contains an article written by **Allison Hutchins**, an eighth grader at the **Langley School**. The article, which appears in "The Reporter" section of the magazine, is titled, "A gift given, and a gift received." The article tells about a trip Allison took to Africa last summer with her family and friends from Langley, led by Langley faculty member **Joseph Lekuton**. While in Kenya, the group learned about a six-year-old girl suffering from a congenital heart defect. The Langley group took up the girl's cause, eventually arranging to bring her to the United States for surgery. Allison writes about how she was changed by her friendship with the girl.

**Delores Smith**, Director of Development at **St. Christopher's School** was awarded the 2003 Robert Bell Crow Award by the Council for Advancement and Support of Education at its national conference in New Orleans in January. The award is given to an independent school advancement professional "for outstanding dedication and contributions to the institution, to CASE, and to the field of advancement." CASE is the leading professional organization for the fields of education fund raising,

communications, and alumni relations.

**The Steward School** dedicated the new Paul R. Cramer Center for the Arts with two major events during the weekend of October 18-19, 2002. On Friday night a black tie dedication event was highlighted by a speech by **Paul Cramer**, Steward's former Headmaster, for whom the new facility is named, and a concert by the Manhattan Transfer. The following evening The Capitol Steps were the featured performers. The following week Steward's students celebrated the School's 30th birthday with cake and ice cream and a concert by Carbon Leaf.

**Arlene Ingram**, Director of Guidance at **Cape Henry Collegiate School** and Chair of the VAIS Professional Development Committee, was awarded a Rising Star Award at the National Association for College Admission Counseling conference in Salt Lake City in October. The Rising Star Award is presented by the NACAC State and Regional Presidents' Council for innovative professional development programs. Arlene won the award for her role in developing College Counseling 101, a drive-in workshop sponsored by the Potomac and Chesapeake affiliate of NACAC. The first College Counseling 101 was held at Norfolk Collegiate School in January, 2001. Fishburne Military Academy is among other host sites in the past two years.

**St. Margaret's School** has become one of the first girls' boarding schools in the country to require uniforms. St. Margaret's made the move in response to requests from students, who argued that having uniforms would make it easier to comply with the dress code, do laundry, and show school pride. The School administration also saw benefits helping families save money and reducing the pressure felt by teen girls

about physical appearance. St. Margaret's worked with a Philadelphia firm that specializes in schoolwear to produce a wardrobe that features 33 different combinations, most of them utilizing the school colors St. Margaret's blue and gray, and including a tartan plaid that reflects St. Margaret's Scottish heritage.

**Archibald Robinson "Flick" Hoxton, Jr.**, Headmaster of **Episcopal High School** from 1967-1981, died June 19, 2002 in Shepherdstown, West Virginia. Hoxton, the son of a former EHS Headmaster, was born in Hoxton House on the Episcopal campus, and graduated as Head Monitor and Valedictorian in the Class of 1935. He held the School's record in the quarter mile from 1933 to 1974. After graduation from Yale and serving in the Navy during World War II, Hoxton returned to EHS to teach math and coach. He later served as Headmaster of both Fairfield Country Day School and The Green Vale School before becoming Episcopal's ninth Headmaster. During his tenure the School increased enrollment, expanded the athletic program, established faculty masterships and a summer program, and integrated the student body.

Upper School students at **St. Catherine's** and **St. Christopher's Schools** celebrated the Martin Luther King holiday with a special schedule. In the morning they went to the Westhampton Theatre to view the 1996 film, *Once Upon a Time When We Were Colored*. The film depicts a young African-American male coming of age in a close-knit community within the segregated South. During the afternoon the film's producer and director, actor and New Millennium Studies head Tim Reid, spoke to the students about the making of the film and his experiences in the entertainment industry and the

civil rights movement.

**Albert Throckmorton**, Director of Curriculum Technology at **Episcopal High School**, is one of three authors of a new book published by NAIS.

*Leadership and Technology at Independent Schools* is a handbook for school leaders on incorporating technology into the mission of a school, improving learning through the use of technology, and evaluating the effectiveness of a school's technology program. The book is available from NAIS at a cost of \$35 for NAIS members and \$46 for non-members.



#### NAIS PRESENTERS

Several VAIS teachers and administrators were presenters at the National Association of Independent Schools conference in New York, February 26-March 1.

**Bart Baldwin**, Head of School at **The Williams School** in Norfolk and currently Vice-President and President-elect for VAIS, and Meredith Lauter, Director of Development at Williams, presented a session entitled "Small School: Big Crisis."

**Sue Baldwin**, Director of the Middle School at **St. Catherine's School**, was the presenter for a session on "Teaching Portfolio: The Key to Faculty Development."

**Ace Ellis**, Business Manager at **St. Christopher's School**, was a presenter for a session on "Planning, Design, and Construction of Major Projects."

**Andy Smith**, Director of Special Projects at **St. Christopher's** and Director of the VAIS Legal Affairs Conference, was a presenter for a session on "Drinking, Drugs, and Day Schools."

**The Madeira School** did a presentation on its Co-Curriculum Program, selected as a recipient of Leading Edge Recognition for Curriculum Innovation by NAIS (see article above).

**Andy Zvara**, Director of Development for **VAIS**, was a presenter of a half-day Pre-Conference Workshop on "Win-Win Negotiation."

In addition, **Ruth Glass**, a former Chair of the VAIS Professional Development Committee and currently Head of School at The Odyssey Program in California, was a presenter for a session entitled, "Who Says We Aren't Teachers? The Teaching Function of the Head."

## 2003 VAIS Professional Development Opportunities

### MARCH

23-24 Choral Festival, Randolph-Macon Academy, Front Royal, Instrumental Festival, Virginia Beach

### APRIL

3 Joint VAG/VISDA Meetings, Cape Henry Collegiate School

27-29 National Marketing Institute, Omni Charlottesville Hotel, Charlottesville

### JUNE

15-19 VAIS/NAIS National Admission Workshop, Omni Charlottesville Hotel, Charlottesville

### JULY

23-25 VAIS Student Leadership Workshop, Virginia Episcopal School, Lynchburg

### AUGUST

3-8 VAIS New Teacher Institute, Randolph-Macon Academy, Front Royal

### SEPTEMBER

28-29 Division Directors Conference, Woodlands Conference Center, Williamsburg

### OCTOBER

3 Joint Heads, Trustees, and Business Officers Forum, Richmond

### NOVEMBER

3 Annual Conference, Greater Richmond Convention Center/Marriott Hotel, Richmond

## Professional Development Opportunities

### Technology Retreat

The VAIS Virginia Information Technology Committee will sponsor its first technology retreat for teachers who use technology and those who manage it. The retreat will take place **March 30-31** at the Virginia Crossings Resort located near Richmond.

Kelly Hammond from Cincinnati Country Day School (the nation's first laptop school) will be the keynote speaker for the retreat. There will also be five sessions, with each session having a workshop for teachers and one for technology managers. Session topics include: Using Video as a Teaching Tool; Communication (Voice IP, Security); Classroom Performance System; Networking Issues for Small Schools; Integrating Technology; Schoolwide Databases; Camtasia; Managing Bandwidth; PDAs in the Classroom; and Gadgets.

The committee coordinating the event includes Hiram Cuevas (St. Christopher's School), Susan Grace (Fredericksburg Academy), Quentin Linear (The Potomac School), Barbara May (Woodberry Forest School), and Andy Zvara and Joan Fargis from the VAIS Office.

### VAIS To Sponsor Marketing & Admission Institutes

VAIS will be sponsoring two national workshops for independent school marketing and admission professionals.

The **2003 VAIS Marketing Institute** will be held **April 27-29** at the OMNI Charlottesville Hotel. The Institute sharpens the focus on integrated marketing communication and expands opportunities for case study analysis and other practical applications. The Institute provides hands-on training in mission-based marketing, competitive positioning

plan development, strategic outreach, comprehensive communication strategies, and recruitment and enrollment management. Each participant leaves the Institute with reports and statistics to shape future practices, and a wealth of new information about his or her school's unique marketing challenges.

Now in its 27th year, the 2003 NAIS/VAIS Admission Institute will be held June 15-19, also at the OMNI Charlottesville Hotel. The NAIS/VAIS Admission Institute is targeted for those with three years or less experience, those with independent school experience but new to admission, and for those desiring more introductory training to the admission profession. Opportunities for more in-depth exploration of specific topics such as student assessment and evaluation may be provided for those with more experience in a particular area. Graduates leave with the management and communication skills necessary for handling the day-to-day admission operations at their schools, with a broader network of admission colleagues and resources, and with enhanced professional confidence.

For more detailed information on either workshop, check the VAIS website at [www.vais.org](http://www.vais.org) or contact Joan Fargis at (804) 282-3592. Discounted fees are available to encourage schools to send more than one representative to each workshop.

### VAIS Student Leadership Conference

The sixth annual VAIS Student Leadership Conference will be held **July 23-25** at Virginia Episcopal School in Lynchburg. The Student Leadership Conference brings together rising high school juniors and seniors from VAIS-

accredited schools to develop self-awareness and leadership skills to make them more effective leaders in their own unique communities. For more information, visit the VAIS website at [www.vais.org](http://www.vais.org) or contact Joan Fargis by phone (804-282-3592) or by e-mail ([joanfargis@vais.org](mailto:joanfargis@vais.org))

### New Teacher Institute

The 2003 VAIS New Teacher Institute will take place **August 3-8** at Randolph-Macon Academy in Front Royal. Since its founding in 1985 by VAIS teachers Chuck Straley (a former Chair of the VAIS Professional Development Committee) and Pat Bassett (current President of NAIS), the NTI has not only been an essential tool for helping initiate and assimilate new and inexperienced teachers into the profession, but has gained national recognition as a model program.

The New Teacher Institute provides an intensive orientation for new teachers. The program combines seminars on the theoretical and practical challenges facing new independent school teachers with instruction on how to develop a lesson plan, unit, and course. Participants also take part in role plays and case studies providing practice for the issues teachers deal with on a daily basis. Graduates of the NTI remain in contact and support each other and hold an annual mid-year retreat.

For 18 years a number of VAIS schools and schools around the country have found NTI to be indispensable for new hires. For more information about the 2003 program, visit the VAIS Website at [www.vais.org](http://www.vais.org).

## Anticipating War, Talking with Children

*Robert Evans, Ed.D.*

The prospect of war in Iraq raises for parents and teachers the same kind of questions that September 11 did about how to help children cope. Today's situation is different, in part because we don't yet know what will happen, in part because we have different views about what should happen, but we all want our children to respond well.

This, of course, makes it easy to worry—about saying too much or too little, about not having enough information, about saying the wrong thing. Fortunately, history is a good guide. As awful as 9/11 was, it confirmed an old truth in childrearing: simpler is better. The key to helping children cope with any crisis is not trying to follow long lists of dos and don'ts. This only complicates communication. The same basics that were effective after 9/11 are worth remembering now.

1. Young people are remarkably resilient. They may become quite upset, but given a chance to express what they feel, they usually resume their normal lives—often more rapidly than we adults. Most young people do not benefit from extensive, probing adult-led questioning about their reactions. They do profit from simple, direct information and from adults being available to respond to their questions and to listen when they themselves want to talk.. Very young children in particular are not helped by extensive discussion of events that may barely have registered on them.

2. Don't leap to assumptions about what an event means to children. Especially don't imagine that they automatically feel a more intense version of what you feel. They react differently depending on their age, their closeness to the events, their own personalities, what they hear and are told, and their family's pattern of communication. Showing little reaction does not necessarily mean they are hiding feelings.

3. An excellent way to help children is to be sure to understand their questions before responding. Often a question reflects a feeling or an idea a child already has formed. It is ideal to learn what motivates the question before answering. This is particularly true if the issue is a difficult one. Ask the child, "What made you think of that?" or, "Can you tell me what you were thinking about?" Once you know the meaning of the question to the child, it is easier to answer effectively.

4. There may be questions no one can answer, which makes a caring adult feel inadequate and worry that a child will be distressed without immediate reassurance. But children and teenagers, like the rest of us, are more comforted by straight talk than false consolation. Rather than to invent a response, it can be much more helpful to say, "I don't know," or, "I'll try to find out."

5. Don't hesitate to assert yourself. It is perfectly alright to limit television if the images become too violent, for example, or to make a point of sitting with children while they watch.

6. Helping children cope with a war in Iraq is not primarily a matter of technique, not something to be handled by a "strategy" that deviates sharply from parents' and teachers' familiar patterns of communication. The routines of family and school, for example, are themselves comforting. Even if some must be temporarily interrupted, the rest will provide useful structure. And no matter what happens, you will rarely go wrong by relying on what is most basic between you and your children: caring and connection.. At these times, even if everyone feels deeply upset, your presence—your simply being with them, their knowing that you are available—will be reassuring in a way that technical expertise can never match.

*Dr. Evans, a psychologist and school consultant, is the Director of The Human Relations Service, in Wellesley, MA. He can be reached at [www.robevans.org](http://www.robevans.org).*

## VAIS Member Schools as of April 30, 1973

Amherst Academy Amherst	Hanover Academy Ashland	St. Margaret's School Tappahannock	<b>Provisional Member Schools (Candidate Schools)</b>
Ascension Academy Alexandria	Hargrave Military Academy Chatham	St. Michael's School Bon Air	Aylett Country Day School Miller's Tavern
Augusta Military Academy Fort Defiance	Highland School Warrenton	St. Stephen's School Alexandria	Carlisle School Martinsville
Benedictine High School Richmond	The Hill School Middleburg	Seven Hills School Lynchburg	Grafton School, Inc. Berryville
Blue Ridge School Dyke	Loudoun Country Day School Leesburg	Stuart Hall Staunton	James River Day School Lynchburg
Bollingbrook School Petersburg	Madeira School Greenway	Staunton Military Academy Staunton	Jamestown Academy Williamsburg
Broadwater Academy Exmore	Massanutten Academy Woodstock	Virginia Episcopal School Lynchburg	Marymount Junior School Arlington
Cape Henry School Virginia Beach	Miller School of Albemarle Charlottesville	Woodberry Forest School Woodberry Forest	Tidewater Academy Wakefield
Chatham Hall Chatham	Norfolk Academy Norfolk		Virginia Beach Friends School Virginia Beach
Christchurch School Christchurch	North Cross School Roanoke		
The Collegiate Schools Richmond	The Potomac School McLean		
Episcopal High School Alexandria	Powhatan School Boyce		
Fairfax Hall Waynesboro	Randolph-Macon Academy Front Royal		
Fishburne Military School Waynesboro	St. Agnes School Alexandria		
Fork Union Military Academy Fork Union	St. Andrew's Episcopal School Newport News		
Foxcroft School Middleburg	St. Anne's-Belfield School Charlottesville		
Grymes Memorial School Orange	St. Catherine's School Richmond		
Hampton Roads Academy Newport News	St. Christopher's School Richmond		

**30** This symbol is typed at the end of a newspaper story to denote the end of that piece of copy. The origin of this practice is unknown, although several stories attempt to explain it.

The most popular story places the origin of 30 in the Civil War period when news was transmitted by telegraph. The first message sent to a press association in the U.S. contained thirty words, and so its sender, as was the practice, indicated this with the number 30 at the end. The 30 was retained for all telegraphed news, and eventually, for news stories in general.

Other theories reported in William Metz's *Newswriting: From Lead to "30,"* maintain that 30 evolved from the symbol XXX, which was placed at the end of the very early, handwritten news items. The symbol, interpreted as a Roman numeral, became, naturally, 30.

Still others have related the origin of 30 to an early typesetting practice that used the symbol to indicate the end of a line; the original Associated Press quota of 30 items per newspaper per day; and a reporter who added his name, Thirteen, to the end of a telegraphed message, which was changed by the telegrapher to 30. Some magazine writers use the symbol 30 to indicate the end of an article; others use three number marks (i.e., # # #); still others simply type *The End*.  
(from the site, [writersmarket.com](http://writersmarket.com))