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Virginia Teacher, February 1934

State Normal School for Women at Harrisonburg (Harrisonburg, Va.)

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JESSE H. BINFORD
Superintendent of Richmond Schools, says:

"The people of Virginia demand and want good schools. The fact that counties have reduced real estate taxes is no evidence to the contrary. It simply shows that the people think real estate is bearing more than its share.

"It is probably true that every member of the General Assembly has said to his constituents within the past year, 'I stand for a good school system, adequately financed, to the end that our children may be properly trained for life.'

"Is it not inconsistent to make such a statement and then do nothing about it when the General Assembly meets? How can we have good schools without additional funds?"
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D. C. HEATH AND COMPANY
180 Varick Street, New York City
EDUCATION AND THE NEXT GENERATION

No progressive nation can "skip a generation in her intellectual leadership" without peril to industry, government, morality, and religion.

It is easy in times of depression to sap the sources of our national strength. No one would intentionally betray the future but in our recent hysteria we have advanced programs of economy which threaten the rights of the next generation. There is need that voices be raised in every American community in defense of education and in behalf of the interests of our children. I venture to be one of those voices.

Our histories will soon be giving an account of the "panic of 1929." When the history of that event is finally written no one man, nor any particular group of men, will be held responsible for it. The responsibility is broader than any political party or any particular industrial group. It is increasingly clear to intelligent people that the depression of 1929 was the result of a chain of events which had their beginning in 1914. The great war upset the industrial order of the whole world and plunged us into an era of building, buying, and spending on a colossal scale. The American people were drawn into a vast and foolish credit system and into extravagant and expensive living. No one man led us into it and no one man can lead us out. Recovery is impossible until the people of this nation "right-about-face" and begin the practice of intelligent thrift, payment of their debts, and the productive investment of the money.

The depression has fallen heavily upon education. Our system of education is paralyzed beyond measure. There are 300 colleges in our country faced by complete extinction. That is about 33 1/3 per cent of the total number of our American colleges. The tragedy of it is that most of these 300 colleges are the small colleges of the country which have been extending the advantages of higher education to our youth who are without economic advantage. Our system of primary and secondary education is also seriously crippled. In April of last year one southern state announced 380 schools closed and 100 more on the verge of closing. Another state closed the schools in 35 of her 67 counties and withdrew educational opportunity from three hundred thousand children. These are typical instances. Our educational system is paralyzed throughout the country.

The panic of 1837 is said to have been our most severe. The panic of 1873, of 1893, and of 1907 were all great crises in our history. But without exception our fathers met these crises with an increased emphasis on education. Following the panic of 1837, we organized state departments of education, appointed school superintendents, improved our facilities for training teachers, established educational publications, and above all produced an "educational Moses" in the immortal Horace Mann. In all of these periods of distress our leaders had the vision to see that the forces of growth and strength could not be in abeyance. They had an unwavering faith in the importance and the value of education. They recognized that an illiterate and ignorant citizenship was a peril to the form and principles of government which they had evolved. No progressive nation can "skip
a generation in her intellectual leadership” without peril to industry, government, morality, and religion.

President Butler, of Columbia University, has recently pointed out that the men who should be guiding the affairs of the world now were murdered in the years 1914 to 1918. At least one cause for the confusion of the present moment and for our inability to find our way out of the morass of political and economic uncertainty is the dearth of brains and vision caused by the loss of ten million young men twenty years ago. From among these should come our leadership now, but they shall never heed the cry of the world for help. What the world war did so ruthlessly we are now in danger of doing so subtly that we are scarcely aware of it. We are in the act of impairing the leadership of twenty and forty years hence through our depleted and paralyzed systems of education. The future cannot pay such a price for the depression of 1929-34.

The college trained man has sometimes been discounted in finance and industry. We shall soon repent of this shallowness of ours. Out of five hundred and seventy commercial bankruptcies recently studied by the Federal Department of Commerce it was found that forty per cent of the leaders in those concerns had not finished the grades in public school; seventy per cent had not completed high school, and less than ten per cent were college trained men. It was found that twenty-five per cent of the leading business men of the country had only eighth grade education. Modern business is complex and the public interest demands competent economic leadership. American business needs brains and character more than it needs inflation and credit.

Our national committee on Child Labor has announced a movement to take two million children out of American industry. What are we going to do with those children? It has been suggested that we can “put them in jail.” But it costs more to keep a man in prison than it does to send him to college. It is further suggested that we could put them in the army and navy. But it costs more to maintain armies and build naval vessels than it does to pay teachers and maintain schools.

Education must bear its part of the economic burden and no doubt would benefit by numerous economies. But when we cut budgets let us be certain that we do not “lose our children and our democracy” in the process. So long as the American people spend two dollars for candy and chewing gum for every one dollar spent on education, there is no serious need for paralyzing education in the name of “necessary economy.”

One of the most tragic situations in our educational system is the condition which is forcing out of the teaching profession many of our most capable men and women. When we allow a situation to arise which makes it impossible for a man in education to support his family and lead a life of reasonable social and economic dignity we shall force upon our children in the next generation teachers of superficial training and mediocrity.

The leadership of the next generation is in our schools now. We shall be traitors to the future if we fail to provide the best potential leadership of which we are capable. Our future civilization is now in our hands and we shall make or mar it as we provide adequately and intelligently for the children of this generation.

Paul H. Bowman

Whoever is satisfied with what he does has reached his culminating point; he will progress no more. Man’s destiny is not to succeed, but forever unsatisfied—not to succeed, but to labor.

The power and glory of all creatures consists in their obedience, not in their freedom.—Ruskin.
WHAT IS CORRECT ENGLISH?

Colloquial language is that which appears in good conversation, but not in formal writing. Both colloquial and formal English are "correct,"—each in its own sphere of use.

ENGLISH maintains its place as the most frequently required subject of our school and college curricula because of the unanimous support given it by both the general public and educational authorities. This support rests upon the general belief that the mastery of good English is not only the most important asset of the ambitious but also an obligation of every good citizen.

But what is "good English?" There are today two widespread viewpoints. The conventional point of view assumes not only that there is a correctness in English language as absolute as that in mathematics but also that the measures of this correctness are very definite rules.

The following quotations from R. G. White's *Words and Their Uses* represents dozens of similar statements:

The truth is, however, that authority of general usage, or even of the usage of great writers, is not absolute in language. There is a misuse of words which can be justified by no authority however great, and by no usage however general.

According to this conventional point of view, only two kinds of forms or usages exist—correct forms and mistakes. In general, the mistakes are thought to be corrupt forms of the correct expressions.

Opposed to this conventional point of view is that held by the outstanding scholars of the English language during the last hundred years. I shall call it here the "scientific point of view." A typical expression of it is found in *Elementary Lessons in English Grammar* by H. C. Wyld, who writes:

A grammar book does not attempt to teach people how they ought to speak, but on the contrary, unless it is a very bad or a very old work, it merely states how, as a matter of fact, certain people do speak at the time at which it is written.

Such authorities believe that it is unsound to take the rules of grammar as the necessary forms of correct English and to set out to make all usage conform to those rules. In typical expressions of the scientific view there is, also, a clear affirmation of the fundamental principle that usage or practice is the basis of all the correctness there can be in language. From this scientific point of view, the problem presented by the differences in our language practice is by no means a simple one.

All of us upon occasion note and use for the purpose of identification the many differences in the speech of those about us. By certain characteristic differences of pronunciation and of grammar, the speech of "Amos and Andy" as it comes over the radio makes us visualize two uneducated Negroes. Through the speech of "Clara, Lu, and Em," we see three women of little education who have had a very limited range of social contacts. In similar fashion, we should with very little difficulty recognize the speech of a Scotchman like Harry Lauder as differing from that of a native of Georgia or Alabama.

Constant change is the outstanding characteristic of a live language used by an intellectually active people. Historical changes do not come suddenly, nor do they affect all the users of a language equally. Thus at any time there will be found those who cling to the older methods and those who use the newer fashion. Many of the differences we note in the language of today find their explanation in this process of historical change. These older forms constitute a fairly large proportion of the materials usually called errors by those who maintain the conventional point of view. The so-
quirements in English. The Committee stresses the importance of activity patterns as the basic principle of organization for the course in composition. A somewhat extended list of functional centers is an integral part of the report.

The growing use of the functional centers of expression in the construction of composition curriculums is definite evidence of a recognition of the inherent soundness of this principle and its practical usefulness. In general, two types of procedure have been followed: (1) the allocation of selected centers to particular grades for intensive development, and (2) the cycle arrangement of centers within each grade, with stress upon cumulative development.

The new Denver course-of-study monographs represent conspicuous examples of the application of the functional idea in the organization of composition activities according to the first procedure described. In Grade 7B, for example, the principal oral functional center for pupils of medium and superior ability is story-telling, based on personal experiences; conversation, announcements, and meetings appear as supplementary centers. The principal written functional center is the friendly letter, with excuses and minutes of meetings listed as supplementary centers. In Grade 7A the principal oral centers are explanations and directions, with social courtesies, group discussion, and story-telling as supplementary centers; the principal written center is the business letter, with explanations, directions, and short, simple narratives as supplementary activities. Selected items of grammar, usage, and mechanics of form are also listed for specific grades.

The second type of procedure is exemplified in the Tentative Outline for English, Grades 7-8-9, for the Highland Park, Michigan, schools. No attempt is made to classify separately the activities included in oral and written composition, since it is felt that many are common to both forms of expression. The uses of composition as determined by various analyses have been synthesized and condensed into seven functional centers, which appear in each grade of the course:

1. conversation and discussion;
2. instructions, directions, and explanations;
3. announcements, reports, and speeches;
4. story-telling;
5. writing explanations, stories, and poems;
6. letter-writing;
7. word study and spelling.

Under these centers are classified, for each grade, activities representing progressive gradations of difficulty. For example, the sixth center, "Letter-writing," provides for cumulative development through the following allocation of activities to successive grades:

7B Study of social letters; writing: news letter and notes of invitation, acceptance, refusal, explanation.
7A Study of business letter forms; writing: business letters of order, request, and inquiry.
8B Study of informal and formal social letter forms; writing: letters of invitation, acceptance, regret, thanks, condolence, congratulation.
8A Study of business letter forms; writing: letters of inquiry, complaint, application, and explanation.
9B Study of informal social letters; reading of famous friendly letters; writing: steamer or train letters, letters of invitation and response, "bread and butter" letters, notes of apology; formal social note writing.
9A Study of business writing; writing business forms: bank deposit slips, checks, receipts, money orders, telegrams; writing business letters: answers to advertisements, orders, and sales letters.

As Johnson is careful to emphasize in a

References:
recent number of the *English Journal*, the functional centers are simply "categories under which numerous expressional activities may be classified." It is only when the centers of expression are analyzed and expressed in terms of social situations calling for activities of communication that a really usable curriculum is secured.

In the teacher-training classes conducted by the University of Virginia the composition units in grades eight and nine have been reorganized to provide for the grouping of learning activities around socially useful types of English expression. Certain functional centers have been allocated to each grade for intensive practice; the other centers appear as marginal or contributory. Two rather perplexing problems have been encountered in carrying out this program: (1) adequate provision for the development of correct language habits, and (2) adequate provision for training in rhetorical principles of effectiveness.

Both problems may be regarded largely as matters of integration. Unless some provision is made for instruction in language usage in connection with speaking and writing situations selected primarily for their social value, the course in composition may become merely a program of activities, with no clearly defined teaching purpose other than general improvement in the art of communication.

It is customary to allocate certain items of instruction in grammar and correct usage to specific grades for especial emphasis. To the extent that these specifics of instruction are made an integral part of the program of expressional activities, the probability of developing correct language habits is materially increased. In other words, a mere listing of items of usage for drill in a particular grade is insufficient. For practical purposes, some definite provision for drill on selected items of grammar and usage in connection with expressional activities that would tend to reveal such weaknesses is not only highly desirable but actually necessary if instruction in these aspects of the course is to receive reasonable emphasis. For example, a unit on "Conversing" may present an excellent opportunity for intensive work on vocabulary building, since the expressional situations selected for the development of the unit will doubtless reveal numerous deficiencies in vocabulary. Word study may then be undertaken when there is a felt need for a greater store of words to meet adequately a real social situation. Similarly, activities involving "Story-telling" may reveal decided weaknesses in the correct and effective use of verbs. If there is a definite understanding on the part of the teacher that verbs are to receive especial emphasis in connection with a unit centered around narration, it is possible to contrive expressional situations that will tend to reveal weaknesses and provide opportunities for remedial instruction and the necessary drill.

The procedure outlined above does not contemplate a subordination of expressional activities to a program of routine drill upon common errors. It simply means a more definite provision for instruction in grammar and correct usage in connection with expressional situations that tend to reveal certain types of deficiencies. Obviously, at the secondary school level the teaching procedure as it relates to these usages is largely a matter of diagnosis of language difficulties, with provisions for remedial instruction of the type needed. Nevertheless, there is reasonable certainty that mastery of items selected for emphasis is achieved as the pupil completes successive units in the course. Unquestionably, this degree of definiteness is desirable.

The second problem is concerned with

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adequate provision for progressive training in rhetorical principles of effectiveness. This, too, seems to resolve itself into a matter of planning the course. First of all, it is necessary to allocate specific rhetorical principles to the several centers of expression for successive grades, with careful provision for proper gradation. An analysis of recent composition texts and courses of study will serve to indicate the best current opinion with reference to the proper placement of specifics of instruction in rhetoric. Again, it is highly desirable that these items of instruction be integrated with experessional activities of various types. The new Virginia Curriculum for Secondary Schools, which is now being tried out experimentally in selected schools, attempts to facilitate such integration through the listing of specific abilities for development in connection with the functional centers selected for emphasis in each grade.

A second step is the preparation and use of score cards for both pupil and teacher evaluation of the extent to which rhetorical principles of effectiveness have been applied in the various activities. Several recent composition texts developed according to the functional idea provide score cards for pupil appraisal of progress. Perhaps the most effective device is a co-operatively planned scoring sheet for each unit, listing items selected for emphasis by both teacher and pupils.

Finally, learning should be measured not only in terms of increased facility in expression in various life situations but also in terms of progress toward the attainment of desirable language habits, both grammatical and rhetorical, that are selected for emphasis in a particular series of activities essentially social in nature.

Edward Alvey, Jr.

THE NEW-TYPE REPORT CARD FOR KINDERGARTEN AND PRIMARY GRADES

Three sample report cards are offered to show how social, physical, and emotional development may be rated as well as intellectual growth.

The co-operation of parents is needed today in order to attain the maximum of child growth and development in school. One method of gaining such co-operation is through use of the report card sent to the home. Since learning is no longer considered as merely the accumulation of knowledge and skills in the using of tools of subject matter, but a question also of social adjustments, thinking clearly, facing facts courageously, and making wise judgments, the report card should tell something of such habits and attitudes. It also should express the objectives of the school program and rate the child’s progress in all learnings of the school. The new-type report then should give a practical method: (1) of offering constructive and suggestive help to the parent, the child, and the teacher; (2) of rating all phases of growth and development—social, physical, emotional, and intellectual; (3) of administration, so that too much time in marking is not expected from the teacher.

Two years ago, recognizing the need of a more satisfactory type of report than the one used at that time in the training school, a committee of four teachers undertook to construct a report card which would meet the above mentioned criteria. The following form is the result of this committee’s work.

The report is printed on thin cardboard,


2Miss Ruth Thompson was chairman.
9½ by 7 inches, and is folded through the middle. Envelopes of appropriate size are used, so that the card is kept clean when it is taken home by the child.

The first of the four pages is a conventional form giving the name of the school, city, name of pupil, grade, year, and teacher, added for each subject or a space left for the teacher's remarks to show the child's progress. Ratings on all phases of the report should be made less often and a place should be left for remarks under each group of habits and attitudes. Other revisions are also needed and will probably take place as the activity program is better understood by the parents. So far, this form has been used in the first three grades only. We have found that the use of this report has helped parents to understand the objectives of the school and to co-operate with the school in a specific and consistent manner. It is also helping to create a more favorable attitude towards the activity program on the part of the community. The student teachers feel that this form makes a definite basis for child study; they feel that they can more intelligently understand the child's responses and more clearly see

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### WORK HABITS

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<td>1. Plans carefully</td>
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<td>2. Keeps materials in order</td>
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<td>3. Carries out his plan</td>
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<td>4. Works independently</td>
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<td>5. Follows directions</td>
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<td>1. Gives suggestions in group</td>
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<td>2. Has many things to do</td>
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<td>3. Asks for help when needed</td>
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<td>4. Uses suggestions well</td>
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### CONSIDERATION

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<td>1. Sympathizes with others</td>
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<td>2. Respects ideas of others</td>
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<td>3. Thinks of others</td>
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<td>4. Has good standard of behavior</td>
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### RESPONSIBILITY

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<td>1. Performs duties to the best of his ability</td>
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<td>2. Is responsible to abide by rules of the group</td>
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<td>3. Completes a piece of work he plans</td>
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### HONESTY

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<td>1. Respects other's property</td>
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<td>2. Takes blame for his mistakes</td>
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<td>3. Votes for the best leader</td>
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<td>4. Meets difficulties well</td>
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<td>5. Plays fairly</td>
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3See Figure II on page 30.
his development. The principal of the school and other administrative officers feel that this report has contributed specifically in building a finer morale in the school. The children feel their responsibilities more definitely, because they know what is expected of them. These values are well worth the time spent in thoughtful preparation and rating of such a report form.

At the same time this report was constructed, the kindergarten supervisor devised a report sent out in mimeographed form to be rated by the mothers and returned to the supervisor. In this way she was able to help mothers know what desirable habits the children should be forming; she thus secured a good type of cooperation from the parents. The following topical arrangement was used for this rating, four columns at the right being provided for four separate ratings, with a fifth column for remarks.

### PUPIL'S HOME PROGRESS CARD

**MAIN STREET SCHOOL**  
**PRIMARY GRADES**  
**Harrisonburg, Va.**

**Name**  
**Grade**  
**Teacher**

**Purpose of Report:** The checking of this report is an opportunity which is offered to each parent. We trust that it will represent the parent's best efforts to rate the child concerned as observed at home according to list of habits and attitudes found on this report.

### HABITS AND ATTITUDES DESIRABLE FOR GOOD CITIZENSHIP

1. **Posture:**
   a. Walks erect  
   b. Sits tall  
   c. Stands tall

2. **Personal Cleanliness:**
   a. Keeps hands, face, and clothing clean  
   b. Brings clean handkerchief to school daily  
   c. Brushes teeth twice daily  
   d. Brushes hair daily  
   e. Bathes at least twice a week  
   f. Keeps objects away from mouth  
   g. Covers mouth or nose when coughs or sneezes  
   h. Has own tooth brush, towel, and wash cloth  
   i. Washes hands before eating

3. **Sleeping:**
   a. Sleeps ten hours daily  
   b. Goes to bed regularly by eight o'clock  
   c. Sleeps with window open  
   d. If routine is interrupted, takes nap in afternoon

---

4Miss Agnes Fitzgerald.
February, 1934

THE VIRGINIA TEACHER

4. Dressing:
   a. Removes outdoor clothing in house
   b. Wears clothes loose enough for exercise
   c. Wears shoes large enough for comfort and growth
   d. Prepares for school promptly

5. Eating:
   a. Eats sweets only after meals
   b. Drinks four glasses of water daily
   c. Eats slowly and chews food well
   d. Eats cereal with breakfast each morning
   e. Drinks neither tea nor coffee

6. Controlling self:
   a. Plays fair
   b. Keeps cheerful
   c. Tries to do his best
   d. Controls temper


This year the supervisor of the kindergarten has constructed a different form for use in the kindergarten. This is also sent out in mimeographed form. But there are three ratings a year instead of six as in the primary grades. For small children too frequent ratings do not allow enough time for improvements and growth to take place. The form as used now follows, except that the report blank itself contains three columns at the right hand side for ratings in Fall, Winter and Spring, and a fourth column for the teacher’s remarks.

KINDERGARTEN RECORD

Main Street School—193193

Kindergarten Supervisor

Explanation: The left-hand column of this report will tell you some of the desirable habits we try to cultivate in the kindergarten children. We ask your cooperation in helping to make these habits permanent. The right-hand column indicates your child’s development:

Habits which show normal growth are marked …………………. v
Habits which are well developed are marked …………………+.+
Habits which need development are marked ………………….—

DESIRES HABITS

I. Social Habits
   1. Works and plays happily with others
   2. Speaks courteously and in a pleasant tone of voice to children and teachers
   3. Listens attentively while others are talking
   4. Avoids annoying other children
   5. Says “Good morning,” “Please,” “Thank you,” “Excuse me” at the proper times
   6. Shares materials and takes turns willingly
   7. Takes off and puts on his own wraps and hangs them up carefully

II. Intellectual Habits
   1. Is alert and curious about the world about him and asks thoughtful questions
   2. Has information to contribute in group discussions
   3. Is interested in group problems and accepts or gives helpful suggestions
   4. Is creative in his ideas and resourceful in adapting materials to suit his needs
   5. Uses good judgment in making choices

III. Health Habits
   1. Is happy and emotionally stable
   2. Has good muscular control
   3. Is able to relax and rest quietly
   4. Covers his mouth and nose when sneezing or coughing
   5. Keeps himself neat and clean

IV. Work Habits
   1. Thinks and plans as he works
   2. Is interested in many different activities and materials

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5Miss Nellie Walker
3. Takes responsibility in solving his own problems and completing his job
4. Shows growth in ability to handle tools (scissors, paint brush, saw, hammer, crayons)
5. Puts away work and playthings without being reminded
6. Makes trials himself before asking for help

V. Language Habits
1. Shows increasing ability to speak clearly and to use good English
2. Can tell about experiences interestingly
3. Listens attentively and enjoys stories and poems
4. Can tell several poems and stories

VI. Musical Abilities
1. Can sing songs in tune
2. Can respond to rhythmic melodies
3. Enjoys listening to piano and victrola selections

PARENT'S SIGNATURE

The kindergarten supervisor also requests the mothers to record and send to her a list of improvements noticed at home since the child has been attending kindergarten. The mothers are also asked to suggest any improvements the child needs to make. Most of the mothers have co-operated well in doing this with the result that many habits and attitudes are now being consistently developed by teacher and parent. A copy of this form is given here:

PARENTS' REPORT

My dear Mr. and Mrs. ..................

On this sheet we would be glad to have you tell us of the development you have noticed in .................. Also, will you suggest ways in which you feel the kindergarten could help in h... development? Please use the space indicated below.

We hope you will visit the school often. I shall be glad to talk with you about h... progress at any time.

Sincerely,

FALL REPORT
WINTER REPORT
SPRING REPORT

Any one observing these kindergarten children at work in school could not help noticing the splendid adjustments most of the children are making. The fine attitude each child has towards school life, towards each other, and towards the teachers is impressive. The mothers, too, are reporting development and growth in habits and attitudes at home. We feel a great deal of this excellent co-operation by the parents is made possible by these report forms.

Virginia Buchanan

DISORDERED GLANDS HANDICAP PERSONALITY

The ductless glands of the body have immense influence upon personality, and every parent should know something about them and their functions, so that gland unbalance in the growing child can be detected. The best known glands in the body are the thyroid in the neck, the pituitary at the base of the brain, the thymus in the chest under the breast bone, the parathyroids at each side of the neck, the adrenals in the abdomen, and the pancreas near the stomach. When any of these glands do not function properly, marked physical and mental deviations result in the growing child. Children with a lack of thyroid are slow pokes in school through no fault of their own.”

—Dr. Josephine H. Kenyon.

Better not to be at all than not be noble.

Tennyson
THE LITTLE RED SCHOOL-HOUSE: A QUOTATION

Schools dependent on a general property tax—which Professor Seligman calls “the worst tax known in the civilized world today”—can never function completely. They must be supported by taxation on wealth, wherever it may be.

This winter is the worst in the history of public schools. At least a quarter of the children are attending schools where the length of the term is half what it should be.

In Ohio there are schools that did not open at all, and others that were open for only seven or eight weeks before the first of the year.

Schools in Wyoming will be open for only three or four months. Three years of drought is drying up education there as it has dried up the crops.

In Alabama last year the schools all over the state averaged only one-third the usual term, affecting all the children enrolled.

In Kentucky many schools were closed a month and opened on shorter terms.

In New Mexico schools closed from two weeks to four months early last year, and have even shorter terms this year.

Oklahoma is not at all sure how long it can keep its schools open. This is but a fraction of the sorry roll call.

What a lifetime handicap this loss of school time may prove to the several millions of children affected! The boy who should have entered high school at fourteen will be sixteen or seventeen when he finishes the eighth grade. The chances are that he won’t go on with his schooling at all. And to the Fond Fathers who feel that this can’t hurt him, educators may point out that 85 per cent of those listed in Who’s Who in America are college bred, while less than 7 per cent did not advance beyond the eighth grade!

Think what closed schools mean to the small victims of the depression. At home they are hungry, cold, dismal, insecure. In the schoolroom they look for warmth, cheer, activity, companionship, and sometimes even a good hot lunch.

Consider what it means to 100,000 or so children released from the factories by the child labor provisions of the NRA codes. If they can’t go regularly to school, what will become of them? The answer is hinted in one state prison survey. Among one hundred youths there was not one high school graduate.

Teachers’ salaries have been reduced 20, 40, and in Michigan and Nebraska even 60 per cent. In some states more than half the teachers will not receive as much as $400 for their services this year, less than President Roosevelt considers adequate for unskilled labor.

Teachers in many states are now holding unpaid warrants for last year’s salaries, and in some places, for the previous year’s pay, as well. In some instances teachers taught eight months, although they were paid for only two. The total amount of unpaid teachers’ salaries now exceeds forty million dollars.

A teacher, even though needy herself, cannot see little children suffer. If the records of last winter were written, they would tell a noble tale of self-sacrifice.

New York City teachers contributed $2,500,000, often 5 per cent of their salaries, for relief work among their pupils. In Caspar, Wyoming, teachers are paying for children’s lunches. Detroit teachers are giving necessities, from oatmeal to eyeglasses, books and shoes to the needy, and contributing their free time to investigating and aiding home conditions. The story is endless.

Still, a third of our children are being taught by men and women whose qualifications are sub-standard, whose pay is below
the subsistence level, and who are working against indefensible teaching conditions.

Approximately fifteen thousand more teachers were dropped from payrolls last year, and this year's casualty list has not yet been published. It will probably list the teachers unemployed at over 90,000. This has caused crowding of fifty, sixty, and even eighty children into classrooms designed for thirty or forty. In addition to lowering the scholastic level, such crowding greatly increases the dangers of epidemics, especially among under-nourished children.

Even if we ignore, as most of us do, the shallow propaganda against "over-education"; even if we believe, as most of us do, that whatever education costs it is worth it, we must still take stock of the situation. Like a housewife with a reduced budget, we cannot get around facts. We simply haven't the money we used to have. We do have more children to educate. How are we going to give them healthy, adequate, educational nourishment on what we have to spend?

In the first place, how do we get our school funds? Not out of Uncle Sam's pocket! A school building may be a public work, but a load of coal to heat it is not!

Do we take our state taxes and divide them up, part for education, part for roads, etc.?

Not at all. We've been sending the children to school on the egg money! A general property tax, described by the most famous American tax expert, Dr. Seligman of Columbia University, as "beyond all doubt the worst tax known in the civilized world today!"

We don't have forty-eight school systems in forty-eight states. We have 127,000 school systems in as many districts. Because one tract of land is better than the next, some children get a better start in life than their friends.

Where a glacier a hundred thousand years ago left a soil deposit that enabled men to carry on farming and industry to advantage, children today get a good education. Boys and girls who live on land which never had that enriching advantage—a hundred thousand years ago—are out of luck.

Because the state collects income taxes, sales taxes, inheritance, and corporation franchise taxes, and because the Federal government collects income, customs, and excise taxes, they can co-operate on huge road-building programs. In fact, we can build anything from battleships to little red school houses, with Federal and State money—but we cannot buy books and pencils.

The Public Works Administration will give a community 30 per cent of the money it needs to build a new school house, and lend it the other 70 per cent. But few districts have accepted the offer. They estimate that under the NRA specifications it will cost them 40 per cent more than if they build it without Federal help.

Most state governments have some small appropriation for education. Some states, such as New York, have an equalization fund which adds to the maximum a district can raise the sum necessary to meet the state's minimum requirements. This does not, however, relieve the poorer districts of excessive tax burden.

The obvious procedure is to tax wealth where it exists, and to spend it where the children live.—MAXINE DAVIS, in McCall's Magazine.

WELL, AT LEAST "DECIMATE"—

"A requirement that the applicant for admission to the freshman class must write, in a good legible hand, a three hundred word letter couched in correct idiomatic English, would, if honestly enforced, depopulate the colleges of the country."—HENRY S. PRITCHETT, President-emeritus, Carnegie Foundation for the Advancement of Teaching.
"An Essential Expenditure"

"When the school board provides a balanced collection of good books and magazines, necessary supplies and equipment, a suitable room, and a trained librarian, the library soon becomes the heart of the school.

"Library facilities have been neglected in many public schools in this state because of the urgent need to use all of the available money for other necessities. Books should not be permitted to wear out without being replaced. Supplies and equipment should be provided when needed. Trained school librarians or teacher-librarians should be employed whenever possible.

"I do not think that the school libraries should be expected to depend on charity, in the form of entertainments, box parties, etc., for support. They are an essential expenditure, and a definite sum for their support should be included in the budget.

"I believe that a full-time trained librarian should be employed in any high school which has ten or more teachers. I believe that a trained teacher-librarian should be employed in any other high school in Virginia whenever a position is vacant in the faculty and a teacher-librarian can be found who is qualified to teach the desired subjects."

SIDNEY B. HALL,
Superintendent of Public Instruction.
THE IDEAL SCHOOL TEACHER

Is there an ideal school teacher? New York City claims one—Miss Millicent Baum, principal of the Andrew Sloan Draper Junior High School for thirty-four years. Her associates hailed her as such in honoring her on the eve of her retirement after fifty years of consecutive service. The Mayor, school associates and civic leaders praised her.

What were the qualifications to which they considered she measured up? A member of the Board of Education said that she was “seventy years old and fifty years young, because of the years which sit so lightly on her shoulders.”

Anyone on whom the “grind” of teaching for fifty years can sit lightly has achieved distinction. Another speaker paid tribute to her “sweet, fine and wonderful character.” Mayor LaGuardia perhaps came nearest to distilling the essence of her service when he said that her school “has been like a lighthouse to the neighborhood through the years.”

There seems to be warrant for awarding an accolade of “ideal schoolteacher” to Miss Baum. There are other ideal teachers, but the crop ought to be larger. The size of the crop depends not alone upon the teachers, but also upon the attitude of the community toward them and their work. A teacher needs not only natural mental endowment; she also needs adequate preparation and support.

One scarcely could expect ideal teachers from girls who are leaving high school or even grammar school at sixteen years of age in some states and becoming “teachers” in the public schools. But because they will “teach” for a pittance, short-sighted school authorities believe they cannot afford better prepared teachers. It is a responsibility of school authorities to develop the forces of public opinion and official action which will demand better teachers.

Another essential of the ideal teacher is that she should be paid! One of the most disgraceful things which has happened in the United States during the depression is that thousands of school teachers have gone unpaid for long periods. A teacher should not only be worthy of her hire, but should receive her hire on time. American school districts owe teachers in the aggregate more than $40,000,000 in back salaries. Dr. William C. Bagley of Teachers’ College, Columbia, declares that no nation but the United States cuts school budgets to reduce government expenses.

An ideal teacher in any school, in good times or bad, is one whose individuality and character leave an imprint upon the pupils as much as his or her teaching. There are thousands of such teachers, mostly unknown and unsung. They are the salt of education. Mass production in education often has been responsible for diminishing if not almost destroying the rich fruits of personal relationship between pupil and teacher. Even the ideal teacher cannot have an ideal effect without the opportunity to teach classes small enough to permit individual attention to each pupil, and not only inculcate wisdom but awaken the intellectual interests and moral aspirations of students—Christian Science Monitor.
TOCSIN

Education has always been the basis of American progress.

The republic itself was founded upon the ideals of the "Little Red Schoolhouse."

Yet now, at the moment when foreign nations have realized the importance of education, and are making great progress in educating their people and fitting them for world competition, we are curtailing our educational program.

Education is not merely for the upper classes.

The reason the American workman has been able to compete successfully is because of his educated intelligence.

The reason our Nation has been so successful is because of the high average of intelligence of the electorate.

No democracy can succeed, and no nation can compete under modern conditions, without an intelligent and educated citizenry.

Politicians—in whose hands these matters rest—will blame the depression.

This depression is only temporary. But the effect of restricting education WILL BE PERMANENT.

America should have the same progress in education in these days of depression that we would have made in good times.

In point of fact, the depression should teach us that if we had a sufficiently educated and enlightened electorate, we might be able to obviate such catastrophes altogether.

Let the people wake up—AND SAVE THE SCHOOLS.

The Omaha Bee

TRENDS IN READING

More than four million new readers have registered in public libraries since 1929, making a total of over 20,000,000 registered borrowers throughout the country. This does not take into account those who use the reading rooms but do not take books home. The circulation of books has increased, it is estimated, approximately 40 per cent. Library facilities are taxed to the limit to care for the unprecedented demands.

Serious reading has increased beyond all previous records. Books in economics, history, religion, political science, and vocational literature on trades and professions lead in popular demand. The free public library has proven to be an essential relief agency, ministering as it does to a people confused and hungry for leadership, needing comfort, humor, and a new perspective with which to make life more livable.

IS THE PRESENT A TRAGIC ERA?

The World War was the meeting ground of material forces battling for supremacy. Millions of men and their families were the innocent or stupid victims of the catastrophe, and millions of younger men and women are the victims of the aftermath and the present breakdown of the economic fabric. Whether the breakdown comes from within or without, from the slow suicide of what we term "capitalism," or the growth of rebellious movements such as communism, something on a gigantic scale is taking place before our eyes, if we have eyes to see with, and on a scale more universal and intimate than ever before in civilized history. In so far as death is tragic, as starvation and privation are tragic, and the enslavement of the many by the few and the betrayal of the mass by its elected leaders, we may dub an era tragic. But is there not another side? Are not the forces of evil clear to us now, or to those of us who use our hearts to feel with and our heads to reason?—Alfred Kreymborg, in The English Journal.

We should not only do to others as we should wish them to do to us, but think of others kindly as we should wish them to think of us.—Sir John Lubbock.
AUNT HET ON SCHOOL TEACHING

“One o’ my girls had her heart set on bein’ a school teacher, but I talked her out of it. Teachin’ school is too much like bein’ a preacher’s wife. It’s a high callin’, but people expect you to give more’n they pay for.

“You take the teachers here in town. The only difference between them an’ Christian martyrs is the date an’ the lack of a bonfire.

“They was hired to teach an’ they do it. They teach the younguns that can learn, and entertain the ones that fell on their heads when they was little. But that ain’t enough. They’re supposed to make obedient little angels out o’ spoiled brats that never minded nobody, an’ wetnurse little wildcats so their mothers can get rest, an’ make geniuses out o’ children that couldn’t have no sense with the parents they’ve got.

“But that ain’t the worst. They’ve got to get up plays an’ things to work the school out o’ debt; an’ sing in the choir an’ teach a Sunday school class, an’ when they ain’t doin’ nothin’ else they’re supposed to be a good example.

“Then they don’t get no pay for six months an’ can’t pay their board or buy decent clothes, an’ on top of ever’thing else they can’t hold hands comin’ home from prayer meetin’ without some pious old sister with a dirty mind startin’ a scandal on ‘em.

“I’d just as soon be a plowmule. A mule works just as hard, but it can relieve its soul by kickin’ up its heels after quittin’ time without startin’ any talk.”

ROBERT QUILLEN

WANTED—HONESTY AND COURAGE

The chief needs of American public service are five very simple ones: honesty, courage, common sense, knowledge, and vision. The character-building forces of the nation—the home, the school, the church, the college—must be depended upon to provide the honesty and the courage. Nature, and Nature alone, can furnish the common sense. To honesty, courage, and common sense, the university can and should add knowledge and vision. Given these qualities, we are in the presence of the ideal public servant.

NICHOLAS MURRAY BUTLER

EPITAPh

Here what is mortal of her lies
Entombed beneath the pensive skies.

This is her grave on the lonely hill
Where the whimsey wind is never still,
And the trembling trees and the wistful rain
Tenderly murmur a dim refrain.

While time lives this will be her home;
Never again will her fancy roam.
With mine through the mist that slow drifts down
Like a grape-blue veil o’er the distant town;
Never again will her warm eyes gaze
With mine at the world beyond the haze,
Striving to pierce through its mystery.
Never again—for her soul is free.

Here on the hill her body lies,
One with the clay; but her spirit flies
High with the rapturous wind, and shrouds itself in the happy-colored clouds,
Flames in the rose-lit halls of the West,
Thrills in Aurora’s soft-flushed breast,
Lives in the heart of all lovely things,
In voice of bird and in butterfly wings.

Only her ashes are here; again
Her spirit lives in the sun and the rain,
Is one with the brooding, hovering night,
One with the stars and the pale moonlight,
One with the shining, flower-soft sea,
One with the soul of Eternity.

Only her flesh is claimed by the sod,
She lives in the endless dream of God.

—EDNA TUTT FREDERIKSON
MORE JOKES

The Michigan Educational Journal continues to publish the best page of schoolroom jokes that appears in the state school journals. Since a good joke is public property, one feels free to "lift" a few of the best.

NEED TWO CLOCKS
Teacher (sternly)—What makes you late this morning?
Erring Student—Y—you see—there are eight in our family—
"Well?"
"And—the alarm was set for only seven."

THE VALUE OF EDUCATION
"Annie," called her mistress, "look, I can write my name in the dust on the piano."
"Sho' is great to have an education," promptly replied the servant girl.

THREE TIMES AND OUT
Tommy's first school report which was promising, read, "Trying."
The second term's report raised the parents' hopes by stating, "Still trying."
The next report, however, dashed all hopes to the ground. It read, "Still very trying."

ACTUAL HAPPENINGS
Beginner (to Mother)—I've learned two things at school.
Mother—What are they?
Beginner—I can't talk and I can't whistle.
Mother—Why can't you?
Beginner—Because I can't.
Mother—How do you know you can't whistle?
Beginner—Well, if you must know, I whistled;

FRATERNAL AFFECTION
"Robert," said the teacher, to illustrate the lesson on charity and kindness, "if I saw a man beating a donkey and stopped him from doing so, what virtue would I be showing?"
"Brotherly love," said Bobby.

JUST A FRILL
Math Prof.—Now, if I subtract 25 from 37, what's the difference?
Little Willie—Yeah! That's what I say. Who cares?

MODERN YOUTH
Photographer—Watch and see the dicky bird.
Young Child—Just pay attention to your exposure so that you don't ruin the plate.

ALSO
The class had been instructed to write an essay on winter. One child's attempt read:
"In winter it is very cold. Many old people die in winter, and many birds also go to a warm climate."

Student Teacher—Tom, please put whatever you have in your mouth into the wastebasket.
Tom—I wish I could.. It's a toothache.

WHOA, THERE
Teacher—Thomas, will you tell me what a conjunction is, and compose a sentence containing one?
Thomas (after reflection)—A conjunction is a word connecting anything, such as "The horse is hitched to the fence by his halter." "Halter" is a conjunction, because it connects the horse to the fence.

AND SO ON
Geometry teacher—If it takes one girl one hour to wash dishes, how long will it take two girls?
Pupil—Two hours!
EXPLODING A MYTH

A modern myth that has received wide acceptance is exploded by Dr. David Segel in School Life, when he denies that the average intelligence of adult Americans is that of twelve-year-old children.

"That assertion is not true," declares Doctor Segel. "Only five per cent of our adult population have a mental age of twelve years or less. The statement that the intelligence of the adults of this country was about that of twelve-year-olds came about through a misinterpretation of the data obtained from the intelligence testing carried out in the Army during the World War.

"There are several factors at work which brought about this misinterpretation. The mental ages obtained on the intelligence tests used in the Army were based on equivalent mental ages found on the individual Binet intelligence test. This Binet test, however, underrates adult intelligence.

"Later researches have shown positively that the intelligence of adults of this country will average considerably above that of twelve-year-olds."

By using research studies of typical cross sections of American society, Doctor Segel found that intelligence, which is defined as the growth and decline of the ability to learn, "rises rather sharply until about the age of fifteen or sixteen, then rises less and less sharply until about the age of twenty-two or twenty-three. From this age the curve begins to drop, at first very slowly, and then more and more precipitously. The mental age of the adults of the early twenties (20-25) is therefore above that of any age group in the teens. At no chronological age level does the average mental age obtained from investigations fall to that of twelve-year-olds."

Applying the findings of research with typical cross-sections of American citizenry to census figures for the number of persons in the age groups between sixteen and fifty years of age, Doctor Segel finds that the "average mental age of men and women of this country according to this method of calculation is 17.7."

"The word 'intelligence,'" points out the Office of Education expert, "is very loosely used. To the scientist it does not mean the total, collective knowledge, experience and judgment of an individual. It means, in other words, the speed of mental reaction to a new situation, his capacity to grow mentally.

"For the every-day living, due to the factor of experience, the ability of a man in his particular line of work does not begin to decline in the twenties. It is probable that the increase in all-around ability—not just ability to learn in a new situation—counteracts the tendency of the intelligence 'curve' to taper off after the twenties. It is possible that his all-around ability does not begin to decline until quite late in life."

Dr. Segel estimates that there are 10,000,000 Americans in the highest mental age group, that is, twenty-three years and up. There are probably 40,000,000 above the average intelligence level of 17.7 years for the adult group sixteen to fifty years of age (chronological). Only 3,000,000 adults have a mental age of twelve years or less.

"The adult population," he declares, "has an adult intelligence and not a childish intelligence. Comprehension of this fact should be of importance to those in charge of the radio, newspapers, and motion pictures. In many instances the myth that the men and women of the United States have an intelligence of twelve-year-olds has been used as an argument for lowering the educational or cultural level of newspapers, magazines, movies, and radio presentations. Educators should do their best to counteract all forms of propaganda which use this false premise."

The car to watch is the car behind the car in front of you.—Holyoke (Mass.) Daily Transcript.
THE ballot for the 1934 elections of major campus officers, as announced by the electoral board, presented the following nominees: President of the student government, Henrietta Manson, Lottsburg, and Inez Graybeal, Christiansburg; president of the Y. W. C. A., Eleanor Cook, Charleston, West Virginia, and Mary Page Barnes, Amelia; president of the Athletic Association, Pam Parkins, Norfolk, Julia Courter, Amelia, and Douglas McDonald, Scotts, N. C.; editor-in-chief of the Breeze, Eugenia Trainum, Meltons, Joyce Rieley, Troutville, and Elsie Mallory, Vigor; editor-in-chief of the Schoolma'am, Ruth Shular, East Stone Gap, and Mary Blankenship, Clifton Forge.

The election, held on February 6, resulted in the following choices: Misses Manson, Barnes, Parkins, and Shular.

The Mirror section of the Schoolma'am recently determined by student election, has been announced. Girls selected for the "Big" Mirror are: most intellectual, Sarah Lemmon, Marietta, Georgia; most dramatic, Gladys Farrar, Rustburg; best looking, Lois Bishop, Norfolk; most musical, Evelyn Watkins, Norfolk; most literary, Sarah Lemmon, Marietta, Georgia; most artistic, Frances Pigg, Washington, D. C.; most athletic, Emily Pittman, Gates, N. C.; most versatile, Madaline Newbill, Norfolk; best leader, Hilda Hisey, Edinburg; most popular, Hilda Hisey, Edinburg. Those chosen for the "Little" Mirror are: most stylish, Dot Williams, Norfolk; happiest, Gladys Farrar, Rustburg; most dignified, Hilda Hisey, Edinburg; best dancer, Louise Borum, Big Stone Gap; quietest, Edith Todd, Norfolk; wittiest, Gladys Farrar, Rustburg; most business-like, Margaret Smith, Norfolk; most friendly, Gladys Farrar, Rustburg; most sophisticated, Dot Williams, Norfolk; most studious, Mary Spitzer, Harrisonburg; most original, Helen Madjeski, Elizabeth, N. J.; typical student teacher, Mary Spitzer, Harrisonburg.

The intercollegiate debating schedule is being arranged. The question to be debated is, Resolved: That the powers of the President should be substantially increased as a permanent policy. Henrietta Manson, Lottsburg, and Joyce Rieley, Troutville, will support the affirmative against Mary Baldwin College here on Feb. 23. Virginia Cox, Woodlawn, and Sarah Lemmon, Marietta, Georgia, will argue the affirmative with East Radford State Teachers College here on March 3. Ruth Behrens, Timberville, and Mary Truhan, New York City, will defend the negative here in a debate with Shepherd's College in April.

The sophomore class celebrated its annual "day" January 12, using as its theme "Sailing to Success." The girls wore sailor caps and collars and carried anchors, all in green and white. The sophomores, under the leadership of Elizabeth Thweatt, Petersburg, president, conducted chapel. There was a banquet that night and a party in the Big Gym.

Julia Courter, junior, of Amelia, was elected president of the Athletic Association by the Athletic Council after the resignation of Marietta Melson, Machipongo. Hattie Courter, also of Amelia, was elected vice-president. Julia is a member of the varsity hockey and basketball teams, sergeant-at-arms of the Lee Literary Society, and member of Kappa Delta Pi. Hattie is secretary of the junior class, vice-president of the Art Club, and a member of the Lee Literary Society and Le Cercle Francais.

The Harrisonburg team defeated Shepherdstown in the first game of the season 62-12. A few new girls have been added to Harrisonburg's varsity, making it even stronger. The individual high scorer for the game was Virginia Barrow of Blackstone, a new student. Captain Emily Pittman of Gates, N. C., ran her a close second.

The French Circle is planning to give a
play written by Moliere and translated by the advanced French class, The Doctor in Spite of Himself. The cast includes Ruth Behrens, Ruth Shular, Kathryn Harlin, Sarah Lemonos, Elsie Mallory, Alice Kay, Hilda Hisey, and Joyce Rieley. The play will be presented in assembly.

Dr. Florence Stratemeyer, professor of education at Teachers College, Columbia University, was guest lecturer of the A. A. U. W. here. Her subject was “Curriculum Making in the Present Social Crisis.” As she is first vice-president of international Kappa Delta Pi, a reception was held for her by the Alpha Chi chapter.

Margaret James of Whitestone was recently elected swimming sports leader for the school. She is replacing Pam Parkins, of Norfolk, who found it necessary to resign. Mary Blankenship of Clifton Forge was elected student body representative to the Schoolma'om staff.

The Glee Club presented a program of American music in Wilson Hall recently. They were assisted by a men’s quartet from town and by Sara Smith, of Little Rock, Arkansas, dancer. The club also sang at the United Brethren Church here at a Sunday evening service. The college girls’ class of the Methodist Church gave a recital recently. It included vocal and instrumental music and readings.

Sixteen Cotillion pledges started off the goat season for the winter quarter. The new members are: Belle Krieger, Portsmouth; June Guilliford, Pulaski; Janie Miner, Meridian, Miss.; Anne Bond, Petersburg; Frances Averett, Lynchburg; Ruth Bodine, Harrisonburg; Lelia Rucker, Delaplane; Elizabeth Fisher, Bluefield; Martha Way, Huntington, West Virginia; Bertha Jenkins, Waynesboro; Mary Porter, Toano; Frances Cotrell, Toano; Rosa Lee Fowlkes, South Hill; Alpine Beazley, Beavardam; Ruth Haley, Wytheville; Frances Kellam, Exmore.

The Lee Literary Society pledged thirteen girls this quarter. They are: Daisy Mae Gifford, Harrisonburg; Ellen Eastham, Harrisonburg; Virginia Byers, Harrisonburg; Ruth Shular, East Stone Gap; Virginia Cox, Woodlawn; Albertina Ravenhorst, Lexington; Virginia Barrow, Blackstone; Alpine Beazley, Beavardam; Nancy Turner, Norfolk; Melva Burnette, Leesville; Martha Way, Huntington, W. Va.; Mary Blankenship, Clifton Forge; Beulah Ellis, Norfolk.

New Page members this quarter are: Harriet Linger, Clarendon; Doris Miller, Clarendon; Adelaide Houser, Ballston; Marion Sullivan, Norfolk; Charlotte Homan, Harrisonburg; Audrey Slaughter, Charleston, W. Va.; Ruby McCloud, Norfolk; Alice Haley, Alexandria; Flora Heins, Ballston; Virginia Hisey, Mt. Jackson; Eleanor Biggs, Lynchburg; Virginia McCue, Fort Defiance.

Lanier initiates for the second quarter are: Bertha Jenkins, Waynesboro; Alice Geiger, Los Angeles, Calif.; Ruth Haley, Wytheville; Frances Averett, Lynchburg; Rosa Lee Fowlkes, South Hill; Elizabeth Carson, Lynchburg; Virginia Zehmer, McKenny; Carolyn Davis, Hilton Village; Betty Fisher, Bluefield; Kitty Burnette, Leesville; Dorothy Beach, Norfolk; Frances Forney, Winchester.

Alpha Rho Delta initiated five goats this quarter. They are: Henrietta Manson, Lottsburg; Josephine R. Miller, Woodstock; Hazel Koontz, Elkton; Lois Sloop, Harrisonburg; Elizabeth Page, Tabb.

Stratford Dramatic Club had three goats this quarter: Bertha Jenkins, of Waynesboro; Dorothy Mairs, of Baltimore; and Virginia Zehmer, of McKenny.

A number of alumnae were back for the mid-winter dance on February 3, among them Marguerite Bass, of Richmond; Virginia Orange, of Cheriton; Martha Warren, of Lynchburg; Sue Leith, of Aldie; Katherine Booton and Bobbie McKim, of Luray; Anna Colvert, of High Point, N. C.; Isabel Du Val, of Norfolk; and Mildred Dawson.
ALUMNAE NEWS

Home-Coming

March 23 begins the Home-Coming week-end for alumnae. A large representation of the various classes is hoped for as a result of the special letters from the respective class presidents. Many alumnae are so busy in June with their own commencements that they are then unable to return to H. T. C. Consequently March will appeal to many. This week-end, however, will not replace the alumnae reunions of June.

The tentative program is a movie Friday night, March 23; a business program Saturday morning; a tea by the Harrisonburg chapter and possibly a lyceum number Saturday afternoon; a banquet Saturday night followed by a "co-ed" dance. On Sunday the Y. W. C. A. is having a special program for alumnae who are still on campus.

As rooms and meals are furnished by the college to all alumnae, there is little expense. It is hoped that ever so many will find it possible to return and revisit old scenes as well as renew old acquaintances.

Shirley Miller, '31, spent the week-end of January 20 at H. T. C., formulating plans for the Alumna Home-Coming. Shirley is teaching English in the Mt. Jackson high school, driving back and forth daily from her home in Edinburg.

Marriages

Jane Maphis, B. S., '32, was married on December 25 in Strasburg to Mr. Orville Wake, also of Strasburg. Jane is teaching in Strasburg and her husband is coach and instructor in the high school at Middletown.

During the Christmas holidays Mollie Virginia Goddin was married at Toano to Mr. Robert Archer Williams.

Virginia Schlater, N. P. '29, of Culpeper, was married to Mr. Sam Schlosser, of Gordonsville on December 31 in Fredericksburg. Virginia is teaching at Culpeper.

On January 21 Mildred Henderson, of Williamsburg, was married to Mr. John R. Schirard, Jr. Mildred was president of the class of '33. Her husband is a lawyer in Sanford, Florida.

OUR CONTRIBUTORS

PAUL H. BOWMAN is the president of Bridgewater College, at Bridgewater, Virginia.

C. C. FRIES is professor of English in the University of Michigan. A former president of the National Council of Teachers of English, he is now chairman of the Council's Usage Committee. He is author of various textbooks, among them The Teaching of the English Language (Nelson).

EDWARD ALVEY, JR., is instructor in the teaching of English at the University of Virginia. This paper was presented at the meeting of the National Council of Teachers of English, meeting in Cleveland, December 1, 1933.

VIRGINIA BUCHANAN is assistant director in the training school in the Harrisonburg State Teachers College.
In times like these . . .

“In times like these, we find ourselves in the midst of a serious financial and industrial crisis. It just seems inconceivable that conditions can ever right themselves enough to have prosperous times in the country again. Trade and industry throughout the land are disorganized. Banks by the hundreds have failed. Securities have fallen to one-half or even one-quarter of their former value. The problem of unemployment has become general and in all large cities, special committees have been organized to provide food and clothing for the poor and unemployed. In addition to this effort, some cities have caused relief work to be instigated by public bodies. Widespread want and distress have led to labor strikes. The failure of the corn crop has increased distress and the lessening demand for wheat exported to Europe has caused American wheat to sell in the west for less than fifty cents a bushel. Extensive competition, lowering prices and unwise speculation have brought about a crisis abounding in rumor reports, most of which have no foundation and do great damage. The renewal of confidence and the allaying of violent fear in the minds of the people, which will allow for active buying, rather than money hoarded, must precede business recovery.”

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