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

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Fashions in Hissing . . . Argus Tresidder
A Natural History Museum for Virginia . . .
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. . . Edna Tutt Frederikson
Teacher Education as the Student Sees It . . .
Mary Elizabeth Sampson

Liberty in the College: Two Views.

Published at the State Teachers College
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Fashions in Hissing

Theatre-goers nowadays, at least in English and American theatres, are an undemonstrative lot. They are, indeed, sedately handicapped by allowing themselves only a positive means of expression, within which they must form all degrees of approval, disapproval, or indifference. That is, they make known their opinions of the play only by applause or the lack of it, so that the actor is aware of audience-responses chiefly in the volume of clapping. Many lovers of the drama believe that the negative audience-response, the hiss, should be revived, as well as the more vocal forms of pleasure, such as are still common at presentations of music.

The hiss has fallen into disrepute, except under special conditions and in such primitive communities as college towns. The special conditions might be the showing of a newsreel picture of Hitler to a Brooklyn audience or a flash of Mussolini in Harlem. The prerogative of college students to howl and whistle and make certain familiar derisive noises during moving pictures or vaudeville performances of which they disapprove is an old one. Saturday night at the theatres in almost any college town small enough to be dominated by students is likely to see barbarous exhibitions. A curious qualification may be noted here. Students have a tacit, materialistic respect for theatrical performances based on the price of tickets. They do not, in the main, express themselves in any but the conventional way at shows which cost more than a dollar. Under that price, however, all stage and screen productions are fair game for them.

The psychological soundness of this last point was tested a few years ago at Cornell University. During one season the baseball team made an unusually poor showing, and student spectators began to hiss the erring players. As the season advanced, the playing became worse, and the hissing increased. The manager, deeply troubled, wondered what he could do to put a stop to the noises from the bleachers, which made his team steadily more clumsy. Finally, he solved the problem very neatly: he raised the price of admission. After that time, and not, as it might be supposed, because the attendance noticeably diminished, the hissing completely ceased. The reasoning involved, doubtless, is that one is not ordinarily willing to disparage that for which he has smartly paid. In other words, a man good-naturedly leads the teasing of himself when he buys a box of candy or a cigar that turns out to be bad, but if he is cheated in his purchase of a house or an automobile, he conceals the fact from everybody, even from himself, if he can.

Perhaps the high scale of ticket-prices has had something to do with the absence of hissing in our more respectable theatres. People have probably felt that the show for which they were willing to pay seven dollars (and seventy cents more, these days!) must be good, and if by any overt manifestations they made it known that they thought it bad, they might be admitting original bad taste or gullibility. Whatever the reason, hissing in theatres is today considered vulgar, and the result has been that a very important means of communication has been given over almost entirely to audiences on amateur nights at burlesque shows and to hecklers at political meetings.

The honorable antiquity of the hiss is beyond question. In China, which disputes with India the claim of being the mother-country of dramatic art, the hiss has been significant in the theatre since 2000 B.C. Glen Hughes, in his *Story of the Theatre,*
explaining that the Chinese actor has always had to “look to the temper of his audience,” comments with regret on the disappearance from Western theatres of “the right of the spectator to express himself freely in regard to the actor or the play at the very moment his emotion is aroused. Although a modern sense of decorum has prohibited this natural display of feeling in our own theater, there are persons who believe that artistic standards have been lowered by the banishment of the hiss.”

Æschylus, acting in one of his own plays, made reference to the goddess Demeter. The audience, with all the fury that a group of modern Shriners might show if they suspected some fellow-member of revealing the dread secrets of their initiation, were afraid that the dramatist was making known the inviolable mysteries of their religion, and arose in murderous wrath. Hisses were accompanied by stones, which drove the poor actor from the stage and forced him to take sanctuary at the altar of Dionysus. Later he was tried before the Areopagus and acquitted after a plea that he did not know that what he had said was secret.

Shakespeare bears ample witness that in his time the audiences were completely candid about their opinions. In Julius Caesar Casca says to Brutus, speaking of Caesar, “If the tag-rag people did not clap him and hiss him, according as he pleased and displeased them, as they use to do the players in the theatre, I am no true man.” At the end of Love’s Labor Lost, one of the men planning a royal entertainment, in which is to be represented the infant Hercules strangling a serpent, says, “An excellent device! so, if any of the audience hiss, you may cry, ‘Well done, Hercules! now thou crushest the snake!’ That is the way to make an offence gracious.” Mrs. Page, rehearsing with Mrs. Ford a scene with Falstaff in The Merry Wives of Windsor, says, “If I do not act it, hiss me.”

The respectable place of hissing in the theatre was not doubted until the false niceties of recent civilization thrust it forth. Even the grave Milton accepted it as the established sign of public displeasure, though he and his fellow-Puritans had agreed to the closing of the theatres. In Paradise Lost he tells how Satan, after an address to his hosts,

stood, expecting
Their universal shout and high applause
To fill his ear, when contrary he hears
On all sides, from innumerable tongues,
A dismal universal hiss, the sound
Of public scorn.

During the very formal period of what is called “The Age of Reason,” noted for its punctilious manners, Addison described the playhouses in which “thundering claps and dreadful hissings rise.” Both Goldsmith and Lamb are said to have hissed their own plays when they saw them on the stage.

On the opening night of Racine’s Phèdre in Paris, his enemies packed the house with an anti-claque which cat-called and hissed the fine play from the stage. At the same time these enemies hired an inferior dramatist to write a play on the same theme, and on its opening night raised the roof with applause. Today, of course, Phèdre is still known and admired. The rival play, though tumultuously praised by the critics over Racine’s work, is mentioned today only in erudite footnotes.

Within our own time is the example of Pirandello’s cryptic Six Characters in Search of an Author. It is said that on the opening night of this play, between the hearty, though defensive applause of Pirandello’s friends and the boos and hisses of those who thought the play an unintelligible fraud, the actors could not make themselves heard. For more sentimental, pious reasons, the plays of contemporary Irish dramatists have occasionally been hissed from the boards by emotional Dubliners. Among these are Yeats’s Land of Heart’s
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Desire, in which some business with a crucifix was disapproved of, and Sean O’Casey’s The Shadow of a Gunman, in which extremeunction was granted on the floor of a pub.

For the restoration of that one important means by which spectators at a theater may cleanse the stuff’d bosom of that perilous stuff which weighs upon the heart, especially when the perilous stuff is a fierce disgust or disappointment, then, there is much authoritative argument. Even against the inexorable march of pictures on a silver screen, hisses, if the manager of the theater can be made to hear them, may be of avail in improving the quality of the programs. Certainly, judicious hissing by intelligent audiences will tell even more quickly than gradually diminishing box-office receipts whether the playing or the play is disliked. Some form of direction is necessary, of course, in a time when theatre-goers think that hissing is applicable only against Simon Legree or the lecherous villain who forecloses the mortgage on Nell’s father’s farm, or that it is a coarse practice remotely related to bronx-cheering, properly confined to vulgar entertainment. If only the serious lovers of the drama would gently revive this fine, venerable indication of distaste, boredom, and comment on the inartistic and unskilful, there is reason to believe that improvement in the theatre would follow. It is certainly worth trying.

ARGUS TRESIDDER

A NATURAL HISTORY MUSEUM FOR VIRGINIA

When asked to make a talk to science teachers I felt rather bewildered and at a loss. You see, I haven’t worked in a museum which had a really active science department since 1928, when I spent the summer in the Highlands Museum in North Carolina, catching snakes. We kept our snakes alive—and what with providing live food for them, and catching the snakes when periodically they escaped, we had a very active department.

Since my particular job is in a museum, I think I’m expected to talk to you about museums. I should like to talk about science museums in Virginia, but since there aren’t any except those in the colleges—which confine their activities to the colleges—I can’t. Of course, I could talk about my own museum, but it isn’t (except in one department) a science museum, and besides I understand that you aren’t prepared to stay all day listening to me.

So I will remind you of the remark made by a lady who used to live here, when she was cautioned by a member of her family to hold down her lively stories—“How can you have interesting conversation,” she said, “if you stick to facts?”

So I shall abandon facts, and talk about something that is non-existent, namely: the ideal science museum for the State of Virginia.

I am taking it for granted that you are with me in thinking that a science museum in each community is as much a necessity to education, to balanced living, and to enjoyment of the world and nature as a good library is a necessity for free thinking. I am sure we all believe with the founders of the first museum in this country that: “many Advantages and great Credit would result to this Province, from a full and accurate Natural History of the same.”

Their idea of a full and accurate Natural History is so quaintly worded that I should like to give you all of it, just as it was written way back in 1773:

“The Society wishes every gentleman who wishes well to the undertaking to procure and send to them all the Natural Productions, either Animal, Vegetable, or Mineral that can be had in
their several Bounds, with accounts of the various Soils, Rivers, Waters, Springs, etc., and the most remarkable Appearances of the different parts of the Country."

In other words, then, as now, they thought that the Museum of Sciences was concerned with living things, and also with the earth—the stage upon which the drama of life is enacted. Astronomy may be represented by rather limited material, but rocks and minerals, plants and animals, make up the bulk of the collections. Man, as one of the living creatures, naturally receives attention, but many science museums do not stop there. In addition to the anatomical materials of physical anthropology, they collect artifacts and undertake a broad treatment of anthropology which carries them into archaeology and ethnology.

I do not visualize the ideal science museum as a grand building, with echoing halls, lofty ceilings, impressive façade, and spacious grounds. In fact, to my mind a building isn't at all necessary in the beginning, for the state itself—the mountains, the foot-hills, the sandy sea-coasts, the rivers, and inlets, the woods and fields and the inhabitants thereof—these are our science museum. For a long time it has been the tradition to remove from their natural settings sample objects of the many interesting things that nature provides, and display them in cases under glass. Don't think I minimize the importance of this collecting and preserving; it is extremely important and necessary. But it isn't an end and an aim in itself.

Collecting and preserving are means to an end, which end is the interpretation of the world of nature to the layman for the enrichment of his life. That is why I say that a building is not necessary in the beginning—since nature itself is the museum.

The first natural history museum in this country began in a library society, and for years—indeed, not until after the Revolution did it have a building to house a collection. But all those years the members were becoming increasingly aware of and intimate with the natural history of their region—and the effect of their interest became evident in the succeeding generation when as great a group of scientists was produced in that community as any locality in this country has ever contributed.

So our ideal science museum in Virginia can begin in our schools. Let each school science group take for its field its own region. Let science teachers consider themselves museum directors and encourage the pupils to look upon themselves as department-workers—each developing his own hobby into a collection, each interpreting his own collection for the enrichment of his own living and for the enlightenment of his neighbors. Botanists, geologists, ornithologists are all latent in the high-school pupils of our state. Who knows what budding Linneus, Agassiz, or Audubon may be in our classrooms even now?

None of us, however, wants to feel that he is working alone. The advantages of united work are too obvious to need mention. A teacher-museum-director in Winchester and his pupil-department-workers will take more joy in creating the Virginia science museum, if they know that another teacher-director and his pupil-department-workers in Newport News are attacking the same problems in the same way. It will be a simple matter for the leaders in this work to unite in agreement upon methods of labelling, marking, cataloguing, and all the detail of museum work just as scientists long ago came to agreement upon the scientific method of naming specimens—whether they be mammals, minerals, or men.

Once a set of standards as to method and material is agreed upon, a system of exchange can be instituted. A museum group in the mountains can exchange with a museum group in the tidewater section, and thus people in different sections of the state can, without the cost of travel, become ac-
quainted in a broad sense with the environment which creates us all.

Of course, objections may be raised on the score of ignorance of museum methods among teachers and pupils upon whom the responsibility of creating the state museum rests. But handbooks which provide enlightenment can readily be obtained, and whenever expert advice is required the men in the state departments of conservation and development, and the professors in the state institutions, stand ready to provide it. In fact, Dr. William McGill, of the State Geological Survey, has provided this week, at the Valentine Museum, a thrilling sample of what can be done once we have our state museum functioning.

The local units of the great state museum have a responsibility toward their communities as well as to the great whole and to each other. Too often, oh, far too often! interest in nature means to the adults of our country picnics which leave trails of forest fires behind, flower trips which leave fields and trees denuded of their beauty, and hunting parties which destroy our wild life.

Recently, I attended a dinner party where the subject of wild fowl was thoroughly discussed. The comparative value of ricebirds and wild duck, partridges and turkey as table delicacies were thoroughly gone into. And nobody mentioned the keen joy, the breath-taking beauty of wild birds in flight. Recently, I went into the heart of a swamp in August—white herons, snowy egrets, the great blue and Louisiana herons, fish-hawks and the marvelous anhinga-anhinga were to be seen in abundance. But I was greedy for more beauty than even that perfect day provided, and I said to the Negro man who was paddling my boat, “I want to come back when the wild ducks are here.” And he replied: “Yas ma’am; you come back when the hunters stop bamming; you see t’ousand upon t’ousand of dem bird; it is a sight to see.” And I thought of that simple creature more aware of the beauty than the hunters who came “bam-ming” and compared him in my mind with W. H. Hudson, that naturalist whose winged words have carried many of us to the places he loved, to enjoy with him the great soaring birds he loved,—

“flock succeeding flock, filling the world with their clangor”... until... “a great chorus of wild, ringing, jubilant cries, echoing and re-echoing all over that illimitable watery expanse; and I knew it was the crane,—the giant crane that hath a trumpet sound.”

I said when I started that the state museum of which I wanted to speak was nonexistent. I think I will qualify that. It is non-existent except in our minds. If it exists there, if we see it as something not only useful and desirable, but as something necessary and important—see it as something created and existing, we have gone more than half the way to its realization. The beautiful buildings which we will have in every county to house the collections through which the natural history of our state is interpreted will come, the money to maintain them will come, all in due course—if we carry in our minds the conviction that “many Advantages and great Credit will result to this state, from a full and accurate Natural History of the same.”

Helen G. McCormack

TEACHER EDUCATION AS THE STUDENT SEES IT

THE importance of education to the welfare of society and to the continued improvement of its institutions is acknowledged. The teacher gives meaning to facts and interprets life. His duty is to set standards of taste in art, literature, manners, and morals. The instructor champions constructive forces in community life; he must know the past and be able to appraise the present civilization. Teaching is an important, delicate enterprise requiring the highest order of intelligence, character, and professional standards. Only teachers worthy of the profession can develop self-contained individuals,
who will know how to lead and when to follow, who will have the habit of getting at facts, the habit of straight thinking. Mediocrity cannot produce men and women of judgment and purpose. Only through real teachers can schools build character, develop sane attitudes, and incite higher aspirations.\(^1\)

This modern teacher is difficult to find, but the root of the situation lies in the teacher's education. Although educational theory has progressed, one wonders if the education of the teacher has kept abreast of the demands of modern civilization. Are Virginia teachers being educated to use their progressive curriculum; to encourage children to put forth constructive effort; to stimulate rather than stuff pupils?

The first factor to be considered in teacher education is selection. Rugg suggests \(^2\) "a guidance program at the secondary level; admission standards; elimination of the scholastically weak during the first year or two; selective senior college admission." Further selective principles listed in the Proposals and Recommendations by the committee on Teacher Education in Virginia are indicated in the following:

"Only those who have developed habitual adjustments that constitute the foundation of a good social life should be graduated.

"Those who have developed that rich cultural background.

"At the beginning of the period of professional specialization in any institution for the education of teachers, requirements should be set up that will eliminate all candidates who have not shown:

a. definite scholastic interests and aptitudes
b. the possession of effective habits of study
c. satisfactory personal traits
d. adequate physical vitality
e. satisfactory emotional control
f. freedom from physical and speech defects

g. possession of strong professional interests."\(^3\)

During these depression years money has in a great measure prevented selection. A high school diploma and the tuition fees were the only entrance requirements to many institutions. It is for the welfare of society that selection should be made, not for the school nor for the individual. This is to be kept in mind by alumni who recruit for their Alma Mater. They must also keep in mind the high standards of their college and the potential ability of the prospective students to meet them.

The type of curriculum appropriate for the future teacher must be considered. A program for the education of teachers at any level should be based on their needs as individuals, as citizens, and as members of the teaching profession. It should be a broad general education, with adequate professional preparation, and supplementary cultural contacts which make for a truly liberal education.

Peik\(^4\) summarizes the present problems when he states:

"A. Shortages in the general education of teachers are:

(a) overlapping with secondary work the student has already had.
(b) over-emphasis on mathematics unrelated to life values.
(c) inadequacy in results of foreign language work.
(d) too high specialization in one or two departments of the natural sciences with neglect of the others.
(e) social studies unrelated to present problems.
(f) neglect of fine arts.
(g) work unrelated to future activities of the teachers.

B. More emphasis in general education is needed upon fine arts, sociology, govern-

\(^3\)Ibid, p. 71.
ment, geography, economics, biology, philosophy.

C. General education should include courses concerning home life: i.e., nutrition, child care, home planning, parental education, etc.

D. Information on current problems of education should be a part of the work in general education—education as a factor in contemporary civilization."

This brings in the question of prescription or election of courses. The modern teacher must broaden her field of interest continually; the training of teachers in art and music has been negligible. There should be enough selection for specific interests and individual differences. As a rule, the programs pursued by college students consist of a series of courses selected chiefly in terms of needs of prospective research workers; consequently, the content of the courses is organized in terms of the logical relationships of the fields studied. In such cases, students often secure a teaching position without recognizing the relationship between the facts learned and contemporary problems, or between theory and practice in teaching.

The National Survey of Teacher Education has drawn up the following principles for teacher education: "Teachers should have the distinctly professional knowledge and skill required in the type of position for which they are preparing. These distinctly professional elements include:

a. Professional orientation with respect to education and teaching.

b. Mastery of essential educational tools—psychology, measurement, and statistics.

c. Knowledge of individuals to be taught.

d. Essential teaching methods and techniques for the subject taught and the groups taught.

e. Knowledge of class organization and class instruction.

f. Observation of, and participation and practice in, teaching.

g. Professional integration and development of a working philosophy of education."

"But reconstructing the curriculum, building a new psychology, securing acceptance for a new philosophy of education—all are useful only to the extent that they are adopted and put into action by teachers. It is the individual teacher upon whom the whole problem of reconstruction rests. Succinctly expressed, five tasks confront the teachers' colleges in the education of prospective leaders. They should—

1. Be students of our changing civilizations and cultures (society)

2. Have an understanding of chief concepts of various schools of psychological thought.

3. Develop a dynamic philosophy of living.

4. Develop a new concept of curriculum-making.

5. Adopt the attitude of the creative artist."

"Learning's most precious characteristic," says Miss Taba, "is creativity."

To relate subject matter to the problems of teaching and to the understanding of the child to be taught, are the most significant factors of teacher education, yet often the most ignored in the liberal type of teachers college. A great deal of this responsibility lies with the teacher of the college, who it would seem would have to be himself specially trained to aid future teachers in their education and exemplify the best in educational philosophy and practice. The task of integrating subject matter and problems of the future teacher in a particular field demands more than monotonous recitations, reiteration of textbooks, and giving of examinations.

Mr. Peik recommends that courses dealing with the teacher's professional problems, such as salaries, tenure, supply and demand, should be included in the curricula.
Knowledge of certification laws should be given. Teachers with less than four years' preparation are still common, 3/4 in the elementary school, 3/4 in junior high, and 3/5 in senior high. Virginia is one of four states in the Union with 20% of its high school teachers having less than four years college preparation. If the State Department of Education were to make college graduation a requirement for certification, there might be positions for the new teachers with a degree. Many people holding degrees and teaching have not, however, been educated for teaching. "Credentials of college graduates who swell the army of so-called available teachers," says Harry S. Ganders, "not uncommonly reveal the absence of a single course in history, sociology, economics, and the literature of the English language. The majority of American university graduates have not taken a single course in either art or music. Many would-be teachers have effectively avoided all courses in science subjects that might have revealed to them some of the elementary facts about the world in which they live."8

Another professional problem is retirement. We young teachers in our youthful enthusiasm would oust all the elderly members. Some of them are the best, most experienced, and most understanding in the field; however, there are those who are still teaching with the same methods and subject matter they possessed when they left normal school in the good old days. Young teachers should profit by this lesson and keep up with the times by means of educational reading, conventions, extension courses, and other opportunities afforded graduate teachers.

Some states have laws providing for teachers' retirement after a certain age at a definite pension. "Utah teachers are eligible for retirement in regular course upon completion of thirty years of service, of which twenty years have been in Utah, or upon attainment of the age of sixty by a woman or that of sixty-five by a man. Benefits vary according to length of service and average salary."9 The service rendered the community by the teacher warrants such laws, which promote a protection and an incentive.

Bigotry and priggishness are apparent in the stipulations of contracts used not many years ago in an eastern North Carolina town. Teachers were expected to sign a contract which included these clauses:

"I promise to abstain from all dancing, immodest dressing, and any other conduct unbecoming a young teacher and a lady."

"I promise not to go out with any young man except insofar as it may be necessary to stimulate Sunday School work."

"I promise to remain in the dormitory or on the school grounds when not actively engaged in school or church work elsewhere."10

It is only through combined effort that teachers can aid fellow teachers in alleviating such conditions. Such regulations prevent worthy persons from entering the profession. "Unless young men and women of intelligence, spirit, capacity for social leadership, and devotion to popular welfare," says G. E. Counts, "are drawn into schools, very little can be expected of public education."11 Regardless of high ideals in any profession, experience shows that salary determines the quality of the human material that enters it, and the level of service maintained. In some states, legislation sets the minimum salary; in others (Indiana) automatic increases are provided for. Colorado12 placed teachers of special subjects (music, art, manual training, etc.) within the protection of a minimum salary law, which had heretofore applied only to

7Thomas Alexander, et al., The Education of Teachers, 1935, p. 112.
10An interesting account of these "Blue Law Blues," by Dennis H. Cooke may be found in The Nation's Schools, October, 1935.
teachers of "regular" subjects. Such state legislation accounts for the great numbers of teachers who yearly migrate to other states to teach. This is the most common reason given for vacancy of positions.

Mr. Evenden places the problem of supply and demand before the state, considering it "the responsibility of the state to establish standards for the preparation of teachers, to insure an adequate supply of teachers meeting those standards, and to protect its standards and the services rendered by teachers by maintaining a balance between the supply of teachers and the demand for teachers (control by certification)." Some colleges encourage students preparing for high school teaching to change to the elementary course where there is a greater demand.

With the question of positions goes the problem of tenure. Many a student doesn't know what tenure means till he signs his first contract and finds that he may be ousted after the year is up. The possibility is that his work was good enough to warrant his holding the position, but a salary increase would be necessary and the board could not afford it. They can get another ambitious young thing; but the discarded youth won't try his best next time just to be dismissed at the end of the year. Legislation is necessary here, too. It is the social science teachers who should take the lead. Drawing up petitions and getting them before the legislative bodies and the public in the right manner will do much to benefit all teachers. Teachers of all states must through the national organizations help to improve conditions for their less fortunate members. One of the outstanding challenges today is the infringement of some state governments upon the freedom of this profession by requiring teachers to sign an oath. It is a fundamental principle that teachers should be free from annoyances at the hands of the misguided layman. Is anything being done to indoctrinate this freedom in students of education?

No course dealing with the teacher's professional problems would be complete without including knowledge of the non-instructional functions of a teacher, of her position in a Parent-Teachers organization and its values, of the significance of her vote on educational matters, of her relation to the administrative staff, etc.

Aside from "knowledges" and "skills" there are necessary personal traits the modern teacher should possess. These may be developed in a curriculum that is continually adjusting itself to the needs and capacities of its students. They are as follows:

1. A comprehensive program of student guidance and welfare.
2. A rich program of extra-class activities, especially those which are also found in the elementary or secondary schools. (Participation in extra-class activities in college affords a wide and useful experience that will tend to make for better social acclimation, a more useful faculty member to the school, and more understanding of the students and their interests for having experienced yourself. School is not all book knowledge, nor entirely centered in one particular subject. It is an integrated whole, so get the most that can be had.)
3. A comprehensive program of health service.
4. The provision of residence and dining facilities which contribute to desirable habits and manners.
5. A generous program for the social and religious activities of students.
6. Opportunities to discover and develop latent creative talents.\footnote{E. S. Evenden, et al., National Survey of the Education of Teachers, p. 245.}

While a student in a teacher's college one can make the necessary adjustments of personality and gain proper professional training. The purpose of this discussion has been to challenge the best in the future teacher and to impress him with the importance and the vitality of his profession.

Mary Elizabeth Sampson

\footnote{M. M. Chambers, "New Legislation Affecting Personnel," The Nation's Schools, October, 1935, p. 50.}
A PAGE OF VERSE
By Edna Tutt Frederikson

WIND WHIMSEY

The wind is in the dry leaves,
The wind is on the roof,
The wind is curling round the house,
Friendly—but aloof.

O Autumn Wind, I’m listening
With all my wistful heart,
And fain would I be like yourself,
Gracious—yet apart.

I’d curve around my neighbor’s house
And hug his cheerless roof,
And I would be as you are, Wind,
Friendly—but aloof.

COLOR OF HOPE

Along a windy country road,
Up hill and down again,
With lusty emphasis I strode
Through February rain.

The fields were mist, the woods were blue;
Above, the sky was gray;
Full-voiced I sang as I stepped through
The blue and silver day.

I caught the urge that will again
The ample earth revive,
And gave my face to wind and rain,
And felt myself alive!

THE DARK MIRROR

When one of us is underground,
And one of us is left above,
The wind again with gentle sound
Will woo the sun in fields we love.

And then the land will lose its stress
And lingering snowbanks will be gone;
The cold will stay its loveliness
And early spring put beauty on.

And one will see the burdened stream
And nests so lately filled with snow,
And watch the sunset’s smoky gleam—
One will be naught, and one will know.

One will be naught, and one will know;
To this all those who love must bow.
We taste the gall of future woe,
The bitter bread of knowledge now.

WITH PINIONS POISED

Of heavenly days this is the one
Most incommunicable:
The earth lies heavy with the sun
In last frail breath of fall.

Supine beneath a low-hung gray,
Full-bodied, like a wine,
Briefly surrendering, the day
In flame and gold is mine.

No word of cold and sleep and death
The sun-flecked hours inquire;
Only a hint of winter’s breath
Freshens the embering fire.

The late sun, deepening green and blue,
Dusts gold upon the hill;
The hush of earth folds in; Time, too,
With pinions poised is still.
THE SOCIAL SECURITY ACT

WHEN President Roosevelt on August 14, 1935, signed the Social Security bill he described the occasion as "historic for all time." Not only does this Act afford some measure of protection to the average citizen against the hazards of unemployment and dependency in old age, but it constitutes the most important permanent Federal legislation for poor mothers, crippled children, the blind, and for public health work, that has been enacted up to this time in the United States.

Before taking up the special provisions of the Act a brief word should be said concerning its origin and its history.

On June 8, 1934, President Roosevelt, in a message to Congress, said: "Among our objectives I place the security of the men, women, and children of the nation first." The President then appointed a Committee on Economic Security with the Secretary of Labor as its chairman. The committee had the assistance of a technical staff, a technical board, and several advisory committees on the various phases of social security.

The report of this committee was transmitted by the President to both houses of Congress on January 17, 1935. The House bill was passed April 19, by a vote of 371 to 33, and the Senate bill was passed June 19, by a vote of 76 to 6. The measure was finally approved by the President on August 14, 1935. The funds required for the operation of the Act were carried in the Third Deficiency Appropriation Bill which failed to pass the last Congress and therefore must be appropriated by the next Congress. Meantime the States are drawing up their plans and programs for the various activities to be carried on under the Act.

The Social Security Act provides certain protection for both young and old. It makes provision for encouraging state unemployment compensation systems, for old-age pensions, pensions for the blind, for maternal and child health, physical care of crippled children, vocational rehabilitation, and general public-health work. These various provisions will be explained in the following sections.

Unemployment Insurance

One of the major schemes in the Social Security Act is to provide unemployment insurance. At present there are 3,250,000 families in our country on relief. These families include 4,885,000 workers, roughly one-tenth of all the gainful workers in the country, and nearly one-half of the total unemployed. This means that there is in our country of 125 million people an army of unemployed mounting to nearly 10 million, or approximately one-twelfth of our total population.

In our cities there are lines of men blocks long, in coldest weather, sometimes in drenching rains, waiting for hours in the hope of getting a job. How often have they waited in vain?

It is to be hoped that unemployment insurance will relieve the conditions of those who are jobless. This insurance substitutes systematic for haphazard methods of providing income for the unemployed, and, while it may not eliminate entirely the need for work programs and direct relief, it should make these measures largely unnecessary except in major depressions or in communities where a particular industry is dying or moving away. Miss Perkins says, "Unemployment compensation may also be made a most effective weapon in stabilizing industry and reducing unemployment. Cooperation of government, business, and labor will undoubtedly make rapid progress in this field.""
In order to secure the results mentioned above, the bill provides that after two or three years any worker who becomes unemployed may draw "unemployment benefits." Whether he gets anything and how much he gets depends on whether his state has a going unemployment insurance system. The Federal Government beginning in 1936 will tax all employers of eight or more workers unless such employers contribute to their state unemployment insurance fund. New York State's system, which was created last spring, provides that after January 1, 1938, any man who has worked 90 days in the previous year or 130 days in the previous two years will, three weeks after becoming unemployed, draw benefits amounting to half his weekly pay, "(but not less than $5 or more than $15)."

The number of weeks he gets unemployment benefits is limited to 16 in one year. To provide unemployment insurance the Federal Government will tax employers 1% on their payrolls in 1936, 2% in 1937, 3% thereafter. The states may claim up to 90% of this amount for their unemployment insurance systems, but it will all be deposited in the Federal Treasury to the states' credit.

In other words, the social security measure does not establish a Federal system of unemployment compensation, but makes it possible for the states to enact unemployment compensation laws, since by laying a tax on all employers in the country against which a credit is allowed for all contributions to state unemployment compensation funds it equalizes the cost between states with insurance laws and those without.

"Unemployment insurance," Senator Wagner says, "is not a new-fangled panacea. Having been utilized successfully in every major industrial country save our own, it rests upon the Gibraltar of business common sense." This insurance is a more intelligent way of assisting the jobless than emergency relief, because preparedness is not as wasteful as planlessness. Its greatest merit, however, is that it should operate to minimize, if not to abolish, the likelihood of depressions. Such was the case in England during the recent depression.

A comment which leaves us with food for thought is Senator Wagner's statement: "Justice does not exist when the man unemployed through no fault of his own is more neglected than machinery that is idle during the slack season."

**Old Age Pensions**

A federally administered old-age annuity system is the other major social insurance measure included in the Social Security Act. Beginning January 1, 1942, any worker who retires at the age of 65 will be paid an annuity by the Government if he has earned $2,000 in wages during five or more years after 1936. If he earns $100 per month and has worked five years under the plan, he will get $17.50 a month. The amount increases with the number of years worked. The top figure for anyone at any time will be $85 a month. If the worker dies before he is due an annuity, the Government will pay his estate an amount equal to 3½% of the wages he has earned after 1936. No matter how high a man's salary may be, he will get these annuities provided he retires at 65, but only the first $3,000 of his annual earnings will be treated as wages in calculating his annuity. One exception to this annuity system was provided by the Senate: Employees of firms which have approved pension systems may continue under them instead of under the Government plan. A number of Senators pointed out that this amendment would further complicate a bill of whose constitutionality they were uncertain. Another mistake made by the Senate was the addition of the Russell

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5 *Time*, July 1, 1935, p. 11.
6 Ibid, p. 11.
9 Ibid.
10 Except casual workers, domestic servants, farm hands, Federal and state employees, workers for non-profit religious, scientific, charitable, literary, and educational institutions.
11 *Time*, July 1, 1935, p. 11.
amendment, which provides for the granting of federal pensions in states which have no pensions as yet, thereby pitching the entire subject into the political arena and halting state action for old-age security.

To pay for retirement annuities there will be twin taxes on employees' pay envelopes and on employers' payrolls. The tax on each: "1% beginning in 1937, increasing ½% every third year until it reached 3% after 1948." These twin taxes apply to all wages although high salaried persons will receive pensions, as has already been mentioned, only on the basis of $3,000 per year income.

The old-age contributory insurance plan is fraught with many dangers. Enormous reserves, estimated at more than $1,000,000,00012 by 1948 and at more than 40 billion dollars in 1980, are contemplated. These will create a stupendous problem of investment. "Experience everywhere indicates that politicians will hardly be able to keep their hands off such easy money."13 The storing of so much sorely needed purchasing power may definitely hamper recovery. The constitutionality of the entire scheme is also extremely doubtful.

The old-age insurance plan, as well as the unemployment insurance plan, does not provide for any redistribution of the national income or for increasing purchasing power. On the contrary, it places the largest burden of the future support of the aged upon the workers and industry. The employees, who are both workers and consumers, will carry the load. "No other government has ever dared to establish a system of this nature without some governmental aid."14

Old-age insurance is used in communist as well as capitalist and fascist countries. Its chief asset lies in its power to distribute the cost over all groups in society—the rich as well as the poor. But by placing the entire burden of taxation upon the workers and industry, most current writers believe that the bill is socially unwise. There is also grave danger that the administrative perplexities inherent in the bill, to say nothing of possible court nullification, may deal a death blow to the entire movement in the United States.

Fortunately, there will be ample time for Congress to consider and correct the defects of the bill. The old-age insurance income and excise taxes do not go into effect until 1937.

Now that a social security measure is assured, and haste is no longer considered necessary, there will be time for quiet, dispassionate study and mature amendment. Let us hope for the best. This is the first time we have accepted the principle that old-age insurance is not a casual responsibility of charity, or of local influence or whim, but is a national duty. We do not want to see the idea rejected because it cannot be properly financed.

**Federal Grants for Dependents**

In its outline the Social Security Act recognizes and covers a wide area of the social distress and maladjustment which has long been present in American life in times of plenty as in times of depression. It contains an appropriation of 50 million for poor mothers, crippled children, the blind, child-welfare, and public health activities.

The Social Security Act authorizes a total appropriation of $24,750,00015 for the fiscal year ending June 30, 1936, to be used for grants to the states for aid to needy dependent children up to 16 years of age who have been deprived of parental support. The Federal contribution is limited to one-third of the total grant or pension and may not exceed $18 per month for one child and $12 per month for each other dependent child in the same home.

The act also provides an appropriation of $3,800,000 for maternal and child-health work. The funds are to be apportioned to

13Abraham Epstein, *op. cit.*
15Katharine F. Lenroot, *op cit.*
the states on a matching basis, $20,000 to each state, $1,800,000 to be apportioned on the basis of the number of live births in each state.16

The Federal assistance provided under this part of the bill will enable the states to resume and extend child-health services which have been greatly curtailed during the depression. Mothers and children in rural areas, particularly, have been outside the scope of public-health nursing and other necessary health services. “Since 1929 infant death rates have been higher in the country than in the city—a reversal of the previous relationship existing between these two sets of figures. Between 1933 and 1934 the urban infant mortality rate increased from 57 to 58 and the rural rate from 59 to 62.”17

Childbirth is the second most important cause of death among women between the ages of 20 and 45 in the United States. This country has a higher maternal death rate than almost any other country.

The Act provides Federal grants-in-aid for extending and improving services to crippled children. The total appropriation authorized is $2,850,000. Each state is entitled to $20,000 and an additional amount to be allotted by the Secretary of Labor on the basis of the number of crippled children in the state needing care and the cost of such care. In this program, too, the services are to be extended especially to rural areas and areas suffering from severe economic distress. The funds are to be used for locating crippled children and for providing medical, surgical, and hospital care, and after-care for children who are crippled or suffering from conditions which may lead to crippling.

Social services for the protection and care of homeless, dependent, or neglected children and children in danger of becoming delinquent are badly needed in all communities, and are lacking in many rural communities and small towns. To stimulate the development of these child-welfare services a Federal appropriation of $1,500,00018 is made available for use. Of this amount each state receives $10,000 and the balance is divided among the states on the basis of rural population.

The key to the success of the child welfare provisions of the Social Security program rests with the states. Nation-wide policies, adapted to state conditions, and through state agencies translated into local programs, affect individuals only in their home communities.

The Social Security Act in its provision for dependents constitutes a broad, practicable plan which will make a beginning in safeguarding the security of the American family. In this respect it will doubtless stand as one of the principal contributions of our generation to the progress of human welfare.

**Objections to the Social Security Act**

The Social Security Act is one of the greatest tax bills ever passed in the United States. This act sets up a new principle in taxation, namely, a tax on payrolls. “Because these taxes start small and the full impact is deferred, the bill was allowed to pass with little or no opposition.”19

The law requires the co-operation of the states in paying some of these benefits, “hence more taxes.”20 Citizens will not get their benefits in those states not passing companion Social Security laws, but the Federal payroll taxes will be levied just the same.

In the long run the worker will pay the payroll taxes imposed by the Social Security law, because industry will make every effort to pass on its levy to the consumers. Thus the employees in their dual role of workers and consumers will bear the major cost of the bill. No other nation has ever put into operation a plan of this nature.

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17Ibid, p. 69.
18Katherine F. Lenroot, op. cit., p. 70.
20Ibid.
without government contributions derived from the higher-income groups.

The Federal grants for pensions in old age, to dependent mothers, to the blind, and to varied child-welfare and public-health activities are sound and constitutional. They mark truly advanced steps and genuine progress. The unemployment insurance and old-age contributory insurance plans, however, are administratively and socially unwise.

**The Future**

The social security program, which has just been embodied in an Act of Congress, represents a most significant step in our national development. It is a milestone in our progress toward a better ordered society, providing, as it does, the majority of our people with a substantial measure of security in infancy and childhood, in economic crises of their working life, and in their old age. It should be one of the forces working against the recurrence of severe depressions in the future. We can, as the principle of sustained purchasing power in hard times makes itself felt in every shop and store and mill, grow old without being haunted by the spectre of a poverty-ridden old age or of being a burden on our children.

In one great stride, the Social Security law seeks to bring us abreast of the social-security legislation that a few European countries have tested for a generation or more.

The objectives at which the bill aims are now generally accepted by enlightened opinion. They are not cure-alls, but mitigations of some of the chief economic contingencies of life—the fear of want and starvation from the sudden loss of a job, and the fear of poverty and homelessness in old age.

The Social Security Act should make our country a better and a happier place in which to live—for us, our children, and their children.

**Helen Pulliam**

**LIBERTY IN THE COLLEGE**

**OPPOSING OPINIONS AS VOICED IN THE NEW YORK TIMES**

**CONTROL IN PLACE OF WORSE PENALTIES**

**During** his undergraduate years a student is being shaped in body, mind, and spirit by many forces, good and bad. Of course the central influence of that period is the organized instruction for which the faculty alone is responsible. But life for the boy embraces more than this. He has his home experiences, his religious contacts and his reactions to the world of literature and art, of business and of public affairs.

Furthermore he seeks, with his fellows, to carry on activities under the general college sanction and on its grounds. The relation of the faculty to undergraduate athletics, publications, dormitories and fraternities, discussion groups, eating clubs, class politics and interclass rivalries is difficult to define in any hard and fast manner.

A charter to guide such matters was granted to the students by the trustees of the City College with this preamble:

"Recognizing the value of extracurriculum activities in college life and appreciating the need for the orderly development and democratic control of such activities so far as possible by the students themselves, and furthermore desiring to inculcate in the student body a realization of the importance of self-discipline, the trustees of the College of the City of New York, on the recommendation of the president, hereby grant to the student body the powers and duties set forth in the following articles, reserving always the right to amend or revoke the same."

**A College's Responsibility**

Clearly our trustees, like others, recognize that they are responsible to the public, parents and to the students themselves for
all that goes on under the college name. They cannot shirk final responsibility nor do they seek to do so. While granting the students a generous range of freedom in which to exercise initiative and self-control, they reserve the right to modify practices which in their judgment require modification.

They are theoretically “in loco parentis,” but in practice they depend upon the faculty to exercise the parental functions. If a parent is tyrannical, arbitrary, hard and unsympathetic he will not only lose the respect and love of his children but he will do them positive harm. In like manner, if he permits them to indulge without restraint in the exercise of immature and transitory whims, he will spoil them, retard sane development and subject the community to unwarranted annoyances. The older generation must guide the younger, not encourage it to run wild.

Undergraduates are beset with the storm and stress of adolescence and young manhood and their impulses though usually altruistic are often based on partial information and spring from inexperience and undue emotion.

If left wholly without faculty advice, guidance and ultimate control, the athletes would neglect their studies and for the joys of victories on the fields of sport sacrifice future victories of science, letters, and civic progress; undergraduate publishers would contract debts which others would have to pay and bring discredit upon themselves and their colleges by overstepping the bounds of decent journalism; discussion groups would become the catspaws of outside agitators and embroil the college in matters foreign to the purpose of its foundation. All experienced educators recognize these dangers and consider it their duty to safeguard against them.

Students, in the nature of the situation, cannot have continuity of experience. Each group, if left alone, would tend to repeat the mistakes of its predecessors. Students come and go; faculties remain and grow wise in the ways of youth. Of course, even the faculties make mistakes, but unbiased history testifies to their general patience, kindliness, and sympathy.

FREDERICK B. ROBINSON, President College of the City of New York

SUPPRESSION DEVICES DO NOT SUPPRESS

THERE are two ways of analyzing the problem of student freedom in matters of “speech, publication, and assembly.” First is that of judging the educational effect upon the students themselves of liberty of discussion and protest versus censorship, suppression, and parietal protections on the part of college administrative officers. Second is the effect of these opposing policies upon the institutional reputation. Both ways of approach seem to me to lead to the same conclusions.

The inescapable fact with regard to academic devices of suppression is that they do not suppress. Indeed, the effect upon students is strangely perverse—as perverse as that upon naughty children when punished by irate parents. To forbid student publication is to increase the reading and discussion of the thing forbidden. To prohibit student assemblies or to pronounce a tabu on subjects or speakers is to drive them not even underground but across the street into a bigger hall with a larger and more attentive audience.

It requires not much insight to see that in a world of newspapers, magazines, books, radio, movies, and endless public talk it is impossible to keep the college student from access to the new, the bizarre, the fanatical, the dark and ignorant criticisms, the bright and fragile utopias of our time. In the interest of sound thinking, of the development of critical judgment, and of a sense of values they should certainly have that access.
For a Safety Valve

Where more harmlessly than in the cool academic groves can the steam of protest and discontent escape?

Suppress protests and bizarre notions, hide them indoors, send them outside the campus walls, and they immediately become glamorous and important far beyond their desert. Give them a free and normal part in the life of the college and they will serve as source material for development of mature thinking and for judgment freed from the emotional results of childish protests, fears, and antagonisms. Clearly, freedom and tolerance in these matters lead to a sounder educational result than the necessarily futile and dramatic combats resulting from authoritarian censorship.

Frequently, however, college administrators in their acts of suppression and reprisal are not thinking of the students but of the outside public, especially of parents, donors, or legislators. The morning's mail brings the protests, fears, and prejudices of those whose good-will the institution covets or needs.

The administrators know that an offending student editorial is based upon ignorance of facts and that often the student meeting brings into prominence attitudes unrepresentative of the student body as a whole. And so, with sincere regard for the good name of the college, they attempt quietly to put the institutional skeleton in the closet and stand uncomfortably against the door. The trouble is that the skeleton inside the closet has a way of rattling so loudly that it attracts more attention and frightens more people than if it were in full view. The way to the front page of metropolitan newspapers is usually the way of censorship and suppression.

Institution vs. Individual

Responsible journalism, with careful regard for facts and comparative values, we do not often have inside or outside the college walls. But we do not promote responsibility by censorship; we probably do not promote it by neglect. We do promote it through holding student editors and outside speakers responsible for their errors by fair, open, and competent criticism and disagreement.

I say nothing about the suppressions in their own interest by college authorities of criticisms directed at the food, football, the faculty, or the architecture of our institutions. Change is the law of academic life and it is often initiated by student criticism. For college authorities to seek exemption from such criticism is wrong and almost always futile.

Nor do I say anything about freedom or individual liberty as a natural or legal right. I am arguing only for the wisdom of recognizing free student speech, publication, and assembly as an agency of sound education and as a policy of administrative prudence.

Robert D. Leigh,
President Bennington College

LULLABY A LA MODE

Go to sleep, darling, sweet peace to your soul!  
Mother will pray for your motor control;  
Check up statistics on mental hygiene;  
Look at your brain through an X-ray machine.

Hushaby, darling, it's mother's ambition  
To get your reflexes into condition.  
Mother is wise in the new sociology,  
Psycho-analysis, endocrinology.

She'd like to sing to you, but the psychologists,  
Pre-school authorities, learned biologists,  
Ban lullabies for the kids of the nation,  
Lest they develop the "mother-fixation." Make your "Good-night" scientific and formal;  
Don't run the risk of a complex abnormal.  
Angels are watching o'er each nerve and gland.

Hushaby, lullaby. Ain't science grand!  
—Author Unknown.
POINTING to our senseless practice of excluding married women from teaching positions in our schools, Professor Clarence D. Thorpe, of the University of Michigan recently asserted:

"It would be advisable to have more married women in our schools. If we are ever to have a real teaching profession, it must be built on permanence. Our present policy of discriminating against married women makes short-time service the rule; or often operates to the disadvantage of the woman teacher who, in order to keep her job, foregoes marriage either indefinitely or permanently. More married women teachers would help professionalize teaching; and they would bring to the classroom experience, wisdom of life, and stability."

This mid-Depression tendency to estimate life in terms of "jobs" rather than "professional services" is a dangerous practice. Let school board members consider: would they refuse to a trained physician the right to practice just because his wife had independent means? Yet for no more legitimate reason are capable and invaluable teachers sometimes replaced—because, forsooth, their husbands can support them!

What a miserable view of the responsibilities of a teacher; what a reflection school boards cast upon themselves when they hold to this practice.

OUT-OF-SCHOOL PART-TIME VOCATIONAL EDUCATION

Reporting on vocational education developments in various parts of the United States, Charles M. Arthur in the February issue of School Life, has this to say:

From Virginia comes a suggestion for a part-time program for out-of-school youth—not boys and girls, but young men and young women—which might well be helpful as a pattern in other states. Under the Virginia plan two to six centers of instruction were established in six counties. A special teacher was provided for young men and one for young women. Meetings were held in convenient school buildings one or two nights a week and in some cases during the afternoon. Instruction was practical and informal. While the young men made portable wood saws from old automobiles, did simple wiring and radio repairs, overhauled electric and gas motors, and repaired farm implements, the young women remodeled hats, overhauled dresses, fixed home furnishings from cheap materials, planned meals, and studied home nursing and infant care. Both men and women also participated in business training courses. During the day, teachers visited individuals in their homes or on the job to help them with home projects. Out of these classes grew clubs of both a social and forum character. The members of one of these clubs formed a similar one in an adjoining village and induced the village fathers to initiate a village clean-up and roadside planting project. In Gloucester two high schools housed evening classes in which 20 men and 40 women received practical training. And members of one group in these schools oc-
ocupied themselves in research in local history. Recreational and community chorus singing programs were carried on in connection with this vocational program. Informality was the keynote of the entire program, which was inaugurated by the State board for vocational education. Approximately 1,600 persons were reached in the centers set up under the Virginia plan.

FREE TEACHERS

"Every man is aware of the debt he owes those devoted teachers who had a part in shaping his mature intellectual credo," said Harold L. Ickes, Secretary of the Interior, in a recent broadcast.

"When I recall my own student days at the University of Chicago, I remember clearly many of the dynamic influences of the classroom. But I remember with greatest clarity the liberal and tolerant spirit of the university's great faculty founders which encouraged the unlimited and untrammelled investigation of ideas. I, as one of the early graduates, hold with other alumni a profound respect for the principles of tolerance and liberalism developed under the tutelage of free teachers who conscientiously pointed out all approaches to knowledge. We were free to explore. There was no indoctrination; our teachers were faithful to themselves and to their high trust."

THE READING TABLE

SCHOOL DRIVE AGAINST DEATH

**MAN AND THE MOTOR CAR.** Edited by Albert W. Whitney. One Park Avenue, New York: National Bureau of Casualty and Surety Underwriters. 256 pp. $1 postpaid; in orders of ten or more, 45 cents each.

Gathered from tested and perfected lessons in advanced schools and from the traffic suggestions of city and county experts, subjected to practical school men, rewritten and again submitted, approved by the President of the National Education Association, by an advisory board embracing public school teachers, university professors, and automotive experts, offered at the bare cost of printing and binding, a notable textbook for training in automobile driving comes to us for review. The makers of automobiles have pretty well mastered the problems of durability, speed, economy, and beauty. The more serious problem of safe operation confronts us. The automobile doesn't think. Neither, in an appalling number of cases, does the driver. Millions of copies of the now famous "And Sudden Death" have been read by the American public. Fear is its keynote. We must have a trained intelligence as a more effective preventive than fear. This book is built on that principle. Steam and electricity have lost the terror of the early days. The railroad and the steamboat had a record as shocking as that of the automobile. Death and mutilation from machinery have yielded to man's constant urge to think out the means of safety. The contributors to this volume have made it a series of lessons in thinking and practice appertaining to all the known situations in driving.

With simple and striking diagrams, with educative pictures, with an authoritative application of experimental psychology, these specialists in different fields have contributed essential principles. The educational collaborators have put the material into simple and vital words suited to the understanding of children of from ten years of age upwards.

Progressing from the essential parts of an automobile and the understanding of its propulsion, the lessons proceed through the art of driving, the psychology and attitudes of the driver, highways, codes of the road, driving in different situations, maintenance, accidents, the pedestrian, damage costs, and so on.

Automobile instruction for every junior and senior high school pupil is coming. Detroit schools have gone into it on an extensive scale. Indiana is requiring a stiff course in the matters constituting the present book. State College, Pennsylvania, holds, as its Professor Neyhart puts it, that the automobile menace will never be con-
quered until every person permitted to take a wheel has had a training as thorough as that of the airplane pilot. In his town the high school pupils are taken out, four at a time, and are shifted from observing to driving under expert instruction until each has had a total of eight hours at the wheel and twenty-four hours of concentrated observing. Up to date, out of the 87 youngsters averaging 20,000 miles each, not one has had so much as a scratched fender.

I know this book is a tremendous force.

William McAndrew


For teachers interested in the care of vocal cripples, as well as in the treatment of minor speech defects, this book is very useful indeed. It presents without the usual formidable terminology the physiology of the voice and the simple explanation of functional, organic, and emotional voice disorders, together with a thorough study of English sounds. The greater portion of the book is given over to a series of "contracts," on which depends Miss Manser's scheme of speech correction. These contracts are graduated exercises for those afflicted with breathiness, hoarse voice and throatiness, nasality, denasalization, foreign accent, lisping, stammering, and defective phonation. The purpose of this method, which is an adaptation of the Dalton contract plan and which has been successfully tested in the New York University clinics, is "1. To break up a complicated procedure into short, teachable units; 2. To motivate the work by showing the student concretely the steps necessary for correction; 3. To give a clear idea of the work to be covered; 4. To place the responsibility for correction on the student." For each speech problem there are from eight to twenty contracts, each marking an advance over the preceding one. As the student masters each contract, he is given a test and then set to work on the next one until the whole series has been satisfactorily accomplished.

The chief drawback to a book of this kind is that, however suited to the teacher's needs, it is good for class use only in courses devoted to the clinical study of voice. If the contracts for specific problems could be obtained separately for individual use, the teacher would neither have to copy out the needed exercises nor require the student to buy the whole book. For the teacher, however, it is invaluable.

Argus Tresidder


This is an unusual book containing student prose edited for college composition classes. The selections are under three heads—essay, description, and narrative. The author has attempted to choose outstanding examples of writing by college students on subjects within their gradually broadening fields of interest. Many of the essays in this book are on current problems—problems of college life such as educational methods or athletics or fraternity life; and world problems such as the student movement against war. The formal essay is utterly discarded as beyond the scope of the average college student. The descriptions and narratives are equally fresh and interesting.

After each selection are thought questions and suggestions for writing on similar themes. In some cases there are also bibliographies for such writing. The book closes with very brief biographical sketches of the student authors. This book of selections, written by people like themselves on topics within their own experience, should be a real stimulus to students in college composition classes.

Eleanor M. Bobbitt


Each chapter opens with one or more abstracts of actual case studies taken from reports made by the author's own students.
The subsequent text, too, is rather profusely illustrated with such material. This approach from the problematic point of view carries with it implications for wise guidance into and through adolescence—that apparent anomaly in physical growth, emotional variations, tentative social stirrings, and mental explorations—which perhaps the more conventional approach cannot conceive. At any rate, it confronts the reader with the enormity of the task, the gravity of the need!

**B. J. L.**


This bibliography of essays on eighty-two modern authors most generally studied in junior and senior high schools is indexed first by the names of the individual writers who are subjects of the essays, and again by the collections in which the essays are found. The essays themselves were chosen because their subject matter comes within the interest range of high school students, and also because they are models of the essay form. Many of the essays are in collections that should be in any average school or public library, thus giving reasonable assurance that the student will be able to secure the books recommended.


This book is dedicated to “Parents who still believe in the old-fashioned virtues of duty and idealism and in the training of children.” But it is likewise valuable to teachers and students of child psychology because in attacking the everyday problems of childhood’s physical, emotional, social, and mental needs, its keynote is helping the child meet this reality of living, adequately and efficiently. Each topic is prefaced with truths or principles which strike at the heart of the problems discussed. It is practical in its application and is written in an easy, readable style.

**B. J. L.**

**NEWS OF THE COLLEGE**

Electing Mary Bryant Cox president of the Student Government Association, Adelaide Howser president of the Y. W. C. A., Retha Cooper president of the Athletic Association, Lois Sloop editor of the Breeze, and Ethel Cooper editor of the 1937 Schoolma’am, the student body chose its major officers for the 1936-37 session at a general election held February 4.

Minor officers, elected later in the month, were: Eleanor McKnight, vice-president of the Student Government Association; Martha Way, secretary; Dolores Phalen, editor of the handbook; and Mary Knight, recorder of points. Other Y. W. C. A. officials elected included Louise Faulconer, vice-president; Helen Mitchell, secretary; and Sue Quinn, treasurer. Other Athletic Association officers were Martha (Pete) Wratney, vice-president; Ann Van Langinham, business manager; and Margaret Shank, treasurer. Alice West was elected business manager of the Breeze, Annie Glenn Darden, business manager of the Schoolma’am, and Anita Wise, varsity cheer leader.

Mary Cox, president-elect of the Student Government Association, has served as president of the Junior Class during the past year and is a member of Bluestone Cotillion Club, Debating Club, Lee Literary Society, Stratford Dramatic Club, and several other prominent campus organizations. Adelaide Howser, also a member of Bluestone Cotillion Club, is a member of the Glee Club, Page Literary Society, and the Y. W. C. A. cabinet. The editor-elect of the Breeze, Lois Sloop, has served as assistant editor of the paper and also belongs to the Lee Literary Society, the Athletic Association, Scribblers, Kappa Delta Pi, and other campus organizations. Ethel and Retha Cooper are members of Kappa Delta Pi, International Relations Club, and honorary class clubs. Ethel Cooper has been outstanding in the Art Club and has served as art editor of the Schoolma’am.

Frances Wells, student body president,
took three honors in the student mirror selected by campus poll. These were the places of best leader, most dignified, and friendliest.

Others selected for the Big Mirror, a large feature section of the annual, are: most intellectual, Virginia Cox; most dramatic, Mary Sampson; best-looking, Elizabeth Gilley; most musical, Josephine Miller; most literary, Virginia Cox; most artistic, Ethel Cooper; most athletic, Marguerite Holder; most versatile, Gene Averett; and most business-like, Evelyn Pugh.

The Little Mirror, a smaller feature of the annual, will include: most stylish, Marjorie Fulton; happiest, Sylvia Kamsky; best dancer, Frances West; quietest, Catherine Cartee; wittiest, Evelyn Pugh; most sophisticated, Bertha Jenkins; and most original, Helen Madjeski.

Under the leadership of Mary Cox, president, the Junior Class observed its annual class day this month. “Cultivating the beautiful things in life” was the theme of its class celebration.

Those elected to the Junior Mirror, class hall of fame, were: most versatile, Helen Mitchell; most popular, Mary Cox; most literary, Lois Sloop; most athletic, Martha Wratney; most dependable, Mary Cox; most intellectual, Ethel Cooper; most musical, Julia Kilgore; most stylish, Marjorie Fulton; best dancer, Florence Rice; best-looking, Bertha Jenkins; best leader, Mary Cox; happiest, Marie Craft; wittiest, Martha Wratney; and friendliest, Mary Cox.

The H. T. C. sextet emerged victorious from the four clashes played on the local floor this season, defeating Blackstone by a 40-8 score; Westhampton, by 31-26; East Stroudsburg, by 28-18; and an independent team from Augusta County, by 36-17.

Those making up the squad this year are Anne Kellam, captain; Helen Irby, Virginia Duncan, Catherine Brennan, Margaret Byer, Ruth Pullen, Margaret Fitzgerald, Florence Truberg, Billye Powell, Ann Van Landingham, Florence Stearns, Nancy Dorwin, Mildred Garrison, Mary Ella Carr, and Margaret Glover.

Between 400 and 500 people are expected to attend the annual Home-coming of the H. T. C. Alumnae Association to be held at the College March 20 and 21, according to Dr. Rachel F. Weems, alumnae secretary.

The program begins Friday night, March 20, when the Stratford Dramatic Club presents The Late Christopher Bean in Wilson Auditorium. On Saturday morning there will be a business session when reports from the various chapters will be given. On Saturday afternoon the basketball game between the alumnae and varsity will be followed by a movie and the Alumnae tea given by the Harrisonburg chapter. Saturday night there will be the Alumnae banquet, another movie, and the dance.

The famous Westminster Choir of forty voices, singing a capella and from memory under the direction of John Finley Williamson, will present a concert before the Virginia Federation of Music Clubs and the Virginia Music Teachers State Association when they meet in joint convention at the State Teachers College, April 15-17, according to an announcement by Miss Edna T. Shaeffer, head of the college music department and chairman of the convention. This will be one of the numbers included on the college entertainment course.

**ALUMNAE NOTES**

Messages in regard to Home-Coming are pouring in, and it is nice to hear from the different ones, even if some of the messages are regrets at being unable to attend.

Nora Hossley, ’27, of the Alexandria High School, writes “I have been waiting to find out the definite date of our next play. It so happens that it coincides with Home-Coming. I really am sorry, for I...”
had looked forward to coming back to Harri-sonburg at that time. We are giving Seventeen the night of the twentieth and I have charge of dramas this year. May everything go off splendidly; I'll certainly be thinking about you."

Peggy Regan, '35, is assistant director of girls' athletics at Woodmere, N. Y. She has been anticipating Home-Coming and is among those planning to be here that weekend.

Lucy Taylor Cole, '28, of Waynesboro, sends this message: "I received the letter about Home-Coming, and how I would love to be there! No, I can't make it this year. ...In a few years I may send my small daughter to represent the family, but so far she promises to make a better mechanic than a teacher... Best wishes for a most successful reunion."

We are delighted to know that the Norfolk alumnae have chartered a special bus to bring twenty-five representatives.

The Augusta County alumnae have organized a basketball team which played the H. T. C. Varsity on February 24. There was a good representation of alumnae from Augusta to root for their home team. Although the players hadn't had much practice together, they managed to roll up a score of 17, the final score being 36-17 in favor of the varsity. The Augusta team was made up of these alumnae: Mary Hanger, '24, captain; Dot Parker, '34; Kitty Bowen, '32; Claudine Rosen, '31; Sparky Hiserman Sweet, '28; Margaret Baylor, '33; and Lilie Buchanan.

**Marriages**

The marriage of Christine S. Long, '30, and Timothy T. Hering at the Riverside Church in New York City on June 22, 1935, was recently announced by the bride's parents.

Mrs. Hering has been a member of the Harrisonburg High School faculty for the past six years. She holds an M. A. from Columbia University.

Mr. Hering attended V. P. I. and is manager of the André Studio in Lexington. Mr. and Mrs. Hering are making their home in Lexington.

On February 15, Helen Wayland Bargamin, '28, of Crozet and University, was married to William Lightfoot Lafferty, also of Crozet and University.

Mrs. Lafferty graduated from the University of Virginia School of Nursing after graduating from H. T. C. Mr. Lafferty is a graduate of the University of Virginia.

Mr. and Mrs. Lafferty are residing at University, Va.

Florence Ellen Reese, '29, of Atlee, and John Guthrie Moffett, of Staunton, were married on February 15. Since her graduation from H. T. C., Mrs. Moffett has been a member of the faculty of the Hopewell High School.

Mr. Moffett attended V. P. I., served in the World War, and is now superintendent of the Forestry division of the CCC at Mt. Solon, Va.

Mr. and Mrs. Moffett are now living in Bridgewater, Va.

**Death**

On February 3, Nettie Quisenberry, '27, of Frederick Hall, Va., died from pneumonia of very short duration. For the past five years she had been dietitian for a hospital in New York City.
FILM ESTIMATES

Progressive teachers will find dependable advice in these estimates on current film releases. Recognizing that one man's meat may be another man's poison, the National Committee on Current Theatrical Films gives three ratings: A, for discriminating adults; Y, for youth; and C, for children. These estimates are printed by special arrangement with The Educational Screen, Chicago.


(A) (Y) Very good of kind (C) Probably good Atlantic Adventure (Nancy Carroll) (Columbia) Fairly continuous excitement over assorted crooks on Atlantic liner trying to trick each other out of valuable diamonds. Endless complications, but breezy reporter-hero solves all, arrests all, and wins back his lost job and the intermittently terrific heroine.

(A) Depends on taste (Y) Perhaps (C) No

Ceiling Zero (Cagney and O'Brien) (Warner) Utterly smart-aleck, daredevil aviator tricks his pals, seduces women, runs friends, but finally dies in heroic sacrifice testing out new invention. Loud, wisecrack dialog; cheap, suggestive bawling billingsgate, until restored from drunken ending is stupidly false. 9-17-35

(A) Very good of kind (Y) Better not (C) No

Charlie Chan's Secret (Warner Oland) (Fox) Typical and good Charlie Chan story, with Chinese hero solving unusual murder in his usual "tong" fashion, in a creepy atmosphere of spiritualistic seances. The veteran actress, Henrietta Crossman, adds much to the quality of the production.

(A) (Y) Good of kind (C) Unless too exciting

La Maternelle (French production) (Metropolis) Artistic masterpiece portraying child life in welfare school in Paris slums, with adult problems intimately interwoven. Delightful character comedy, superb acting and direction. English titles. Motion picture art as it can be.

(A) Excellent (Y) Mature (C) Beyond them

Missions in the Air (Wendy Barrie, John Howard) (Para) Tiresome, slow-moving story of "amateur hour." Too many acts clutter and obscure slender little romance of young ice cream-vendor-saxophonist and millionaire sponsor's daughter, ambitious to succeed by her voice alone. Amusing in spots.

(A) Only fair (Y) Perhaps good (C) No interest


(A) Excellent (Y) Very good (C) Beyond them

Professional Soldier (Victor McLaglen, Freddie Bartholomew) (Fox) Cruze, tough Marine, hired to kidnap boy king, turns friend, runs amuck in slaughter, and saves his little pal. Much strong human appeal, but largely rough-neck comedy and two-fisted heroics. Bad taste, but good box-office.

(A) Depends on taste (Y) Doubtful (C) No

Riff-Raff (Jean Harlow, Spencer Tracy) (MGM) Tough, squalid waterfront life cheaply theatricalized with crude characters, benighted English and maudlin sentiment. Blatant hero's brazen conceit, and heroine's raucous commonness, get monotonous and even painful. Title perfect.

(A) Cheap (Y) Unwholesome (C) No

She Married Her Boss (Claudette Colbert, Melynn Douglas) (Columbia) Rather mirthless, unconvincing comedy about skilled secretary who manages to marry her unromantic store-owner boss with desolate home. Clever, outrageous child a factor. Too much of film is dull and drunken ending is stupidly false.

(A) Poor (Y) No

Strike Me Pink (excitement) (UA) Fast, hilarious non-vulgar farce with typical Cantor gag-and-pantomime, and crazy nerve-wracking "chase" for climax. Labored absurdities, would-be music, doggerel dialog. Excellent for those who like artificial concoction of non-intelligent comedy.

(A) Dep. on taste (Y) Gd. of kind (C) Unless exc. Tales of Two Cities (Ronald Colman and fine cast) (MGM) Notable filming of major action of Dickens novel against vivid, lurid background. Temper and times of French Revolution made unforgettable, with human drama finely emphasized. Too melodramatic for some, but excels in making it outstanding.

(A-Y) Excellent (C) Gd. but exceed, str. in spots

The Lady Consents (Ann Harding, Herbert Marshall) (RKO) Thoroughly enjoyable problem play, intelligently done by author, director and actors. Very sophisticated and "modern" but dignified. The "other woman's" machinations are convincingly successful, and the conclusion just as convincingly logical.

(A) Interesting (Y) Doubtful (C) No

The Perfect Gentleman (Frank Morgan) (MGM) Whimsy and burlesque, in quite "English" style, with Morgan reveling in role of ne'er-do-well father of young English churchman, and committing his faux pas always like a gentleman. Exaggerated, improbable, but amiably amusing character sketch.

(A) Rather amusing (Y) Amusing (C) Fair
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