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FROEBEL AND THE MODERN KINDERGARTEN
NELLIE L. WALKER

WHAT QUALIFICATIONS ARE NEEDED IN HIGH SCHOOL TEACHERS?
PAUL HOUNCELL

NEWS OF THE COLLEGE

REVIEWS OF CURRENT TEXTBOOKS

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CONTENTS

Froebel and the Modern Kindergarten. .............. Nellie L. Walker 93
The High School as a People's College. ............ Paul Hounchell 96
V. What Qualifications are Needed in High School Teachers?
Holding the Mirror Up to—Virginia! .................. 103
Educational Comment .................................. 104
The Reading Table .................................... 106
News of the College ................................ 108
Alumnae Notes ....................................... 111
Film Estimates ....................................... 116

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FROEBEL AND THE MODERN KINDERGARTEN

One hundred years is a long time for an idea to live. In 1837 Frederick Froebel gave the world the idea of the kindergarten for the education of young children. It has spread in Europe and the United States until today in our country 30% of all five-year old children have the opportunity of such training.

Froebel loved children; he watched their spontaneous activities, and then built his theories around his observations. He wanted to help parents to live more intelligently and happily with their children in the home rather than to establish schools. As he looked out over the little homes of Blankenburg in Germany and noticed the growing gardens adjoining them he said, “I shall call my idea kindergarten”—the children’s garden.

Gardens have been made for ages past. The principles remain the same—we sow; we cultivate; we reap—but the methods of carrying on each process have changed radically. This article will discuss Froebel’s principles, not his methods, that we may see how his theories of one hundred years ago have influenced the kindergartens of today.

We have tried to make the room colorful with a few large pictures and one beautifully colored frieze of farm life which is on the level with the child’s eye so that he may enjoy it. From time to time we put up smaller seasonal pictures on our ample bulletin-board space where dark, unattractive blackboards used to be. Three years ago our little chairs were painted red, not by a painter, but by the children themselves. This adds much cheer to the room without hurting the children’s eyes, as the tables were left the natural wood. We have cupboards where materials are easily accessible to the children and where they may put things away in an orderly way, for we believe the old adage, “Order is the first law of beauty.” Froebel said, “Beauty is a part of life; little children need it.”

That children may experiment and “find out things,” we provide many stimulating playthings and materials. Few of them are expensive things; in fact, most of the construction material is waste material such as boxes that stores throw away, paper cuttings, cloth from home, and hosts of odds and ends. A student teacher after she had been in the kindergarten three days said, “I never saw a schoolroom with so many (large as schoolrooms go) which is kept clean and sanitary by our faithful janitor by daily sweeping with dust-laying compound and by a thorough scrubbing of the floor every Saturday that the children may work and play on the floor or at the tables as suits their purpose best without soiling their clothes. Adjoining the room is a bathroom which enables children to be independent in their toilet habits and to wash their hands or clean up anything as the occasion demands.

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things in it that didn’t cost anything.” We have trains that need tracks and stations, airplanes that need an airport, dolls that must have furniture and clothes made for them, besides the daily housekeeping needs of our playhouse corner. We have large blocks for building, providing for large muscle activities, and plastic clay that gives the child so much satisfaction in modeling and strengthens the muscles of his hands. Our tools for construction work offer all kinds of possibilities for making things from a simple airplane with two cross pieces to a bookcase for the child’s playhouse at home. In our book corner imagination may have free range and information may be found as the child seeks to determine how airplanes are decorated, where to put the smoke stacks on a boat, what a sleeping car looks like. Then we have many living things from time to time—fish, snails, rabbits, chickens, earthworms, a canary, plants, and flowers. One day when some fourth grade pupils came in to wash their hands, as they do each noon, and noticed our canary for the first time, one boy ran over to the cage and said, “Look what they have now!” So the atmosphere of a garden promotes curiosity, growth, and happiness.

Froebel said, “Children learn through self-activity.” Today we would call it freedom, creativity, initiative. Only as we have experience first hand and do the thing ourselves does learning become permanent. So we try to have the children’s days filled with real experience. To encourage observation and responsibility and to afford the joy of handling and caring for pets, our little bantam hen is perhaps the best example. First, she had to have a cage which the children made from a small grocery box turned on its side. Then they took the bottom of a larger box for the runway and enclosed all with chicken wire. Soon the hen showed indications of wanting to set on the nest provided, but it was decided that three weeks was too long to keep her in our room and for us to wait for eggs to hatch. So we went to the hatchery and got some eggs that had been incubated and would hatch in a few days. We put them under the hen and she kept them warm for the remaining four days.

When the children came in they heard the peep-peep, and from that time on all the morning a group of eager watchers surrounded the cage. As they saw one little chick peep its head out from the mother’s wing and watched the mother peck at the shell to help another one out, one child remarked, “What I’d like to know is how feathers got inside that egg,” and another answered, “Because a hen layed the egg,” and the teacher added, “That is one of the wonderful things about an egg.” The children were experiencing one of the wonders of creation. Froebel said, “Nature reveals God to little children.” A similar impression was made after the children had prepared the soil for their own garden and had planted the seeds and watered them. On a Monday morning when we went out to see what had happened and found the seeds had pushed up through the caked ground, one boy exclaimed, “Why, those little radish seeds are stronger than the earth!”

To give the children other opportunities to learn for themselves we take many excursions—to the fire house, to church, to the post office, and to stores whenever we need supplies. Much appreciation was expressed for labor and property and for the beauty of spring flowers when we went to a neighboring garden and watched the gardener as he cleared the ground and transplanted some bluebottles. He let the children pick some and then gave them some of the bulbs to take home. As they left, they thanked him and said, “He likes children.” Another said, “I guess he was glad we came, for we didn’t tramp on his garden.”

There are hosts of opportunities for self-
activity and expression in our work period as they work with wood, clay, cloth, paper, and oilcloth making things for themselves to use, for gifts, or for the group. Their stages of development are illustrated by three different children’s remarks as they worked. Early in the year a teacher asked a child hammering boards together what he was making, and he said, “I don’t know until I get done.” Some months later a group were at the clay table when one brought the cookie cutters from the playhouse. At first they filled the cutter with clay only to find they could not get it out and preserve the shape. Soon a little girl pressed lightly with her cutter and tore off the edges and exclaimed, “Look, I’ve found the way!” Oh, the joy of finding the way herself.

Self-activity finds some of the most natural opportunities for expression in our music period. In rhythms they respond as an idea comes to them, or they find the joy of imitating another and realizing that they “can do it, too.” When we couldn’t find a song about our snails, a child suggested spontaneously, “Let’s make one up.” In literature they retell favorite stories and poems and make up their own; so, their power of language grows.

“Play is the child’s serious business. Children like to be with people; they need associations of their own age”—we find in Froebel’s writings. In our work period the children are happy playing together; they learn to share toys and tools, to be responsible in their care, and to give and receive suggestions. One mother wrote on a report card that she returned, “I work and can’t come to visit the kindergarten, but I sure would like to see all those children playing together without quarreling.” Another parent while visiting said, “How do you get the children to scatter out and not all want the same thing?” and the reply was, “Because we consider the interests of the individual children and provide materials to satisfy their needs.”

As a garden sometimes needs cultivating and weeding, so in the kindergarten difficulties arise that call for direct training. We try to make the routine management such that it will be easy for the child to do the right thing, that is, the thing that will not interfere with the rights of others. In the winter we must spend considerable time showing the child how to take care of his heavy wraps—to put his cap in one sleeve, his mittens in another, to put his snow-suit pants over the wire, and then to slip his coat over the coat hanger and button one button so he can carry it all safely to hang it up or take it down. Using pulverized soap without waste is another illustration or necessary habit training—to wet his hands, take one push of soap, rub to make his hands soapy and clean, and then rinse with clean water. The preparation for lunch and rest periods has a definite routine, as does putting away materials. Such consistent routine gives the child a feeling of independence and security and calmness. But accidents will happen sometimes; after spilling a glass of water on the lunch table, the only thing to do is to wipe it up, and this the children soon do without reminding. One day a child spilled a can of paint and he said in the most natural way, “That happened when I wasn’t thinking.”

Our control, or cultivation, of good habits is based first on understanding why we do not make a noise in the hall, (“It might disturb someone”); why we put the long blocks in the box straight, (“We don’t waste time taking the crooked ones out, and then they all go in.”) Next, come hosts of chances to practice these habits in their everyday living together. But if a child disturbs others persistently, then “weeding” takes place and he is segregated from the group, that is, he is asked to sit over to one side where he can see how children share the blocks, take turns painting, or wait to wash their hands. Then he is always reinstated in the situation where he gave of-
fense that he may prove to himself that he
can do the right thing.

Praising what children do well is usually
sufficient stimulus to desirable behavior, as
"Helping to roll out the rug helps us get
ready for stories quicker," rather than giving
the child any feeling of superiority by
a personal remark, like "You were a good
boy to help."

Again Froebel said, "Children take to
learning as naturally as to play." Their
many questions show how eager they are for
information: "What is the difference be-
tween dew and fog?" "How can a heavy
airplane stay up in the air?" "Is a bouquet
flowers or a vase?" They acquire new
words naturally when understanding is the
background. When we were discussing how
eggs were kept warm the words hatchery,
incubator, electricity, and temperature pre-
sented no difficulty as indicated by a little
girl's question, "Did the hatchery man put a
thermometer under the hen to find the tem-
perature so as to know how much electricity
to turn on?"

New skills are fascinating to children.
Early in the year they saw just for the fun
of the activity, and much later saw for a
definite purpose of construction. They have
readily learned the blanket stitch so as to
make the oilcloth head for their hobby
horses for the May Day. Pouring water
without spilling and hanging up the doll's
clothes are both fascinating skills to be
learned. New experiences are a rich part
of the child's learning. In the midst of the
making of our train one boy went to visit
his grandmother in South Carolina and
when he returned he suggested that we
needed a dining-car on our train, "Because
I went in one with my Daddy and he told
me a lot about them when we went back
to our coach. And when I got home I
found a picture in my book that I'll bring
and show you." This incident reminds me
of the refrain of the folk tale (though I
change the words a bit, the idea is the
same): "I saw it with my eyes; I heard it
with my ears; and part of it"—I found out
for myself.

And what is the result of kindergarten
training? The whole child as an individual
grows and develops at his own rate, he gains
confidence in himself, he adapts himself to
his surroundings, and he learns to live hap-
pily with others.

Was Froebel a progressive teacher in
1837?

Nellie L. Walker

THE HIGH SCHOOL AS A
PEOPLE'S COLLEGE

PART FIVE

What Qualifications Are Needed in
High School Teachers?

In four preceding articles of this ser-
ies we have considered children of
high school age, purposes of secondary
education, the curriculum of the schools,
and the place of subject matter. The main
conclusions from these four articles form
the basis of some intelligent demands for
types of teachers needed. The conclusions
are stated again here in a form so brief
that they can serve as premises for the
conclusions we may reach about teachers:

1. Children themselves are so important
in education that they should be provided
for in terms of their adolescent needs, aside
from traditional demands as to subject mat-
ter, ease of administration, or teaching con-
venience.

2. The genuine needs of pupils in the
present and near future constitute the only
defensible aims of education which teachers
carry on as the agents of society and inter-
preters for children.

3. Pupils should learn in the schools
those skills, knowledges, and appreciations
which constitute growth, which are within
their abilities to learn, which they can by
experience comprehend, and which can be
justified as personally and socially worth the effort to attain.

4. Subject matter of any kind must justify itself in the high schools in terms of what it contributes to the growth of pupils into useful and happy adults.

Teachers are professional people who deal in human values. They are employed at public expense to serve children in a collective capacity in ways more significant than individual parents can serve in causing growth in their own children. In this sense teaching is such a privilege that no teacher need ever apologize for his work.

In the narrower school situation the teacher is one side of the eternal triangle of which the other two sides are children and subject matter. To the teacher falls the blessed ministry of directing human beings in their growth, through an intensified and purposeful program of the schools, by drawing upon all that is best in life experience and weaving it into the lives of growing children. Again the teacher occupies the enviable middle ground. To the teacher falls the work of unifying children and the subject matter of life, ever joining the present generation of children to their destiny as adults who should bring ever finer civilization.

1. What is the Teacher’s Niche?

For a number of years the present writer has been attempting to clear up the thinking about the office work of teachers by stating the issues more clearly. Here we put them as questions, with reasonable answers and the statement of principle which governs:

1. Whose school is it? The school certainly does not belong to the teachers, despite a passing habit they use in speaking of it with the possessive “my” or “our.” Teachers are employed persons who serve for a period contracted for and then are re-employed or pass on. Parents and other people in the community provide the school, with the help of the state and other outside agencies, but it is really not their school. They rarely go to the school and have but a minor part in all that goes on there, except as the problems come to them more or less forcefully through their children. The school really belongs to the children. All that is done at school should be determined solely upon the basis of the greatest good for the children who attend, both in the present and for every later day of their lives. Conveniences of teachers and parents are minor matters when weighed against the needs of children in any school.

2. Who is important at school? Tradition and general practice give the teacher a position of exaggerated importance in the school. Witness the placing of furniture, the requirement that pupils face forward when the teacher is speaking as though the voice of the teacher were an oracle, or the holding up of hands for permission to speak. Really the school should in all respects be child-centered, a fact so well accepted in theory that the term “child-centered” has nearly become a hackneyed expression in professional writings. Teachers are important to the extent that they cause growth in children. Only to the extent that teachers lose their lives and find them again in the development of the children they teach are they of any importance. Teachers are hired persons, readily replaced by others as good. Children are the very stuff of which a next generation of citizens is formed. Children are so important in all that takes place at school that not much else matters.

3. What is the important thing that happens at school? All that teachers do, whether in planning or actively carrying on the affair of learning, is important just to the extent that lives are changed. The skills or information or ways of feeling that pupils grow into are but small parts of the larger picture for any individual child or the group taken collectively. The small parts are not important except as they fit
into the organized whole of the school's finished product—children who can carry on better than the parents who rear them or the teachers who teach them. The growth of children into well-rounded human beings, through their own learning efforts, is the important thing at school.

4. What is the important work of teachers at school? Both tradition and prevailing practice allot to the teacher the work of assigning tasks for pupils to do and the following check-up on their work in the form of recitation. A corollary of this arrangement makes the teacher an authority in settling all disputed points and at clearing up all difficulties with clear and convincing explanations. School is far from being so simple a matter as this formula supposes. Pupils need direction in study so as to form the right habits. Encouragement and the right amount of help at the critical stage are large determiners of success. Stimulation which the teacher can provide to suit the needs of different individuals weighs heavier in learning than the random and awkward efforts which pupils are likely to make under the stress of assignment-recitation learning of the conventional type. The work of teachers is to direct learning efforts as the means by which pupils grow into finer individuals.

II. First-Line Qualifications for Teachers

In line with the main points already set up in this series of discussions, there seems to be absolute need for teachers with certain broad qualifications in such measure that there is not any possible doubt of their presence in a single teacher. They are:

1. Sympathetic understanding of adolescent children. Extended study of child nature, broad experience with children, and open disposition in social situations are likely indicators of people who may qualify on this point.

2. Broad insight into the needs of society. These needs will be worked out in the next generation of citizens who are now pupils in the schools. Teachers have upon them the responsibility of translating adult demands upon the schools into a training program which will be the best possible plan for growing a fresh crop of citizens from the seedlings who daily occupy the seats at school. Teachers are mediators for destiny in a democracy which pins its faith to education.

3. Conception of learning as broad as child growth. Included here are all the skills, knowledges and appreciations that constitute the changes which should take place as children grow at school. School subjects should be conceived as means, never ends.

4. Mastery and understanding of the educational values of the subject matter to be taught. Ability to plan and teach subjects so as to cause pupil growth in life understandings and attitudes, or to cause mastery of skill really valuable in living, as opposed to teaching subjects for their own sake, is the mark of real teachers.

These four demands include the whole duty and responsibility of teachers. All that can be added merely fills out the picture. We attempt to do that under three following main heads.

III. What Kinds of Teachers Do Children Want and Need?

A child is more apt to learn under a teacher he likes, of whom he is not afraid, whom he can always respect, and who maintains working standards in a busy atmosphere. From the child’s own standpoint the qualities in a teacher which guarantee such a working situation are probably some such set as the following:

1. “The milk of human kindness.” Children are human beings. They need and deserve kind treatment by their teacher-leaders. Harshness may intimidate timid souls but generally does not reach those children most in need of a teacher’s influence.
2. Can remember when she was a child. A teacher who has forgotten when she was a child will probably be lacking in sympathy for childish weaknesses and the childish desire for a friend in need. Teachers who can see children through themselves as children are not likely to pose, or draw apart, or dictate standards too high for children to realize.

3. Plays honest and square with children. Youngsters have a keen sense of fair play and are generally right in their analysis of the teacher’s fairness. There is no stronger appeal to children than fair treatment.

4. Keen sense of humor. Children like their fun. They are to be pitied when they do not have a teacher who can laugh with them, even when the joke is on her. This is one of the acid tests by which a teacher makes herself acceptable to fun-loving children of this generation in America.

5. Not hard to look at. Teachers should be good looking enough for children to feel no bad effects from looking at them six hours a day. Pretty clothes help a lot, and children like color. They also like modesty and good taste. After all, the old proverb, “Pretty is as pretty does,” helps out a lot!

6. A voice that does not rasp or cut or rub. A part of this requirement is to talk loud enough to be heard but not loud enough to beat in upon sensitive ears and sensitive souls. Exact sounding of full words and speaking toward those who are to hear are points many teachers have not mastered. Most teachers talk far too much—explain too much, give too many directions, repeat directions, just talk and talk! It would help any teacher to study an exact stenographic or dictaphone record of what is said in the schoolroom. Children need a chance to think things out. How can they if the teacher forever talks?

7. Refrains from sarcasm, irony, a biting tongue. The schoolroom is a poor place to be smart or witty in a personal way at the expense of individual pupils who are sensitive and do not always see the point of the bright remarks directed their way. Worse wounds than ever appear are made in this seemingly innocent way, and the victims are made definitely antagonistic, militant, or shrinking in ways never intended or suspected. A “blessing-out” or “tongue-lashing” when the teacher “flies off the handle” may give vent to the teacher’s feelings, allowing her to “blow off steam,” but growth in co-operation and pupil behavior must be secured in ways more positive and constructive.

8. Not a taskmaster, a hearer of lessons. The teacher helps pupils find things they can and want to do, plans with them how to do, encourages them to form purposes to carry on, gives directions for operation, stands by when difficulties come, leads and guides in all that is done and learned. She causes children to feel need as well as to satisfy felt needs. Mostly her work is not to drive and make a grind of school work. The good teacher gets work done and learning accomplished at school, rather than to assign lessons at school to be learned at home and repeated at school.


10. Children as more important than subjects. Children are bewildered and resentful of subjects mechanically administered and required by a system of penalties and time deadlines. They feel and know that they are victims of education rather than partners in the enterprise. They are keenly sensitive to human values in the present tense.

Other child-made standards for teachers can be stated. These ten will serve for illustrations of the larger group. They are
probably more important than many of the matters stressed in the college training of teachers, or in the administration of schools.

IV. Teacher Personality

A lot of loose thinking has been covered up among school people for a long time by the blanket term "personality." We have even debated the issue of personality versus training for teachers, generally reduced to the older issue of whether teachers are "born" or "made." All this seems pretty futile to some of us who have heard it for a long time and whose business it is to get the finest young people interested in teaching and then help them learn how to do the work in the best way. We really can not weigh one factor against the other in a case where both are indispensable and where either would be useless without the other. Personality is the total result of a group of factors working in unison toward a desired end in a single person. The factors are personality traits, or personal qualities. A few of them can be reasonably well identified for purposes of thinking and pointed out as desirable in teachers:

1. Love and tolerance for children. People who do not care for children should not teach. The acid test in this respect is whether children seem to be easy and free when in one's presence, especially when there is something that calls for joint action. Condescending, patronizing, stiffish grown persons should never try to be teachers. It is hard to love some types of children, but any person capable of becoming a teacher should be able with patience and kindness to get along with most children, to like them and be liked in return.

2. Intelligence that is above average. It takes people of some ability to accomplish a high school and college education required of teachers. In a whole group of children some will be found who are very bright. It is little short of pathetic to see a slow-thinking, matter-of-fact type of teacher trying to handle brilliant children. So much of good judgment, insight into human nature, straight thinking is required in teachers that only people above average in mentality should ever attempt to be teachers.

3. Healthy and normal as to nerves. A person who is not strong and well has no business to teach. Nervous, high-strung, easily-fatigued types can probably do fine things in other fields, but they should not teach.

4. Willing to work long, not easily tired. For well people fatigue is mostly a matter of congeniality and adjustment to work. Teaching is not the hardest work we know, but it does take long hours and quite a bit of endurance to carry on. Demands upon time and resources become greater upon teachers as more refinements of curriculum and teaching procedure are realized. Willingness to work is a leading quality wanted in a teacher.

5. Give-and-take disposition of open-mindedness. Present standards of young people call for a teacher who can "take" as well as "give." One of the worst terms of contempt among children is "sissy" and it is no longer applied to just one sex. The day is past when a teacher can stand on her dignity, though true dignity is still a very great asset. It is not a weakness for a teacher to admit she does not know, if this is not repeated often enough to become a habit; it is a very great weakness for a teacher not to know and not find out at the earliest opportunity and report her findings to the group. There are two or more sides to most questions; the teacher must see them all and use as the occasion demands.

6. Moral and religious stability. When a teacher gets herself talked about in a community, where a question of morals is the issue, her usefulness is largely ended. The best way to meet this standard is to live above suspicion of the most suspicious persons, who will always be the gossips. A teacher should have personal liberty, but she does not have the liberty to do what will
injure her personal work. Religious convictions and the practice of them along thoroughly tolerant lines will usually gain the respect of even religious fanatics of opposed beliefs.

7. Able to engage in many school activities. Schools are more than books and lessons. Better high schools foster many so-called extra-curricular activities, and the tendency is to write such bodily into the school's daily program. Such activities must be directed by teachers, else they are generally drawbacks to progress. Teachers are fortunate who can do a lot of things not in books. Really fine opportunities for character and personality building in pupils come from the school activities. All teachers must take part in them.

V. Education for Teachers

The logic of the school situation, the broad lines of the school set-up, the qualities needed by youngsters in their teachers, the personality demands upon teachers—all these aid our thinking in setting up the pattern for teacher education. The irreducible demands follow:

1. Liberal education in all main lines. Teachers should be really educated people. They are working all day long to cause in youngsters the same condition they themselves have already attained. "If the blind lead the blind, both shall fall into the ditch." No less than a broad education, a good degree of scholarship, insight into education gained through getting an education, are acceptable in those who are to teach our children. "If the blind lead the blind, both shall fall into the ditch." No less than a broad education, a good degree of scholarship, insight into education gained through getting an education, are acceptable in those who are to teach our children. Depth and soberness and humility that come with true study and thought mark the real teacher.

2. A culture for present-day society. Teachers are interpreters of society's ideals, builders of these ideals into young people. A teacher's life counts for more as an example than all she can say or teach. True culture is felt and lived. It is a manner, an attitude, a spiritual quality that rises above any creed or pose or pretense. Education that "clicks" in the modern scene is a close ally, sometimes an indicator of culture. Gentleness and modesty and intellectual honesty go with true culture. Would that teachers were always walking advertisements of the products they stand for!

3. To know children and how learning takes place. Equal in importance with the teacher's own education and culture—indeed a part of that preparation—is understanding of children. Fortunate is the beginning teacher who has been a member of a large family of children, who has had a normal play-life as a child with many playmates, who has taught children at Sunday-School, or even has had a lot of playing at teaching school, especially if she has played at being the teacher. Psychology courses at college are good to the extent that they can be applied when working with children. The present writer has seen about as many ambitious young teachers confused by a smattering of notions gained in psychology courses as he has seen helped by such courses. It is a very difficult thing to make connections between psychology and children. Such study should emphasize principles of learning rather than structural processes, normal children rather than subnormal or abnormal, plain English ways of expressing ideas rather than a spouting of technical terminology which is not standardized and not clear even to advanced students. There is not much way to know about children and how they learn except to work with them in actual situations.

4. To organize subject matter for children to learn. The subject matter of the teacher's own education and the background of her own culture must be remade in terms of children as society's plan of passing on the torch of civilization. The materials of a child's learning should be a complete blending of his nature and experience with the heritage of the race. It is the blessed privilege of the teacher to act as the go-between. The preparing teacher must study and know the curriculum of the school, get its philosophy clear, become familiar with its
plans of organization, make a try-out of her own ability to organize sample materials, and prepare for the time when she will be a curriculum-maker in the schools.

5. To learn principles of learning and teaching. In bringing the child and subject matter together the teacher uses principles of learning. This is the whole business of teaching. Here philosophy and psychology are brought to bear upon the world’s storehouses of ideas, facts, events, people, processes, and all are resolved into a working plan to fit the needs and nature of a small group of children. The interests and experiences of the child are the key to most matters of learning—really determine all such matters as attention, motivation, satisfaction or annoyance, success or failure. Principles of teaching rest upon principles of learning; they are teacher’s part of the job of “keeping the ball rolling.” It is highly important that such matters be not left to chance, for the young teacher to learn through trial and error, which is usually mostly error.

6. To learn to teach by teaching, under direction. We learn for the most part by doing. Teachers must learn their work by doing it. No matter if a person is ever so well educated and personally cultured, and even if there has been serious study of children and subject matter and principles of teaching, he has to learn many of the ins and outs of teaching in a schoolroom working with children. Those of us engaged in preparing teachers generally believe an introduction to actual teaching should be made under very careful direction of an expert teacher. The supervising teacher is responsible for both children and beginning teacher and sees that both learn together, one to teach and the others the way of life. A period of even a few months in this sort of situation may guarantee the success of a teacher for her whole life. Very few beginners fail after their period of student teaching is done successfully.

Of course, the numbered items given above as constituents of a teacher’s education are not to receive the same time emphasis in the training period. In fact, the pattern being followed in most teachers’ colleges at present assigns more than 80% of the four-year course for high school work to the items of liberal education and cultural subjects. We believe that a good liberal education makes the best possible basis for study of children, curriculum, principles of teaching, and the period of directed teaching. After all, teachers must be educated persons!

VI. If High Schools are to be People’s Colleges

It seems we are justified in stating the following principles as a conclusion of this series of five articles:

1. Children are the first concern of teachers. They are to be treated as whole individuals whose steady growth into balanced personalities rises above all other considerations.

2. High schools demand teachers who are personally fit to lead through possession of human qualities and as a result of thorough education for the work of teaching.

3. Teachers should completely serve. They should be as devoted and consecrated to their work as ministers and physicians are to theirs and should uphold correspondingly high ethical standards.

4. The best thought of our philosophers should find place in our schools through teachers who can interpret and apply pure thought to learning situations for children.

5. The subject matter of the schools should be closer to the children. Procedures for learning should be constantly modified according to best thought and proved soundness.

6. The futility of mental discipline must be recognized and programs modified accordingly. Success in undertakings where values are understood and where a large degree of enjoyment of work enters in must
be given a place of emphasis. Then children will work harder and become better educated.

7. More attention must be given to moral and character values in the schools through an extended program of activities that involve these phases and provide for their realization.

8. The high schools must serve all children of adolescent age. Programs must be planned to include the needs of all and serve the ends of training the citizenship in a democracy.

P A U L  H O U N C H E L L

HOLDING THE MIRROR UP TO —VIRGINIA!

"WHAT'S THE MATTER WITH KANSAS?"

D ESPITE all the furious protestations of politicians—state, county, city, and township—the Kansas school system as a whole remains undernourished in the matter of financial support. It is true that Kansas City, Kansas, is building a two and a half million dollar high school building and it is true that cities like Topeka and Wichita have high school buildings which would vie with Solomon's temple in beauty and grace. It is true that in some of the more fortunate cities of the first, second, and third class, reasonable salaries are obtained for the teachers in these systems. On the other hand, it is also true that there are hundreds of school buildings in the smaller units which are a disgrace to the community and the state, that many of these buildings are poorly equipped, and that there are hundreds, even thousands, of teachers who are working on a mere subsistence basis.

There are scores of college instructors and professors who are being paid less than is being earned by the managers of hamburger and chili stands. There are scores of junior high school principals who are receiving less compensation than the corporals and the sergeants in the WPA organization. These are stark facts and can be proved without any difficulty. In education in Kansas there are no adequate provisions for teacher tenure or for teacher retirement. Our certification laws are a matter for ironic jest. Our supervision laws are a farce.

On the whole, Kansas schools are suffering from a bad case of malnutrition and rickets. This condition is true and applicable to practically every type of school in Kansas from the state educational institutions of higher learning down to the smallest rural school.

On the whole, the teaching profession in Kansas is woefully lacking in professional spirit and unity. Let a proposal for constructive legislation be suggested and immediately it is evident that most school leaders view such proposals in a provincial manner. In the main, we cannot agree upon anything. Many of us are utterly lacking in courage and in adventurous spirit. We want to play safe at all costs.

We may be very brave in making a speech before the vacuum of a Rotary club or the mausoleum of a college classroom, but when it comes to opposing a local city or county boss or going counter to the wishes of a state political leader, we prefer to go on a fishing trip. We like to think of "belling the cat," but want someone else to do the belling for fear the cat might scratch, or worse yet, devour us. These are unpleasant truths but must be faced honestly and frankly when we consider the question, "What's the matter with education in Kansas?" Many of us are quite willing that somebody else should be the lion but we, ourselves, prefer to be field mice.

—The Kansas Teacher

To the question: "What is meant by pasteurized milk?" a young Priest school student answered excitedly:

"After the cows have been in the pasture and eaten the grass, the milk is pasteurized."
EDUCATIONAL COMMENT

TRAINING "CAREER MEN"

The universities are now seriously turning their attention to the training of public servants and are justified in doing so both because the need has now become a permanent one and because opportunities for honorable and useful careers are opening in increasing numbers. This is particularly true of governmental careers at present, and in all probability will be true of public careers in the future, though politics is still a very hazardous game in America. There is no doubt that the universities will develop brainy, keen, and efficient public servants. They can choose the most brilliant youths of each generation and give them that structure and polish which only the artistic scholar can produce with choice material.

It is to be hoped, however, that in developing their minds the universities will develop their sensitivity to the currents of feeling in the hearts of the people. With some people political sensitivity is a gift. The Irish are supposed to have it as a racial characteristic. But with most people it is an achievement born of the desire to understand and the will to mix enthusiastically in politics. The curriculum for public officers should include a substantial practicum in mixing with voters to sense their feelings, in reading widely in newspapers and magazines to catch the drift of editorial opinion, in developing hunches and intuitions, and in mixing in politics to learn how so to modify their programs as to save the essentials if they are right and translate them into political action. This is a difficult course to offer in a university, but it is essential. To be an ace, the brain-truster must know his people.—Educational Research Bulletin.

THE BUSINESS OF EDUCATION

Although I hate all sweeping historical generalizations, I will venture to say that the business of education is more important at this moment than it ever has been in the past. Although I loathe all prophecy, I will say that the world seems to be rushing toward the destruction of liberty of conscience, of worship, of speech, and of thought. The world seems to be rushing, in other words, toward the abolition of those processes which, since the time of the Greeks, have accounted for the advance of civilization. This tendency, together with the concomitant tendency to hatred and war, will not be without its effects on our own country. Already we see signs of the growth of bigotry and repression. We see ignorance and prejudice exploited by the most shameless propaganda. We see battle-lines drawn that may determine the fate of our form of government, and of your generation.

So I say that the business of education is more important now than it ever has been before. Education is intellectual and spiritual preparation. Never have the times called as they do today for disciplined reason, for clear and independent thought. No political organization is any better than the citizens that compose it. No governmental system can make stupid citizens intelligent. And democracy, to which we adhere, cannot survive without intelligent
citizens.—President Robert M. Hutchins, University of Chicago, in his welcoming address to freshmen.

GUARDING THE COLLEGE DEGREE

Frank H. Bowles, acting director of admissions, in his annual report to the president of Columbia University, warns that American colleges must restore their system of “selective admission” to insure the worth of the degree, according to the New York Times.

Mr. Bowles attributed the collapse of the selective admission system to “shaky finances” in many schools during the depression, and to the crushing burden of debts inherited by many schools from the previous period of prosperity.

Depression expedients for bolstering enrolment have become “more or less permanent parts of the educational picture,” writes Mr. Bowles, and now it is difficult to relinquish depression recruiting policies. The result, he says, will be that the “value of the degrees now being awarded by many institutions generally considered to be doing sound academic work will be seriously affected.”—The Phi Delta Kappan.

WHAT’S REALLY THE MATTER WITH ENGLISH!

For the college students who murder the King’s English, a language professor at Hamilton, N. Y., has at least four explanations. Dr. L. L. Rockwell, director of the school of languages and literature at Colgate University, said “the trouble with English is not with the teachers; it’s with English itself.”

“English,” he said, “has at least least four things the matter with it.” He enumerated them:

“English is really used every day. No one expects students of algebra to go out and do their problems on the sidewalks, but English students are barely out of the classroom before they show what they haven’t learned.

“English as a language is one of the most treacherous of our social tools. Words change their meaning almost every time they’re used.

“Students have to waste endless time learning the worst system of spelling in the western world, so they haven’t much time left for really important things.

“Too many people know too much about English and what they know is wrong.”

THE CURRICULUM A RESPONSE TO COMMUNITY DEMANDS

In every period of our national life the curriculum of the common school has been planned to teach the children those things which the home, the church, and the community through its various activities could not teach as well. The curriculum of any period therefore is a reflection of the needs of the children during that period, an index of the service which the community demands and the school renders. In the pioneer life of the Puritan the school played little part. The chief motive for education was a religious one and the home, the church, and the community carried the responsibility, leaving to the school a meager curriculum of the three R's together with lessons from the Bible and Prayer Book. A curriculum of the three R's therefore was ample for the school of the pioneer age.

Charles L. Spain

The real test of civilization is the proper use of leisure, just as the use of one’s diversion is a true key to the character of a man.—Professor William Lyon Phelps.

Modern civilization seems to be incapable of producing people endowed with imagination, intelligence, and courage. In practically every country there is a decrease in the intellectual and moral calibre of those who carry the responsibility of public affairs.—Alexis Carrel.
THE READING TABLE


The appearance of a good biography is always a literary event of major importance. Likewise, from many choice biographies and autobiographies, the publication of excerpts that are perfectly adapted to the seventh, eighth, and ninth grades is of unusual significance. This is notably true where, as in this work, high literary quality and ease of reading have been the standards of excellence adopted and rigidly maintained throughout. From the 5000 volumes examined, 700 were selected and finally adjudged as measuring up to the requirements set for the subject matter of Living Through Biography.

To build character by stimulating right impulses and attitudes through reading is frankly the underlying purpose of this excellent collection. The editors rightly maintain the reading of biography to be one of the best means that schools can offer for the development of character. Further, the reading here offered guarantees to both pupil and teacher the "natural approach" in the attainment of this goal. Here are provided not mere stories about persons, but life histories—realistic biography, genuine and homely in appeal. In no selection do we find the direct appeal to do good; and it is safe to assert that not one moralizing story is included in the whole lot. Boys and girls see their ideals in their elders, especially in those live persons who dare, achieve, and succeed. And what success they'll find in these pages! Not the kind that arrives and then ceases to function; but that dynamic type that impels onward to action, not to mere destination. The great personalities who pass in review through the 980 pages of these books are sure to be contagious.

The first volume, The High Trail, is filled with choice selections that are well adapted to the seventh-grade level. Here among much other intriguing stuff of life Roy Chapman Andrews tells in simple, homely terms of his dragon hunting in the Gobi Desert and of his finding, instead, a whole nest full of petrified eggs of the gigantic dinosaur that lived millions of years ago—eggs so valuable that scientists offered $100,000 a piece for them. Here, too, John Muir goes back in memory to his boyhood days and tells us how fascinating to him were his "machines for keeping time and getting up in the morning." And here also boys and girls may go to school in Washington with vocal Quentin Roosevelt, chief among the White House Gang. They may watch him demand of the various governmental bureaus assistance in preparing his report on Alaska for the geography class. They may snicker just as the children did when "Q" blundered and choked while he was on the platform trying to make his report before the entire school. Finally they can see him stalk from the stage, chagrined that no one applauded his first appearance. And then, if they will listen closely, they will hear him confiding to his pal, "I don't care what anybody thinks. We know it was good."

In the second volume, entitled Actions Speak, eighth-graders will follow trails leading out into situations that are unknown. Through courage, fortitude, and persistence obstacles are overcome, situations are mastered. With Anna Howard Shaw boys and girls can share the hard life of her pioneer family in the woods of Michigan. The family, traveling westward only eight miles a day, came at last to the end of their long, tedious journey, and then found waiting for them there only four walls and the roof of an empty house. "It was late in the afternoon," she writes, "when we drove up to the opening that was its front entrance, and I shall never forget the look my mother turned upon the place. Without a word she crossed the threshold and, standing very
still, looked slowly around her. Then something within her seemed to give way, and she sank upon the ground. . . When she finally took it in, she buried her face in her hands, and in that way she sat for hours without moving or speaking." Surely none but the stoutest hearts can long endure living under such conditions. But Anna Shaw, then only twelve years old, conquered her loneliness, her homesickness, her fear, and her discouragement. Anna loved work. Eagerly she seized every opportunity. "On every side, and at every hour of the day," she relates, "we came up against the relentless limitations of pioneer life. . . But we had health, youth, enthusiasm, good appetites, and the wherewithal to satisfy them, and at night in our primitive bunks we sank into dreamless slumber such as I have never known since." Never for a moment did Anna give up, never did she lose faith. At times, however, it seemed that only a miracle could bring within her grasp her dearest wish. But through it all, she asserts, "I knew I was going to college."

The third book of the series reveals to ninth-grade pupils such "real persons" as David Livingstone, Theodore Roosevelt, Walter Damrosch, and George Arliss. Here they meet George first at seven years of age when he liked to do "dags" and when he dashed in the costume of a circus clown through complacent Museum Street. At this early age too he'll decide to be a circus clown when he grows up; no, it'll be an omnibus driver; no, not that either, he'll be a schoolmaster. Not long after this there was a Christmas party at the Arlisses. In the midst of the bubble of excitement, he says, "there appeared the thing that was definitely to decide my career." George's cousin "Fatty" and two of Fatty's friends, Master Joseph Soutar and Master Henry Soutar, were to come and were to play a one-act farce. But Fatty, about whom the story of Mrs. Bottlewasher's Apartment pivoted, was too ill to come to the party. The hour for the play to begin had almost arrived, but there was no Fatty to go on the stage. Then it was that Joseph, looking at George appraisingly, said, "Why shouldn't you play the part?" The farce was played successfully that same night with George in cousin Fatty's role. "From the moment of my meeting the Soutar boys," he writes, "my time was entirely given up to preparation for the stage." Sometimes Sunday evening performances were given under the assumed name of Mr. Augustus Buckland to circumvent parental objections. Sometimes he would pay a fee to be allowed to have a part in a play. Often he played the part of "atmosphere," and cleverly queered other actors' parts until one day Joe Cave snapped, "Let him do it his own way. Let him alone." Once a combination of rain and an empty theater ended his romance. Deftly he draws back the curtain and lets his readers follow his remarkable career "Up the Years" from the day he was taken on as "extra gentleman" through his triumphs in Disraeli and The House of Rothschild. In the memory of the beloved cinema star stands out vividly that crucial moment when, as extra gentleman, he was "taken on." So great was the elation then that it seems to have propelled him up the years. "When that Monday morning came," he confides, "and I pushed open the narrow stage door that swung back on a spring, my heart thumped and I suppose I felt very elated, for I remember thinking, 'I am opening the door of an entirely new life. I may fail, but whatever happens I shall never regret it, because it is the only life I care to live.'"

Dr. Starbuck and his staff have rendered invaluable service to boys and girls everywhere in making available to them Living Through Biography and thus showing them how to live more joyously, efficiently, and completely. Here on almost every page is the human touch, without which no literature, however well written, can be permanently great. Chapters introducing the volumes, sketches setting forth principal
facts of the lives, and a Teacher's Manual—all are ready to the teacher's hand. It is a pleasure to recommend *Living Through Biography.* One cannot speak too highly of this book, because it speaks so well for itself.

C. H. Huffman


Published for the National Council of Teachers of English, this book presents an account of methods used and results obtained in an experiment in improving the reading of retarded pupils of secondary grade. The experiment was conducted in a New York high school and was financed with a federal subsidy.

The story of the experiment, which involved 500 retarded readers and thirty teachers, covers two years' work; and it will be of timely help to teachers and supervisors who are wrestling everywhere with the problem of what to do with pupils who enter high school not really knowing how to read.

The outstanding conclusion reached in the book is that even seriously retarded pupils are capable of progress in reading and hence of improving their chances of grasping other subjects. When many pupils enter high school reading at or below sixth-grade level, what but failure, the authors ask, can be expected; and subsequent studies show that they do fail.

Some of the notable features of the experiment described in the book are a highly individualized program, examination of all pupils for physical defects, a consideration of home or emotional disturbances, sympathetic effort on the part of teachers to find or develop each pupil's interests and to give him reading matter in harmony with those interests, care that no opprobrium should be attached to the special classes, straightforward discussions of his particular weaknesses with each pupil, and encouragement of all of his efforts to overcome them out of self-interest.

Stress was laid on the experiment on leisure reading, and here tastes developed and improved, but they remained centered on fiction. Both in diagnostic testing and corrective work, the latest scientific apparatus was employed. Photographs reveal clearly the uses of scientific equipment. Analyses of causes of retardation and typical-case studies are given. There are chapters on the teaching of silent reading and the philosophy resulting from the entire study.

Grady Garrett

**The Photoplay as Literary Art.** By Walter Barnes. Newark, New Jersey: Educational and Recreational Guides, Incorporated. 1936. 57 pp. 50 cents.

Here is an intelligent treatment of the moving pictures as an embryonic art. Dr. Barnes, who takes his subject very seriously and breaks a number of butterflies on the wheel of his style, discusses the cinema with admirable orderliness and shrewd observation. The booklet is obviously intended for classroom use in the study of moving pictures, and though Dr. Barnes's strictures on art may be rather formidable to young students, what he has to say should be of excellent use in such a study.

Dr. Barnes first describes the nature of the photoplay, comparing it with other forms of narrative art; next he considers the newness, the ephemeral nature, the popularity, and the commercial impulse of the cinema. The greatest portion of the booklet is given over to the “Esthetic Principles of the Photoplay,” clearly formulating the necessary qualities of the art form that the cinema strives to be. The author concludes with a plea for better photoplays, summing up his findings: that the cinema “deals competently with objective facts; but as a portrait-painter, an interpreter of character, it has been weak; and in its presentation of the problems of life, whether the present controversial ones or the more permanent ones, it has too often been inadequate."
Of late years the photoplay has measurably improved both in character-drawing and as a commentator on life."

ARGUS TRESSIDDER


To ten chapters in Part One on written and oral English with special emphasis on teaching functional grammar, letter writing, vitalizing oral work, and organizing and motivating composition, this revision and enlargement of a 1931 book adds a second part, headed "Literature Reading and Study," with valuable suggestions on teaching poetry, drama, and fiction.

The book is practical from beginning to end. Readings and suggestions of great help to the teacher are listed with each chapter. The seventeen page bibliography gives prices and publishers' addresses, and marks those books most useful to the prospective teacher.

The appendices contain invaluable suggestions on tests, correcting and grading papers, methods in composition work, pictures and bulletin boards, aids to reading, and extra-curricular activities.

Not only for its information but for the interest it creates in the problems and possibilities of teaching literature and composition, this is a valuable book.

DOLORES Q. PHALEN


In a condensed form Applied Composition presents to the college freshman a year's course in the principles, mechanics, and types of writing. Student problems and broadened experience of the freshman year provide the source of the material for each suggested field of composition. With this appeal to student interest, the author has combined an excellent quality of subject matter.

Of special interest are the evaluations and interpretations of the specimens quoted, the suggested assignments, and the criteria which enable a student to criticize his own work. The specimens of writing are so well selected and so plentiful as to make it possible to directly correlate the reading course and composition.

HELEN SHULAR


This clearly-written book should help college freshmen see that their course in composition is of practical use, and not mere exercise.

The introductory chapters reveal to the student that writing is related to talking and reading; the larger portion of the book is given over to the actual mechanics of writing. The text is supplemented with an alphabetical handbook "which constitutes a compact manual of grammar, punctuation, and usage."


With its explicit information and examples of the essentials in writing, this textbook will be most helpful in the freshman course of writing.

VIRGINIA BLAIN


Miss Hannum has here a vigorous, elastic organization with emphasis on (1) carefully constructed exercises built to form taste and judgment, with ample provision for training and improving reading skills, (2) direct, lively illustrations, and (3) use of pupil-written material for study and criticism.

Particularly notable are the language activities; English is emphasized as a practical social activity rather than an academic
study. One feels, however, that such topics as group discussion and conversation receive too little attention.

This “Atlantic $4,000 Prize Textbook” undoubtedly should be recommended for freshness, ingenuity, and interest to high school students.

LORRAINE LUCKETT


The Junior English in Action series gives training in dynamic English by means of a great number of activities and examples supplemented by a small number of theories and rules. Since speaking is more natural than writing, Part I of each book consists of “Speaking and Writing Activities,” e. g., conversing and making introductions, telling stories, writing business and social letters, reading and memorizing, dramatizing, class club activities, and using the library. Part II consists of simple and informal grammar, which is immediately applied to writing correct and effective sentences.

The vivid presentation of material, the colorful covers and frontispieces, the illustrations and the amusing cartoons drawn by A. B. Savrann of the Boston Herald, the progress chart at the end of each book, and using the library. Part II consists of simple and informal grammar, which is immediately applied to writing correct and effective sentences.

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EVELYN L. WHITMIRE


This book is the outgrowth of actual English courses which covered three purposes—to review the essentials of composition; to develop an appreciation for forceful, beautiful prose and verse; and to provide for creative writing.

Its six parts deal with the Training of the Senses, Observation Themes, Further Fundamental Work for Clear Thinking, Observation of Human Beings, Writing for Home and Club Life, Creative Writing for Pleasure and Profit.

The author discusses briefly the problem, giving samples of writing by well-known authors and by the high school children whom she has taught. The numerous oral and written exercises include the keeping of a notebook. Miss Button wishes to encourage the observation of the beauty in nature and in human life.

The book is attractive in size and arrangement. The exercises are comprehensive. As a text for systematic study this book may contain too many detailed exercises, but a practical teacher can always make selection.

MILDRED MILLER


This series of texts, with helpful Teacher’s Guide and Text Books, contains practical exercises in order that the pupil may test himself for his needs; drill exercises that he may practice where there is need; and achievement tests in order that he may measure his own growth.

Many of the exercises are for oral use and will aid in the daily English needs of the pupils. They contain material that is basic and fundamental, such as the parts of speech, the kinds of sentences, modifiers, punctuation, pronunciation, and spelling.

Briefly, the purpose of this series is to develop correct language habits. Mastery of these exercises will be effective in accomplishing such ends.

MARTHA SMITH


This dictionary of literary terms is designed as an aid to the study of literature by giving brief but complete definitions of terms found in literature, excepting chiefly
mythological terms and names of famous characters. The book also contains brief histories of English and American literature arranged chronologically in parallel columns.

Though the brief definitions given are usually adequate, sources of more detailed information are frequently added.

The difficult task of selection of terms, of condensation of material into brief discussions, has been well performed. Not only definitions of terms from prosody, dramatics, etc., but even brief histories of literary movements are included. For instance, under the letter S one finds such varied terms as scenario, scholasticism, Scottish literature, sensuous, sentimental comedy, sub-plot, symposium, and syncope.

As a college classroom guide or a companion in individual study, this handbook should be invaluable.

Agnes F. Baegh


Thousands of college seniors graduate without knowing how to read or write, in the opinion of Professor Loomis. To try to alleviate such a situation, he has grouped under the headings of Exposition, Argument, Description, and Narration material taken mostly from such twentieth-century writers as Henry L. Mencken, George Santayana, and Sinclair Lewis, as well as older writers like Lamb, Thoreau, Dickens.

Each section begins with an explanation of the type of writing, and is followed by examples which serve as models for students in developing skill in composition. This correlation of reading and writing seems good. The content is vital and will broaden the pupil—one goal of college education.

Mary Ellen Smith

NEWS OF THE COLLEGE

Entered for the second time in its history, The Breeze was awarded first honor rating of Excellent in the National Scholastic Press Association and Associated Collegiate Press competition, in which 340 publications from colleges and universities all over the country participated.

Only four other papers in the teachers' college group were awarded higher ranking than The Breeze, which received the same rating last year.

The editorial board was composed of Lois Sloop, editor-in-chief; Dolores Phalen, assistant editor; Helen Hardy, copy editor; Ila Arrington and Mary Jane Sowers, news editors; and Patricia Minar and Frances Taylor, head writers. Alice West served as business manager.

Representatives from approximately twenty colleges and universities attended the second annual convention of the State International Relations Club held at Harrisonburg April 23-24. Speakers for the convention were Dr. Minor C. Miller of Bridgewater College, who discussed conditions in Russia; Grover Clark, well-known author, who spoke concerning danger spots in the Far East; and William Lonsdale Taylor, executive secretary of the International Labor Organization Committee of N. Y., who addressed the convention on the subject, "The United States and International Cooperation."

Plans for the convention were made under the direction of Louise Faulconer and Agnes Baegh, president and secretary, respectively, of the state organization, and Hazel Koontz and Mary Darst, past and present heads of the local chapter.

On and after September 15, 1942, the minimum qualifications of incoming elementary teachers are to include bachelor's degrees from colleges recognized by the State Board of Education, according to a statement issued by the Board at its March 25
meeting. Detailed conditions governing the gradual elimination of the granting of two-year normal professional certificates were included in the statement.

The appointment of Dr. M. A. Pittman, Ph.D., Johns Hopkins University, as professor of physics at Harrisonburg for the 1937-38 session has been announced from President Duke's office. Dr. Pittman will fill the vacancy created by the resignation of Dr. C. E. Normand, professor of physics for the past six years, who has accepted a similar position at the Texas State Teachers College for Women in Denton.

Bishop Edwin H. Hughes of the Methodist Episcopal Church, Washington, D. C., will deliver the commencement address to the graduating classes, June 7.

The baccalaureate sermon on the preceding Sunday will be given by Reverend D. T. Gregory, D. D., Superintendent of the Miami Conference of the United Brethren Church.

Mary B. Cox, crowned eighteenth Queen of the May and honored by traditional tributes of all ages at the afternoon performance, reigned as guest of honor the evening of May 8 at the annual dance for the May Day court. Ray Frye's Virginians furnished the music.

The annual celebration was managed by Peggy Byer, student director; Miss Helen Marbut, faculty sponsor; Billie Powell, business manager. Letitia Holler, Margaret Shank, and Wanda Spencer were in charge of properties, program, and costumes, respectively.

"The Yellow Jacket," extraordinary Chinese romance, by George C. Hazelton and Benrimo, will be given by the graduating classes Saturday night, June 5.

The cast of the play includes Alice West, Florence Rice, Ellen Stanford, Henrietta Baumgarten, Daisy Mae Gifford, Mary Clark, Dorothy Day, Frances Winks, Mary B. Morgan, Cora Mae Fitzgerald, Margaret Fitzgerald, Letitia Holler, Elizabeth Coupar, Anita Wise, Faye Icard, Martha Way, Leslie Purnell, Margaret Sheads, Alice Marshall, June Powell, Doris Bubb, Louise Faulconer, Mary Knight, Dorothy Beach, Fleta Funkhouser, Emma Dunbar, Margaret Tisdale, Marie Craft, Linda Barnes, and Frances Sullivan.

Costume mistress, Lucille Webber; Prompter, Marie Smith; Assistant Director, Patricia Minar.

Others working on production are: staging, Ruby Tyree and Louise Ellett; makeup, Mary B. Morgan; lighting, Virginia Doering; business, Doris Bubb and Frances Winks.

Brone bustin' and cowboy antics were the main features of the big rodeo, April 16, when the freshmen transported H. T. C. to the Mexican border for a Wild night on the old Bar 40 ranch. "Lassoing opportunity," the freshmen appeared for class day "dyked" out in scarlet boleros and ten-gallon hats. Officers of the class are Marguerite Bell, president; Alberta Farris, vice-president; Virginia Gordon Hall, secretary; Mike Lyne, treasurer; Brooks Overton, business manager; and Eleanor Shorts, sergeant-at-arms.

The final debate of the season was held in Wilson Auditorium against a men's team from Waynesburg College, Waynesburg, Penn. No decision was sought.

Margaret Smiley, president of the local club, presided over the meeting; Linda Barnes and Mary Elizabeth Stewart upholding the negative side of the question, "Resolved that Congress should be empowered to fix minimum wages and maximum working hours."

Elected to serve throughout the 1937-38 session, Emma Rand, Amelia, and Mike Lyne, Shenandoah Junction, W. Va., will
serve as presidents of the junior and sophomore classes, respectively. Other officers will be elected at the beginning of the fall quarter.

Kappa Delta Pi, international educational honor fraternity, will be under the leadership of Agnes Bargh during the 1937-38 session. Other officers of the organization are as follows: Mary Ella Carr, vice-president; Helen Hardy, recording secretary; Annie Vincent, corresponding secretary; Mary Darst, treasurer; Lena Mundy, historian; Ruth Mathews, sergeant-at-arms.

Other recent campus elections have resulted in the choosing of the following heads for organizations.

**Barton Club**—Ann Thweat, president; Jo Sowers, vice-president; Charlotte Rhodes, secretary-treasurer; Ruth Schafer, chairman of the social committee.

**Garden Club**—Kathleen Shryock, president; Nancy Koontz, vice-president; Eva Mae Foster, secretary-treasurer.

**Rural Life Club**—Beverly Carper, president; Mary Land, vice-president; Louise Hankla, secretary; Virginia Shreckhise, treasurer; Maria Bowman, chairman of program committee; Christine Rose, chairman of social committee.

**Cotillion Club**—Ettie Henry, president; Fannie Slate, vice-president; Helen Willis, secretary; Jane Logan, treasurer; Carrie Mae Turner, business manager; Ella Hubble, sergeant-at-arms.

**Alpha Literary Society**—Vivian Weathery, president; Ellen Fairlamb, secretary; Marcella Richardson, leader; and Vera Lockname, chairman of the program committee.

**Art Club**—Eleanor Cole, president; Jewel Schoen, vice-president; Wanda Spencer, secretary; Katherine Shull, treasurer; and Charlotte Landon, chairman of the program committee.

**American Childhood Association**—Anne Goode Turner, president; Marie Walker, vice-president; Mary Ellen McKarsie, secretary; Mary Ann Holt, treasurer; Mildred Garrison, chairman of program committee.

Members of the local varsity basketball squad who received letters and stars for participating in games during the 1937 season were as follows: Letters for one year’s service—Virginia Linkous, Marguerite Bell, Arlene Sierks, Leslie Purnell, and Jean VanLandingham. Stars, evidence of previous letter award—Margaret Byer, Margaret Glover, Billie Powell, and Ruth Pullen.

Chosen for their scholastic records, fifteen students were elected to membership in Sigma Phi Lambda, junior honor society. They were Georgia Bywaters, Geraldine Ailstock, Marguerite Bell, Bernardine Buck, Mary Elizabeth Coyner, Perry Darner, Ellen Fairlamb, Nellie Knupp, Judith McCue, Eva Massie, Ruth Schafer, Margaret Sheads, Frances Taylor, Margaret Weller, LaRue Huffman.

Other students elected to membership in campus organizations were as follows:

**Lanier**—Lois Mason, Peggy Weller, Mildred Bundy, and Alberta Farris.

**Lee**—Nell Cox, Mrs. Mary Darst, Patricia Minar, and Anna Lee Stone.

**Page**—Edna Mae Ruby, Adeline Tucker, Alma Curtis, Patricia Stone, Winifred Vickery, Anna Hershberger.

**Stratford**—Full membership: Florence Rice, Frances Winks, Agnes Thompson, Cora Mae Fitzgerald, Doris Fivecoat, and Louise Hankla.

Associate membership: Evelyn Faught, Marjorie Grubbs, Dot Lee Winstead, Elizabeth Patterson, Fleta Funkhouser, Georgie McGhee, Frances Alexander, Edith Holland, and Mary Lupton.

Nineteen girls were chosen as members of the Cotillion Club. They were Katherine Stone, Virginia Ramsey, Virginia Becker, Doris Hodges, Virginia Speed, Evelyn Vaughn, Florence Jeffries, Ruby Hubble, Lurline Nuckols, Julia Kilgore, Skippy Up-
shur, Berry Grove, Ruth Matthews, Ella Mae Heard, Marguerite Bell, Alberta Farris, Margaret Wilson, Lafayette Carr, and Anne Hedrick.

Every member of the Institutional Management Class of ’37 has secured a position. They are Bertha Jenkins, Waynesboro, The Johns Hopkins Hospital, Baltimore, Maryland; Frances Wilkins, Strasburg, Watt’s Hospital, Durham, North Carolina; Julia Kilgore, Coeburn; Anne Wood, Richmond, and Elizabeth Younger, Mt. Jackson, all have positions at Virginia Medical College, Richmond, Virginia; Helen Shutters, Mt. Jackson, Cincinnati General Hospital, Cincinnati, Ohio; Eleanor McKnight, Cambridge, Maryland, Pennsylvania Hospital, Philadelphia, Pennsylvania; Ruth Bodine, Harrisonburg, Hotel Lexington, New York City; Julia Van Horn, Clifton Forge, University of Virginia; Frances Showalter, Dale Enterprise, Chicago.

Twenty-two students received first honors on grades for the winter quarter, while one hundred and four students made the second roll.

FIRST HONORS


SECOND HONORS


Prudence does not consist in evasion or in flight, but in courage. He who wishes to walk in the most peaceful parts of life with any sincerity must be resolute. Let him front the object of his worst apprehension, and so stoutness will commonly make his fear groundless.—Emerson.
ALUMNAE NOTES

Harrisonburg was well represented at the meeting of the Virginia Dietetics Association at Roanoke in April. Among those present were Louie Forrester, '22, who is dietitian at the Danville Hospital, Danville; Rose Hogge, '30, dietitian at the Dixie Hospital, Hampton; Evelyn Wolfe, '29, dietitian at the Memorial Hospital, Harrisonburg; Doris Woodward, '25, dietitian at The Commons, University; Rachel Weems, '17, physician at Harrisonburg State Teachers College. Doris Woodward gave two papers: one on Institutional Equipment and another on Planning Meals for Men. Rachel Weems gave a report at the morning session on the Diet Tables at H. S. T. C.

Mary Brown Allgood, '30, president of the Alumnae Association, gave a series of demonstrations at H. S. T. C. on April 29 and 30. A movie illustrating the history of cookery was given on both days and Mary Brown prepared the foods shown in the film.

The Richmond local chapter held a recent meeting at which Rachel Brothers Eure, '31, was elected president, and Margaret Campbell, '32, secretary.

Emma Henry, '34, is a home demonstration agent, with headquarters at Farmville.

ENGAGEMENTS

The engagement has been announced of Gladys Farrar, '32, to Mr. John L. Glaize of Winchester, where Gladys has taught since her graduation. The wedding is to take place in the early summer.

Kathryn Harlin, '34, is engaged to Mr. Caleb R. Massey of Fredericksburg. The date for the wedding has not yet been set.

The wedding of SeNora Francis, '33, to Mr. William D. Williams, Jr., of Franklin, will take place this summer.

In June Dorothy Rodes, '32, will marry Dr. Howard T. Holden of Chattanooga, Tenn. Dorothy has been teaching home economics in Harpers Ferry, W. Va.

Another June bride will be Dorothy Parker, '34, who will marry Mr. C. Ronald Woodrum of Staunton, where Dorothy has taught since her graduation.

Eliza Bland Murphy, '30, will marry Mr. James H. Thompson of Columbus, Ohio, on June 19. Since her graduation she has taught in Arlington, Va., and Charleston, W. Va.

The marriage of Betty Marie Coffey, '31, and Mr. Harvey S. Strawn of South Bend, Ind., will take place in June. Since her graduation here Betty Marie has taught at Middlebrook.

The engagement of Elsie Haga, '24, to Mr. William G. Hundley of Baltimore, Md., has been announced and the wedding will take place early this summer. Elsie has been teaching in Danville.

Ruth Beery will marry Mr. Hugh Powell of Atlanta this summer. Ruth has been teaching home economics in Winchester for the past few years. Mr. Powell will graduate from the Union Theological Seminary in May.

WEDDINGS

Virginia Tisdale, '27, and Mr. John L. Fenlon were married on March 24 at the rectory of St. Mary's Catholic Church, Fredericksburg. Virginia has taught in Fredericksburg for some years. Mr. Fenlon, a graduate of George Washington University, is director of athletics at the Fredericksburg High School.

Julia Courter, '33, of Amelia and Mr. Paul D. Hollyfield were married in March.

OUR CONTRIBUTORS

NELLIE L. WALKER is supervisor of kindergarten in the State Teachers College at Harrisonburg.

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ARGUS TRESIDDER is professor of speech and dramatics at Harrisonburg.

GRADY GARRETT is teacher of English in the Jefferson High School at Richmond.
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.

**CARNIVAL IN FLANDERS (La Kermesse Heroique)** (French prod., English titles) Outstanding costume comedy brings to life imaginary episode in 17th Century Flanders. Wives heroically ignore terror-stricken men, turn horror of Spanish invasion into hilarity by feminine methods. Merely sophisticated masterpiece.

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

**CLARENCE (Roscoe Karns, Eleanor Whitney, Eugene Pallette)** (Para.) Good screening of Tarkington's whimsical story of hero, a timid and unknown genius, plopped into position with a hysterical family where he becomes invaluable. Class B, but lively and amusing in action, dialog and character.

(A) Good (Y) Very good (C) Good

**THE CRIME NOBODY SAW (Lew Ayres, Eugene Pallette)** (Para.) Mediocre murder tale, poor in direction, acting and dialog. Incredibly artificial and artificial situation. Three would-be playwrights, hired to write, are devoid of ideas till a crime under their very noses supplies necessary plot.

(A) Mediocre (Y) Perhaps (C) No

**EAST MEETS WEST (George Arliss and English cast)** (GB) Costume melodrama of rum-running, romance, intrigue, with Arliss doing "Green Goddess" role with sly gusto. Oriental sultan of small domain plays emissaries of rival nations against each other to win huge loan from each. Underivable elements.

(A) Good of kind (Y) Doubtful (C) No

**GOOD OLD SOAK (Wallace Beery, Janet Beecher)** (MGM) Well-acted screening of Don Marquis' glorified drunkard, "The Old Soak," retaining genuine comedy and human appeal, but heavy-drinking, good-hearted father is too slowly, boorish and crude to accord convincingly with his supposed environment.

(A) Good of kind (Y) Doubtful (C) No

**INTERNES CAN'T TAKE MONEY (Stanwyck, McCreary)** (Para.) Medical ethics and gangsterism combined in finely acted, sensational drama. Gang leader owes life to interne-hero and helps him find heroine's daughter, hidden by ex-husband. Character values distorted, ethics scrambled, racketeers glorified.

(A) Good of kind (Y) Doubtful (C) No


(A-Y) Very good of kind (C) Little interest

**MARKED WOMAN (Bette Davis, Humphrey Bogart)** (Warner) Grim, strong picture of sordid, sexy business of night-club "hostesses" working to enrich murderous bully, their lord over in vice. Decency thrillingly defeated throughout. Fine example of expert screening of outrageous theme.

(A) Dep. on taste (Y-C) Utterly unwholesome

**SEVENTH HEAVEN (James Stewart, Simone Simon)** (Fox) Notable re-creation in sound of famous silent of ten years ago, superior to it in dramatic vigor and pictorial technique if not in charm and sentimental appeal. More strength than subtlety at times. Stewart's Chico excellent.

(A) Excell. (Y) Mature br. gd. (C) Beyond them

**TOP OF THE TOWN (Doris Nolan, Geo. Murphy)** (Univ.) Frenzied noise, jazz, dance, "music" and brainless hilarity in glorified cabaret where life is just one long hunt for laughs. Burlesque proof that "swing" beats "classical". Low salaries made possible big sets. Compare such stuff with "May-time!"

(A) Dep. on taste (Y) Doubtful (C) No

**TWENTY-THREE AND A HALF HOURS LEAVE (J. Ellison)** (Grand Nat.) Breezy farce about doughboys in camp. Rollicking fun, slapstick, song sequences, as cocky sergeant hero wins wage that he will breakfast with the general, and wins his daughter also for good measure.

(A) Perhaps (Y) Amusing (C) Probably good

**WAIKIKI WEDDING (Bing Crosby, Shirley Ross)** (Para.) Much photographic beauty but little else. Bing, as ingenious publicity-man for Hawaiian pineapples, starts what leads to crazy hash of South Sea adventure, maudlin romance, volcanic eruptions, sensuous dances, clown comedy, and much, much Bing "music."

(A) Depends on taste (Y-C) Doubtful value

**WAKE UP AND LIVE (Winchell, Bernie, Faye, Jack Haley, Patsy Kelly, Ned Sparks, Catlett)** (Fox) Hilarious farce comedy at its best. Winchell-Bernie feud and Kelly-Sparks wisecracks deftly woven into plot centered on hunt for "phantom troubadour," whose voice, accidentally on air, starts frantic complications.

(A-Y) Excellent of kind (C) Probably amusing

**THE WOMAN I LOVE (Paul Muni, Miriam Hopkins)** (RKO) Unsympathetic leading roles and old, overdone Great War details mar this serious triangle story. Muni hated as jinx by fellow-airmen. His adored wife in love with youth in same squadron. Depressing mess solved by youth's death! Waste of Muni-Hopkins.

(A) Disappointing (Y) Unwholesome (C) No

**WOMEN OF GLAMOUR (Virginia Bruce, Melvyn Douglas)** (Columbia) Gold-diggers glorified in atmosphere of luxury, sex and wisecrack. Rich painter leaves wife to marry blase young heroine, and just manages to save her from round-the-world trip with drunken rounder. Worse because well-acted.

(A) Depends on taste (Y-C) Very unwholesome
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