"The General Assembly shall establish and maintain an efficient system of public free schools throughout the state."—Section 129 of the Constitution of Virginia
CREATIVE COMPOSITION IN
HIGH SCHOOL

The creative ability of which one hears and reads so much, and which some may think is a recent development in education, is really as old as life itself. "It was fundamental in the past, it is fundamental today in all efficient teaching and all learning processes. There can be no real education unless it is creative." When a child has learned not to stick his hand in the fire he has created a new way of thinking about the fire. The creative impulse is more easily recognized in young children, but the artisan who fashions a beautiful piece of work after a design of his own, uses it; the minister who develops the spiritual life of his parish practices it. In short, whenever adjustments are made among individuals, this gift is used. “It is something more than a product in clay or canvas: it is dancing, rhythmic living, a laugh, a flash of the mind, strength of control, swiftness of action, a song without words,” and our lives are “artistic or dull in proportion to our creative gifts.”

Before going further it might be well to state that the majority of authorities on “creative composition” accept the psychological point of view as a basis for classifying creative work, which places emphasis on the process rather than on the finished product—a new thought, a new idea, a new analysis. Whenever an individual reacts in a different way, Professor Kilpatrick says, an act of creation takes place. Should one accept the sociological point of view, only the great masters would be recognized as possessing creative ability, and there would be little need to spend time on creative composition in the high school. While it is true that few pupils are endowed with originality, all possess to a greater or less degree the power to create. “Each new sentence is a creation and to many progressive teachers creative composition emphasizes the degree to which an individual has contributed his personal feeling or thinking to the sentence or paragraph.”

Even nature furnishes countless illustrations of creative composition: no one knows why the robin sings, but we can take down the motif of his song. What mathematician does not wonder at the geometrical pattern of the spider’s web or the paper apartment of the “yellow-jacket” that some inner urge has caused him to create? Nature has many artists that demonstrate beauty in keeping with their uses and purposes. Man follows that same inner urge which soon becomes a desire. The desire is changed to an idea which causes him to collect his materials and compose something that serves his needs and purposes. Creative composition is thus “the act and product of arranging, relating, organizing, rebuilding materials already possessed or purposefully sought and secured.” This definition of creative composition applies suitably to the high school pupil whose material is words, which he uses to express his feelings, as well as the phases of life in which he is

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1. McKittrick, May—“Creative Writing in the New Era.” The English Journal (c. e.) April, 1934, p. 298-302.
3. La Brant, Lou L.—“The Psychological Basis for Creative Writing.” The English Journal (h. s.) 1936. pp. 292-301.
4. In direct opposition to this standard for creative composition Prof. White, of Hunter College, makes the following statement (Education, September 1936): “But I, for one, refuse to accept the idea that any type of writing styled ‘creative’, or that any collection of ink-and-paper gibberish—however creative or liberal it may be—should be blithely labeled writing.”
interested and with which he has had direct or vicarious experience.6

Objectives

Since one of the major emphases of education is placed upon recognition and development of individual differences among pupils, and since a great majority of progressive teachers of English are willing to place creative composition on a broader basis, accepting other types of minds and other native abilities beside those of the rare artist, this subject provides a surprising number of objectives for the English teacher and his pupil to work for.

Some pupils write because the teacher makes an assignment, while others have it in them and can't help it—like the pupil in the Lincoln High School of whom Professor Mearns writes: “She said she had a poem in her and that if she had to stay in this room another minute without writing it she would scream!”7

For the timid pupils free, creative writing has a social and remedial value. They are afraid to have their thoughts and experiences read before others, for fear they are abnormal or individual, but class discussion proves they have been common to many. Miss La Brant8 says she finds “Do not read my name in class” on as many as a fourth of the papers coming to her. She adds further that usually the child makes known his authorship before the class is over.

For the pupils who have “the itch to write” creative composition provides an outlet for creative energy and emotional release; at the same time it stimulates observation and develops imagination. The product of this energy can be utilized by the school newspaper and the high school literary magazine in the form of editorials, essays, poems, short stories, book reports.

6“The one indispensable talent for creative art, whether of the theatre or literature or music or plastic representation, is the talent for experiencing”—Mary Austin.
8La Brant, Lou L.—op. cit.

The purpose of creative writing in high school is not to develop great writers; but through these courses and the thoughtful guidance of the teacher, some pupils may later enter the field of journalism, or their energy and ambitions may be directed into other channels best suited to their interests. Many a person has freed his emotions in writing letters, and whether it is done for pay or pleasure, the more imagination and spontaneity one uses, while sacrificing none of the conventions, the better.

“A wholesome development in the field of creative composition is opening up as a result of the photoplay-appreciation movement. Teachers who at first resented the intrusion of photoplay in the English courses are finding that it is leading to a greater interest in the arts as well as serving as a basis for motivating imaginative writing.”9

A few years back, training students to make a living was one of the major objectives of education. The value of the untrained person, of the high school graduate, and of the college graduate was computed in dollars and cents, but we are more and more forced to admit that students must receive some education for leisure. Most students will have more leisure time on their hands than our grandparents ever dreamed of. “It is this new leisure that will make or mar them, according to how it is spent or misspent.”10

To some older teachers all of this emphasis on creative writing means but one thing—a failure to acquire necessary skills, and neglect of rules of grammar and rhetoric. Investigation, however, supports the opinion that creative composition “offers an ideal medium for the development of correct sentence structure, punctuation, and form—all learning is determined by meanings within the individual experience. We

understand, therefore, why it is that our drills and exercises in writing have such a transitory effect and have failed to carry over to out-of-class writing. Creative composition furnishes a situation in which the pupil provides the motivation for correct structure, for clarity and good form. There is a true check of accuracy, the check of real experience.” Sentence structure and vocabulary problems which the teacher sets up lack motivation and often are not really the problems of the majority of the pupils.

Ruskin voiced an important objective of creative composition when he said, “The greatest thing a human soul ever does in this world is to see something, and tell in a plain way what it saw.” Students must learn to be close observers; they must acquire sound ideas and the ability to use these ideas for a definite purpose. Lincoln clearly demonstrated these points when he is reported to have said, in one of his debates with Douglas, “I know what I mean and I do not propose to leave this crowd in doubt!”

Much has been done in the schools toward recognizing individual needs and interests; educators are constantly using, with much emphasis, the terms “child-centered,” “interests of the learner,” “life situations,” etc.; all kinds of tests and every available method, however, will have to be used to discover and develop individual capabilities and native tendencies. When this is done there still remains what is possibly the highest objective to be attained—that of using these developed instincts and abilities in solving our social problems. “Youth must be made to realize that its sharpened powers should be used in cooperation with others in an effort to eradicate social evils—ignorance, poverty, disease, crime, low ideals.” We must set up a plan in the English classes that will give more time to creative thinking. The pupils must acquire a knowledge of our social problems and be able to do something toward their solution. Of course, English classes cannot take over the content of the social studies, but “creative thinking along social lines” can be encouraged and clarified in the English classroom. “At present there is too much time given to the technique of writing, and most high school students do not know how to find material within their own experience for creative thinking. English should be so taught as to preserve all that is creative in the individual and at the same time prepare him to take part in the new social order,” Miss McKitrick asserts. In this way he will be fitted “to act with and for others while he learns to think and judge for himself.” As all teachers realize, these objectives cannot be attained over night, but by persistent and consistent effort, surprising results may be obtained.

**Procedures**

Charles Hilton says the creative writing process cannot be taught: “No one but God can create the necessary link in the chain between knowledge and its appreciation. Either the student has the capacity to apply what is taught, or he hasn’t, but it can be studied.” Another writer says that creative writing “cannot be taught but can be caught.” Whether one approves of either statement, it is clear that the success of such a course depends largely upon an understanding teacher. His sincerity and enthusiasm, as well as his ability to teach, are taken for granted. H. Robinson Shipherd glorifies the work of such a teacher when he says to the composition teacher: “You are not task masters; you are mental and spiritual gardeners, nourishing, watering, fostering the most exquisite and the most

11LaBrant, Lou L.—op. cit.
miraculous growths and unfoldings it is ever given us to see, and God gives the increase. . . Much is required of us, but to us much is given.” On the teacher, then, rests the responsibility of establishing an atmosphere that is conducive to real creative effort. He must stimulate boys and girls so that they will discover the materials and interests they possess or may develop, and at the same time he must be business manager for the group.

The conference plan is used by some teachers, and Professor Shipherd says no decent composition teaching can be done otherwise. In this way all formality will be eliminated. Some classes elect a chairman who works with the teacher in making plans for the group. The atmosphere of a club should prevail. Where it can be had, a pleasant room that is strictly private is a great advantage; it should be furnished with a suitable table, at which the teacher sits with the pupils. This method does several things: it breaks down imaginary barriers between teacher and pupils; it makes the work a joint adventure which formal education has almost destroyed. “There must be freedom of expression; no spirit of discouragement. Care should be given that only constructive, helpful criticism and appreciation be employed by the teacher. There must be no compulsion. Creative work should never be assigned. Opportunities for writing must be provided, and an atmosphere that will encourage it. There must be a reason or a need for the story, the play, or the poem, and appreciation and enjoyment of the result. Technique comes as a means of expression.”

Some periods can be spent in having rhythmical prose, poetry, or other forms of literature read and discussed; sometimes an interest can be aroused by reading poems that might suggest experiences of their own. The children might be asked to write in one sentence what the poem brought to their minds; a picture, an experience, or a sense impression, or some interesting thought about life? The best sentence should be read to the class and reasons given by the teacher for his choice. An informal discussion of the forms of poetry—avoiding technical terms—might well be brought out at this point. Another method of helping the class to write interesting sentences is to give a list of words asking them to write what these words make them think of. “By writing we shall simultaneously develop possessed skill, interests, and capacities, stimulate growth in creative and interpretative powers, and understandingly and purposefully eradicate destructive habits. In other words, our written-expression work will be at once corrective, formative, and resultant in creative effort. It must attain these ends together if it would achieve them at all. We cannot correct and then employ. We cannot form and correct and later create: we must form and correct in the process of creation.

Maxwell J. Littwin suggests the use of three methods that have proved helpful in his work: (1) Picture study lessons; (2)
Literary model lessons; (3) Sense training lessons.

Keeping class notebooks of the best creative work increases the interest of the class in attempting original writing of their own. Those examples of essays to be studied should be selected on the basis of being within the experience of the group. Essays may be analyzed to note the personal touch, or the choice of words, or the turn of a phrase.

Pupils can be asked to give just one vivid experience, and the best parts of their essays can be copied on the board. This is a help in improving their prose technique. "Teachers have always drawn on the personal experiences and observations of pupils for creative ability, but approaching this through the medium of literature has led to a more artistic and vivid expression of the pupil's experience and ideas." 20

Among certain materializing forces for securing creative work that may be used to advantage is reading; more nearly than any other activity, it widens the scope of human experience. It is so important that some wise educators make it a thing to be enjoyed—not a duty. Shelley said in his defense of poetry that it "is the record of the happiest moments of the happiest and best minds." Reading sharpens a young writer's senses and causes his imagination to become productive. Wide reading alone will not make a writer, but if one looks into the background of the best writers, he will find they have all been omnivorous readers. Nicholas Murray Butler goes so far as to say that "The only way to teach young people to write good English is to teach them to read good English," but Shipherd claims "that the truth is midway: to read, then to write, then to read, and then to write—both; persistently, unwearyed." But at the other extreme stands Thomas H. Uzzell, who insists: "I do not believe that reading should ever be used in any classroom to stimulate the imagination. This use of reading by teachers and by students themselves, in their own efforts at creative writing, has produced thousands of baffled, paralyzed, often despairing failures, who, before they can succeed, must somehow be turned from books and magazines to life, their own lives, as sources of both inspiration and material." 21

"In every human being," Robert Henri says, "there is the artist, and whatever his activity, he has an equal chance with anyone to express the result of his growth and his contact with life.... I don't believe any real artist cares whether what he does is 'art' or not. Who, after all, knows what is art? I think the real artists are too busy with just being and growing and acting (on canvasses or however) like themselves, to worry about the end. The end will be what it will be. The object is intense living, fulfillment, the great happiness in creation."

But however creative writing may be, it must be worked at consistently, Robert Louis Stevenson believed. Of the painters at Barbizon, he said: "My job is like theirs. Every day they go at their work, their job, not waiting for inspiration or mood or even for subject. Something, a little, everyday; the result is mountainous!"

Jenny Lind Shirley

20 Wright, Mildred—"Suggestions for Creative Writing." The English Journal (c. e.) September 1932. p. 538-42.


Books are the quietest and most constant of friends; they are the most accessible and wisest of counsellors, and the most patient of teachers.—Charles W. Eliot.

There is one trouble with relatives. They know the worst of us in advance. And generally they are painfully candid.—Fred B. Barton.
WHY WE USE THE EXPERIENCE UNIT AT EXMORE

THERE are many reasons why the Experience Unit was introduced in the Exmore-Willis Wharf School. It appears, therefore, that we ought to review the causes for such a change in teaching procedure. Some of the outstanding reasons for the adoption of the Experience Unit were as follows:

1. Former methods of instruction did not bring about life-like situations in that the activities were not flexible to the extent that pupils could develop the necessary attitudes and concepts so essential to our changing civilization.

2. Frontier thinkers in education in the various fields pointed out a new philosophy upon which learning is based, while many outstanding leaders in other fields showed that something should be done about teaching procedure.

3. Former methods of instruction did not place the necessary emphasis upon contemporary civilization.

4. The rapid changes which are taking place in our economic, social, and political life seem to require a different point of view.

5. The State Department of Education made an effort to revise the curriculum in Virginia in such a way as to stimulate interest among teachers through their participation in the program.

Former methods of instruction and their uses: The question and answer method of instruction resulted in too much waste of time and initiative on the part of pupils. Moreover, the facts learned were more or less isolated in that the teachers did not have a tendency to lead pupils to form large concepts or generalizations. Teachers talk too much and too often when pupils failed to understand and appreciate the significance of the lectures. Child interest played a very small part, since in many instances tasks were assigned without regard for the fact that we do better things which we like to do or the things which please us most. From personal contact with graduates of the secondary school the writer arrived at the conclusion that the facts learned did not as a rule mean that the learner formed sound conclusions, since he not only forgot most of the facts but did little with the ones which he could recall.

The project method seems to have been an improvement over the question and answer procedure because there was a greater opportunity to center facts around a broader generalization. On the other hand, information or content was assigned with little respect for pupil interest. Then, too, the necessary attention was not paid to individual differences. The contract plan provided for three levels of ability on the part of pupils, but there were many weaknesses in this method. First, many of the best students were willing to stop work after the minimum requirements were met. Also the method led to copying on the part of pupils since the best students arrived at their conclusions based on the first level and many times permitted the slow ones to use their work as a model. Dr. Morrison and Dr. Smith of the University of Chicago presented a plan which was tried in our school. Such a method—subject matter unit—was an improvement, but did not provide for due consideration of pupil interest and in many cases such units resulted in mere blocks of subject matter to be learned. The Morrison unit did, however, provide for an opportunity for pupils to form larger concepts and to pay less attention to isolated facts.

On the whole, each of the plans mentioned above was an improvement over the one which preceded it. Yet in each one of the methods used subject matter and not the child appeared to be the essential thing from the point of view of the teacher. The experience unit was a great improvement over the other plans used in that the child himself became the center upon which the...
teacher was to concentrate his efforts. Also the experience unit was more flexible, since it led to a great variety of activities for pupils and provided for a greater carry-over from the classroom situations outside of school. Such a plan further provided for better discipline and a greater range of ability on the part of pupils. Results seem to indicate that pupils learn to read and write with greater ease, and to use the library and reference material more intelligently. The abundance of materials gathered by pupils is an indication of their interest and initiative.

Frontier thinkers stimulated interest in a change: Dewey, Counts, Bode, Kilpatrick, Gates, Rugg, Beard, and others in the different fields pointed out the fallacy of the formal discipline psychology and pointed out the way from the point of view of theory. Also the social scientists mentioned above showed that isolated facts mean little and that attention must be paid to broad conceptions of our social heritage. Moreover, the organic theory was considered to the extent that the writer began to question the effect of subject matter over the interests, habits, attitudes, and ideas held by his pupils. Such a conception led him to believe that another method ought to be tried.

Contemporary civilization played too small a part in the other methods of instruction: Since the textbook served as a guide, the world in which pupils lived received little attention. On the other hand, the Experience Unit is more flexible and the child is able to work in terms of his world. The environment in which the child lives plays no little part in providing an interest for him. Under other methods of instruction current events, it is true, were introduced in the classroom. Yet such work usually was isolated from the activities included in the textbook. Also, interest in drawing, in the radio, in debating were not utilized as part of the classroom procedure, but were isolated from the general purpose of the work which was to be done. Furthermore, since other methods of instruction did not call for enough of the child's environmental materials, the carry-over into situations outside of school was not sufficient. The very fact that the experience unit calls for a linking of the past with the present indicates that child interest plays a greater part. Morrison, for example, says we may "select the French Revolution for a unit." Perhaps that is true and no socialist scientist would doubt the importance of that upheaval upon our institutions. On the other hand, Mirabeau, Danton, and Louis XVI are dead. The Experience Unit provides for a study of the French Revolution in connection with the extension of freedom. We may start with the New Deal if the class is interested and cover an unlimited amount of material. Some may say that such an outlook is too broad. At the same time I fear that they are thinking in terms of content and not children. Certainly more comprehensive units provide for broader concepts on the part of the learner. Many facts may be listed with such a procedure, but they are going to be lost anyway since they will soon be forgotten.

Influence of rapid changes upon our teaching procedure: Since the age of mass production began, civilization is so complex people in all their activities are searching for a means to get human relationships to keep in step with the machine. There can be no question but what economic and social conditions have led to the need for a more active citizenship. Old methods of procedure did not prepare such individuals as are demanded. Indeed we do not know how successful the Experience Unit will be in that direction. We do believe, however, that it is a step in the right direction. Naturally, schools, methods, and materials change to meet new conditions. The Latin grammar school and the private school played their part in colonial America; and when our Republic was launched, the high school came into being. When there was an abundance of free land and work for every-
one, our schools served their purpose. With
the advance of modern means of transpor-
tation and communication and increased
production, a different type of instruction
is demanded. The writer has used the Ex-
perience Unit as a means to meet this need.

The Virginia Association Program: The
Virginia State Department of Education,
realizing the weaknesses in the finished
products of our schools, introduced a new
philosophy of education in an effort to
bring about an improvement in instruction.
The department also stimulated interest on
the part of teachers, principals, and super-
intendents. The writer became interested in
the new point of view, and since the pro-
gram was introduced has made an effort to
apply the new psychology and philosophy
upon which the Virginia program is based.

G. B. Wynne

MOVIE APPRECIATION IN THE
FOURTH GRADE

WHEN pictures of Shirley Temple
as Heidi appeared in the Child
Life magazine for October, 1937,
a near riot occurred in a certain fourth-
grade room. This child actress embodied
all that a nine-year-old could ever hope for
in this life or that to come. Those who
knew nothing of the book Heidi were at
least familiar with a dancing, singing mag-
netic being called Shirley Temple.

Whatever may have been the motive of
the magazine or of the Twentieth Century-
Fo studio, the classroom teacher had def-
inite aims in turning this glowing interest
into desirable channels.

For the next week of school all other
story-hour material was put aside, and the
book Heidi was read to the group. Be-
cause the life of a little Swiss girl became
real, the children wanted to read all avail-
able material on the country in which she
lived. Scenes and incidents in the story
were discussed; each child picked out the
scene he would like to see played. A host
of questions arose as to how certain parts
of the story could be shown.

On the afternoon of the first showing of
the picture, thirty curious children went to
the movies. Just what expectations and
hopes each carried within his heart no one
knew.

During the first of the picture there
could be heard the general “oohs” and
“ahs,” interspersed with shouts of laughter
as Heidi was attacked from the rear by a
billygoat. Tears fell when the little moun-
tain girl had to leave her happy home and
go unwillingly to the wealthy city home of
Clara. No one seemed to object to the sub-
stitution of a trained monkey for a few
small kittens, but there were objections to
a very cruel Fräulein and an Alm Uncle
fighting on the streets and finally landing
behind bars. This can all be seen in the
letters which, at the teacher’s suggestion,
were written to Hollywood after the chil-
dren had seen the picture.

Following are some quotations taken
from these letters: “Our class went to see
the picture Heidi. Before going to the pic-
ture we read the book. We want you to
know what we liked best about this picture
and what we did not like. I think that
Fräulein Rottenmeir was too mean. I think
that Clara was nice and I think that Herr
Sesemann was nice too. But about the
gipsy part—it was not very good. I did not
like the jail part either.”

“I liked it,” wrote Ann Vernon, “when
Fräulein Rottenmeir sat down on the mon-
key and when she slid down. I liked it
when the butler was trying to milk the goat
and when Heidi taught Clara how to walk.”

The same Alm Uncle scene is again criti-
cized in the following: “I did not like the
jailing part. I did not like the part of the
grandfather running around calling for
Heidi. Much less did I like the part when
Fräulein threw the present down. She was
much too cruel.”

Mary Ann said in her letter, “I liked it
when Heidi let the little monkey in and when he jumped on Fraulein and she and the butler slid out in the kitchen on the floor. I liked it too when the butler climbed upon the table to try and get the monkey and the table fell down. I laughed when that goat butted down Heidi and she said he was not much of a gentleman."

Another girl didn't like the part "where Alm Uncle was put in prison and I don't think you should have put it in. Fraulein Rottenmeir shouldn't have been so mean. I liked the monkey part best of all but in the book it was kittens."

Anne found parts of the movie sad, she said in her letter. "I thought it was sad in some parts. Some of the girls cried and I was one of them. The boys thought we were sissy."

Bernardine wrote, "I don't think it followed the book close. For instance, Clara did not learn to walk in her home. She learned in the mountains and you left out about Peter throwing the wheelchair down the mountain."

Many children wrote that "the class would like for you to write to the room."

Finally, a reply came from an official in acknowledgment of the letters; and in addition to his words of thanks was the inevitable Hollywood touch:

"We always welcome constructive criticism and hope the children will enjoy Shirley Temple's acting in her next film Rebecca of Sunnybrook Farm and that they will find pleasure in every scene."

Jane Eliason

THE CLOISTERED LIFE

"A chance to share in the risks of living," says Mrs. Sidonie Gruenberg, Director of the Child Study Association, "is essential to boys and girls, not alone for developing such special skills and talents as they may have, but for developing the self-esteem and co-operativeness which are fundamental to a sense of security."

"To suggest that the confusion and uncertainty which young people experience in these days come largely from an excess of consideration and coddling is no paradox. For it is characteristic of our times that we have eagerly used our expanding resources and our new understandings to shield our children from all risks of this very risky business of living; and that in doing so we have also excluded them from learning that business.

"Young people have to feel that they belong, that they are significant as individuals, that their efforts are worthy, that there is a place for them. The assurances which they need cannot come from any academic procedures whatever; they can come only out of experiences that leave no doubt as to achievements, as to values produced."

"It is not protection they want to make them feel secure—whether against economic need and uncertainty, or against other dangers. They would rather venture any risks than remain indefinitely in the status of dependants. What they want—and urgently—is only a chance to grow up into responsible men and women.

"In parts of Colorado I have seen the men and women whose parents had pioneered across the trackless prairies and mountains holding their sons and daughters down to a completely conventionalized and monotonous—but perfectly safe—life that imitates as closely as possible the routines of the supposedly privileged classes in old communities. Men who had in their time managed buffaloes and landslides doubted anxiously whether their children and grandchildren could manage bicycles, or could be trusted near water before learning to swim."

"It is small wonder that so many of the young people have to find their excitement in Rah-rah Rallies. From being the sheltered generation they become the soft generation; and they themselves derive their own greatest insecurity and dissatisfaction from being soft."—Child Study for November, 1937.
THE TEACHER’S JOE MILLER

WHAT THEY THINK

What they think when little Oswald starts to school for the first time:

His mother—Just think, my little darling is almost grown up.

His father—I hope he makes a fullback.

His older sister—That means I've got to walk to school with him and can't go with the kids.

His teacher—I hope he's smarter than he looks.

His neighbors—Thank heaven! Now we can have peace for a few hours a day.

His dog—Yoo-o-ow-I-I-I.

FAIR QUESTION

"Where's your pencil, Alf?"

"Ain't got one, teacher."

"How many times have I told you not to say that? Listen: I haven't got one, you haven't got one, they haven't got one—"

"Well, where are all the pencils?"

Country Cousin: "That's milkweed."

City Girl: "Oh, yes; that's what you feed the cows, I suppose."

Teacher: "Which hand is the Statue of Liberty holding over her head?"

Smart Pupil: "The one with the torch."

CAME THE STORM!

Teacher was going to give an object lesson. "Tommy," she began, "why does your father put storm windows on every fall?"

"Well," said Tommy, "mother keeps at him until he finally gives in."

APTLY DEFINED

Teacher: "William, what are the two genders?"

William: "Masculine and feminine. The feminine are divided into frigid and torrid, the masculine into temperate and intemperate."

Math Teacher: "Now we find that \( x \) is equal to zero."

Student: "Whee! All that work for nothing."

WORKED OVER

"I'm a self-made man."

"You're lucky. I'm the revised work of a wife and three daughters."

THAT MAN!

"Heard the latest news about Newrich?"

"No—what now?"

"He bought a Louis XIV bed, but it was too small for him, so he sent it back and asked for a Louis XVI."

OUT OF DATE

Why some children are backward:

"How old are you, my little man?"

"I don't know. Mother was 26 when I was born, but now she's only 24."

BY INFERENCE

Teacher: "Johnny, will you please tell the class what an octopus is?"

Johnny: "It must be a cat with eight sides."

LOQUOR-LOQUI-LOCUTUS SUM

Teacher: "Johnny, what do you consider the greatest accomplishment of the ancient Romans?"

Johnny: "Speaking Latin."

OFTEN THE CASE

"Willie, what is an adult?"

"An adult is one that has stopped growing except in the middle."

ANTICIPATION

"What are you thrashing your little son for?"

"He will get his school report tomorrow, and I must go away tonight."
EDUCATIONAL COMMENT

MATERIALS FOR UNIT ON SOUTH'S BI-RACIAL PROBLEMS

Since preparation for intelligent citizenship is an essential function of education, and since the most serious problems of citizenship in the South are connected with the bi-racial situation, it seems obvious that our schools should be doing something to prepare future citizens to understand these problems and to solve them in wisdom and justice.

Educators throughout the South are convinced of this fact and recommendations to that effect have been embodied in official curriculum bulletins, teachers’ guides, and courses of study recently issued by a number of state departments of education.

Thus Georgia’s new “Program for the Improvement of Instruction” (Bulletin No. 2, May, 1937) lists as an important challenge to the schools the obligation “to develop (among white children) an honest and fair-minded attitude toward the other large racial group.” The curriculum, it says, should contain experiences adapted to that end. A similar official study recently made in Louisiana urges the schools of both races to work toward “a better understanding among all racial groups and an attitude of mutual helpfulness and appreciation.” Teachers’ manuals recently issued in Florida, Virginia, and other states, recommend the introduction of units of study on this subject.

Anticipating this demand, a group of Southern educators comprising the Conference on Education and Race Relations has sponsored the preparation of materials for such a unit, and is making them available in pamphlet form for use in classes in history, literature, civics, sociology, and music. These materials, it is announced by R. B. Eleazer, Secretary of the Conference, have been utilized already with excellent results in 250 colleges and a thousand public schools. The Conference, with headquarters in the Standard Building, Atlanta, Ga., invites all teachers who are interested to write for free samples of these materials and suggestions for their use.

EDUCATIONAL RADIO’S SCRIPT EXCHANGE

School use of radio this past fall reached an all-time high in the annals of American education, according to United States Commissioner of Education John W. Studebaker. The Commissioner based his report upon the hundreds of requests for educational radio scripts received each month from schools and colleges all over the United States by the Educational Radio Script Exchange. While many schools and colleges used our scripts for mock broadcasts over public address systems and for other intra-school purposes, Dr. Studebaker said, many others told us that they produced them over local radio stations.

The Script Exchange has been responsible for nearly 1,000 local educational broadcasts this year. Letters requesting scripts from schools, colleges, universities, CCC Camps, and civic organizations indicated that the number was doubled during the fall school term of 1937-38.
The Exchange has distributed more than 40,000 copies of 100 tested educational scripts in the United States alone. Although its primary purpose is to supply good broadcasting material to American schools, requests have been received from broadcasters all over the world. Sample copies of scripts have been sent to Alaska, Argentina, Australia, Canada, Canal Zone, Columbia, Cuba, France, England, Denmark, Newfoundland, Puerto Rico, Virgin Islands, and the Union of South Africa. The scripts have been produced in several foreign languages outside the United States.

Exchange scripts are used for many different purposes besides broadcasting. One of their principal uses is for mock broadcasting over the public address systems of schools, colleges, and CCC camps. High school teachers say they use the scripts in connection with their history and science classes to create a greater interest among the students in their studies. College instructors use the scripts as supplementary texts in journalism and radio classes. Little Theatre and civic organizations produce the scripts as stage plays.

Attesting to the widespread use of these scripts is the fact that radio stations in 39 states and Honolulu regularly use them, with half a dozen or more stations in California, Texas, Michigan and other states. In Virginia the Harrisonburg State Teachers College has used a number of these scripts over WSVA, especially those of the three series called "Interviews with the Past," "Answer Me This," and "Have You Heard?" The speech department of the College forms the production unit.

"It is my belief," said Commissioner Studebaker, "that the Educational Radio Script Exchange has done more to promote education over local radio stations than any single agency in the United States. It has rescued good radio scripts from the dusty shelves of school and radio station store-rooms throughout the land and has made them available to all the people. Education needs the Script Exchange, and I am hopeful that it can continue to conserve and distribute the creative work of the nation's educational radio script writers."

FRANKLIN HIGH SCHOOL TO BE PRESERVED

One of the oldest high school buildings in the country, which once housed Franklin High School, in Philadelphia, is to be thoroughly repaired and then given to the city to be operated as the Atwater Kent Foundation Museum. Here will be gathered valuable relics and historic manuscripts which have long lain in storage in the basements of Independence Hall and Philadelphia's City Hall, or in possession of the Historical Society of Pennsylvania. The school's curriculum at the time of its opening, April 6, 1826, gives an interesting picture of what its 304 pupils devoted their attention to. The courses offered, with the enrolment indicating the popularity of each, were as follows: English, 300; French, 153; Latin, 105; Greek, 35; Spanish, 45; German, 20; Elocution, 300; Geography, 240; Drawing, 231; "and all of them Mathematics."

Sponsored by The Franklin Institute, the school carried on until 1832 and served as a model for the Central High School which was then established by the City of Philadelphia. The old stone building served as headquarters for the Institute for more than a century and remains a memorial to the Institute's long service to science and industry.

THE ROAD THAT NEVER GETS THERE

If we attempt to determine the future of universities on the basis of a general political or social philosophy, we run the grave risk of crippling them for generations. Demand utility and you will have sterility. All who wish to apply a utilitarian test to the value of learning should be reminded of the famous retort of Michael Faraday. When a lady asked him, after a lecture on the then
young science of electromagnetism, "What is the use of that experiment?" he replied, "Madam, what is the use of a baby?"—President James B. Conant, of Harvard University, in the *Yale Review*.

**THE COLLEGE'S RESPONSIBILITY TO SUPPLY ROUGH WATERS**

"There is the tendency in some universities to send forth their graduates unconscious of the great economic and social forces that science and technology have released.

"I hope the colleges will let every wind of our controversies blow full force upon them. I hope that instead of keeping political controversy out of academic halls it will let student life be thoroughly charged with it.

"I hope they will go farther and try to illuminate the present political controversies by showing their roots in the past, and I should like to see colleges ground their students in future issues.

"Teach them, for example, the tremendous implications in cheap electric power resources and in the deterioration of our soil. It will be a tragedy to educate our children in the 1930's to live in only the 1940's. They must travel far into the unknown.

"The world has an over-abundance of those who paddle pretty well in still water, but it cries for men who can navigate rapids. I would keep plenty of rough water ahead for individuals and for society."—Robert Jackson, Assistant United States Attorney General, before the annual convention of the Eastern Association of College Deans.

**THE DOCTRINE OF EXTERNAL COMPULSIONS NOT EFFECTIVE IN ADULT EDUCATION**

Adult education is destined to become within the next generation, in the opinion of Dean Ned H. Dearborn; of New York University, the most important single movement in America. At present large numbers of adults shrink from entering upon a new program of study because they remember so well the unwelcome requirements of their formal education. He cites specifically dismal classrooms made additionally depressing by a distinctive musty smell; a prim, prissy, old-maidish type of man or woman who became the self-appointed guardian of his pupils' conduct; the college professor completely absorbed in his special field of knowledge to the exclusion of his students' individual interest; and the not-always-benevolent classroom autocrat. Further, the Dean says, "such 'musts' as required reading, and reports, passages to be memorized, and problems to be solved, were specified by the instructor or his superiors without any attempt to elicit the wishes or interests of the students."

"Human beings don't particularly enjoy external compulsions unless they themselves enthusiastically agree to them as an outgrowth of their active participation in formulating the policies which result in a given set of requirements. One expression of that resistance is found in the way they shy away from being 'educated' later in life if the program smells of compulsion. Teachers who think they can go about teaching adults as though they were boys and girls should recognize the widespread prevalence of this resistance, for compulsory methods will doom any program of adult learning from the very start."

**HIGH SCHOOL NEWS PAGE IN NEWSPAPERS**

The Post Office Department recently objected to the manner in which one newspaper was carrying the high school notes. The paper in question had been carrying a page in the paper devoted to high school notes with the appearance of a newspaper in itself, in that it carried a heading, "... High School News." The objection of the Post Office Department was that it gave the appearance of two individual newspapers being entered in the post office under one second-class permit. As this affects a great many newspapers in the state
we wrote the third assistant postmaster general regarding a clarification of this ruling and received the following reply:

"Where a separate title is given such matter as in the case of that appearing in the '.........,' and volume and serial numbers are shown in connection therewith which are different from those of the publication itself, the effect is to give the matter the appearance of being a publication separate and independent from the second-class publication. This is objectionable. In order to prevent a question arising over whether such matter is permissible in copies of publications entered as second-class matter, the practice of giving it independent numbers should be discontinued. There would be no objection to embodying matter like that mentioned in copies of a second-class publication under a sub-title which would indicate plainly that the matter was a department or section of the publication, but in any event it should not be given independent volume and serial numbers. It is suggested that a 'Sub-High Department' or 'The Warren High Section' be adopted for the matter."—Massachusetts Press Association Bulletin.

THE TEACHER'S LETTER BOX

Dear Letter Box:

Please send me names and addresses of places where I can get some units for the primary grades.

I want to teach a unit but hardly know how to begin. Can you help me?

Dear Letter Box:

We are working hard at the New Curriculum in our school this year. We want to make sure that our children make real progress. One thing that I am trying to do is to use the arithmetic charts in Section IV of the Course of Study. But there is where I am stuck! What do the two column heads about instruction really mean? Now don't tell me, as you used to, to read the explanation. I have read page 264 of the 1937 edition most carefully and seem to understand it. That is, until I go to apply it in my classroom. So please send me along a few illustrations.

Dear Letter Box:

Do you remember how I always used to tell you something else? That arithmetic is not taught in the elementary school because
it is in courses of study. Rather it is in courses of study because children need it in their daily living. The young child has a feel for the quantitative side of things as long as the abstract is not too hurriedly forced on him. By school age many of his activities are anemic and vague without computation or measurement. So arithmetic is used continually in the good school. The crackers are counted for lunch or the children for the game. The wood is measured for the wagon or the flour for the cookies. The accounts are kept for the ticket sale or for the supplies purchased. And so on!

Time is always saved by teaching an idea or a process at the time it is needed. When a child thus uses arithmetic intelligently and accurately, conditions most favorable to learning are set up. Under such circumstances a child often comes to understand a process without any teaching save that done in connection with real situations. Moreover, if the real situations occur often enough and the process is a simple one, even skill sometimes results without further teaching.

But all processes are not so simple, long division for instance. And, don't whisper it even, but some teachers lack the vision to see sufficient places where arithmetic is needed. So to insure understanding, supplementary experiences must often be arranged, work with objects or with stories involving number situations. And in the same way, in order to insure skill, extra practice must be provided.

So now by a backing-in process I have come to the columns on the abilities charts in Section IV. When the committee felt that the idea or process could be taught successfully in connection with real situations, they put a check in the column headed "Instruction within the Unit Probably Adequate." In the same way when they felt that supplementary experiences and practice would usually be necessary, they put a check in the column headed "Instruction in Addition to that in Unit Probably Required."

Now by way of good measure, there are two points about these charts you should get very clearly in mind. First, the headings in both columns include the word instruction. Real situations give meaning and motive, thereby shortening the learning process. But no child should be asked to acquire control of such a systematic tool as arithmetic without direct teaching. Life is too short and the confusion coming from gaps in his learning is too tragic. In the second place, the heading Teaching Emphasis means just that. The blocking in under this heading indicates stress in teaching in an average situation and not Minimum Essentials for any grade or any child. Children grow at different rates, so provisions for individual differences must be made. This is particularly true in arithmetic because of its systematic nature. So teach that big overgrown boy who can't add how to do it (if you can) regardless of the fact that long division is blocked in heavily for your grade.

THE READING TABLE


Sub-titled An Organic Philosophy of Education, Dr. Melvin's latest book departs from the typical text in this field and has developed in vital, compelling language such new themes as relativity, the nature of energy, the relation of spirit and matter, personality, and the work of the community. While the point of view throughout stresses the organic principle, the text and its organization often depart from this in the transitions from theme to theme.

One sound principle on which the author has tried to build is that educational philosophy must be thoroughly grounded in general philosophy. Three rather practical chapters comprising two-thirds of the book deal with elementary, secondary, and col-
College education. One of the most valuable features of the book is a four-page bibliography of materials with which teachers and students of education are too often unacquainted and with which they should familiarize themselves.

The book is a splendid book mechanically. As to content, the student will find as with so many books on education much material that is relatively vital and easy to comprehend, and much that is technical, difficult, and apparently unrelated to the book as a whole.—W. J. G.


The writer has long been aware of the fact that high school graduates are frequently sadly lacking in arithmetical ability and mathematical comprehension. This book is an attempt to rectify this condition. It is divided into eight units, as follows: measurement, constructions, drawing to scale, per cents, uses of graphs, wise use of money, home and business arithmetic, and formulas and equations. These provide a general review of all elements useful to the pupil who is not preparing for college, and at the same time essential to the pupil who expects to pursue his studies further.

The book recognizes at the start that a number of pupils who reach the high school cannot read, and that these pupils must be taught to read. Ability in reading, as well as a knowledge of mathematics, is tested by numerous review questions and tests.

The book gives in many instances a history of the development of the processes used and contains many pictorial representations of these processes. Only a careful examination can show the individual teacher whether it is exactly what is needed to fill for a particular class, but there are many valuable suggestions for teachers in the junior and senior high school, and it should be valuable as a reference book for prospective teachers.—Henry A. Converse.


This is a revision of a valuable book with additional material and much reorganization of the old. The book, according to the authors, "introduces the student into the fascinating aspects of the problem of method and develops the relationships that exist with general educational purpose and method."

Chapters on organization, management, and efficiency in class instruction will be found quite helpful. Chapters on methods in the teaching of particular types of activities such as dancing, swimming, athletics, etc., have been revised, and a new chapter on the teaching of games is added.


This book summarizes the work in remedial reading done in connection with the Washington Experiment in Character Education. It is so clear that the teacher untrained in remedial reading can use it. Yet it is so practical that experienced workers in the field will profit by reading it. In other words this is one of the important 1937 books in elementary education.

K. M. A.

**THE FEAR OF FREE DISCUSSION**

I call to your attention as one dangerous tendency indicating a growing distrust of democratic processes the fear on the part of many people of free public discussion and the exercise of academic freedom. This expresses itself in the attempt directly and indirectly to institute censorship over the expression of ideas.—Dr. John W. Studebaker.

You are surrounded by hundreds of people more timid than you.—Fred B. Barton, in *Let Yourself Go*.

In order to arrive quickly go slowly.
Classes for the fall quarter will end Monday, December 13, and registration for the winter term, which begins January 3, 1938, will be held the following day. Examinations are scheduled Wednesday, Thursday, Friday, and until Saturday noon of this week. The Christmas vacation will last until January 3.

Featuring an assembly address by J. Fred Essary, head of the Washington bureau of the Baltimore Sun, The Breeze celebrated the fifteenth anniversary of its first publication on December 1. Mr. Essary's talk was "a mixture of journalism and public affairs from a correspondent's point of view." He ridiculed the idea that the United States is endangered by Communist threats, and declared that democracy as a fundamental form of American government will survive no matter how radical, or how conservative, a leader may become president. The political observer and writer told his audience to have faith and stand firm for the survival of the fundamental ideals of government.

The speaker of the morning was introduced by John R. Crown, editor of the Harrisonburg Daily News-Record. Preceding Mr. Crown's introduction, Dolores Phalen, present editor of The Breeze, gave a brief history of the growth of the campus newspaper in its first fifteen years. Ila Arrington, present business manager, conducted the devotions.

The day's program closed with a banquet in Bluestone Dining Hall, at which Professor C. T. Logan, a faculty adviser of The Breeze, was the toastmaster. Among the guests present were Mrs. Christabel Childs Wetsel, of Orange, editor of the '33 Breeze; Mrs. Virginia Jones Porterfield, business manager of the same year, and Miss Virginia Cox, editor of the '36 Breeze which won a first honor rating in the National Scholastic Press Association survey.

Mr. Essary and Mr. Crown were also at the banquet along with Dr. and Mrs. S. P. Duke, Mrs. Annie Bailey Cook, Dr. W. J. Gifford, Dr. and Mrs. Otto Frederiksson, and members of the faculty committee on Student Publications.

A special edition of the campus newspaper was issued at the banquet, anticipating the make-up of The Breeze of the future.

The Breeze was represented at the annual meeting of the Virginia Intercollegiate Press Association in Lexington December 3 and 4 by Dolores Phalen and Ila Arrington, present heads of the staff, Betty Coupar, Brooklyn, N. Y., and Betty Hannah, Cass, W. Va., members of the business staff. Over 200 delegates from colleges all over the state attended the meet for which Washington and Lee and Virginia Military Institute were joint hosts. Main speakers were Drew Pearson, Washington columnist, and State Senator Robert W. Daniel.

With the announcement of Martha Fitzgerald as captain of the 1938 Hockey Squad, the fall sport season officially closed December 9 with the annual hockey banquet in Bluestone Dining Hall.

Miss Helen Marbut, coach, awarded emblems to 13 members of the Varsity who had participated in varsity games and had attended the required percentage of practices. Players receiving the letters were Billie Powell, Hopewell; Faye Quick, Staunton; Letitia Holler, Camden, N. J.; Margaret Glover, Weyers Cave; Susan Quinn, Richmond; Janet Wimer, Crabbottom; Margaret Byer, Hagerstown, Md.; Jean and Ann VanLandingham, Petersburg; Yvette Kohn, Brooklyn, N. Y.; Evelyn Patterson, Washington, D. C.; Martha Fitzgerald, Crewe; and Jane Pridham, Glen Burnie, Md.

At the same time, about 60 players on
class teams received numerals for their participation in the inter-class games which ended November 30. The Senior Class was declared the winner of the interclass tourney, with the Juniors second, the Sophomores third, and the Freshmen trailing the list.

The annual Odd-Even game played between the pick players of the Junior-Freshman teams against the Senior-Sophomore players took place December 4.

Registration of the Bachelor of Science degree in Home Economics from the Harrisonburg College was recently made in the state University of New York, through efforts of President Samuel P. Duke. Such a registration is necessary before a student receiving the B.S. degree in Home Economics from H. T. C. is permitted to teach in New York. This is the only state which requires such a formality before individuals receiving degrees from colleges out of the state are allowed to teach there.

Mr. Raymond C. Dingledine, professor of history and social science, became Harrisonburg's chief executive November 22, when he was elected by the City Council to fill the unexpired term of the late Mayor John W. Morrison.

He will hold the office until the special election in June.

Mr. Dingledine served three terms as a member of the City Council and was a member of the finance committee when he retired in 1936. On the campus he is serving as secretary of the faculty and as adviser to the Student Government Association.

With Betty Reese Coffey, Covington, taking the part of the Madonna, the annual Christmas pageant, this year entitled "A Star of the East", was presented by the Y. W. C. A. Thursday evening, December 9.

Miss Coffey was elected by a vote of the student body, but was not announced as the Madonna until the night of the pageant.

Others in the cast were Agnes Thompson, Lexington, Dorothy Fawley, Broadway, and Virginia Turnes, Petersburg, as angels; Susan Quinn, Richmond, historian; Mary Wright, Norfolk, Ellen Fairlamb, Richmond, and LaFayette Carr, Galax, as Wisemen; and Catherine Warner, Richmond, as Joseph.

The pageant was directed by Mary Clarke, Brooklyn, N. Y., with costumes in charge of Dot Anderson, Rustburg; lighting, in charge of Virginia Doering, Roanoke; staging, Louise Ellet, Jennings Ordinary; organ music, Elsie Jarvis, Mathews; and choirs, Sue Boles, Strasburg, and Marie Walker, Kilmarnock.

The Glee Club presented an unusually pleasing program at its annual Christmas Vesper Service Sunday, December 12, under the direction of Miss Edna T. Shaef-fer. The club was assisted by a group of men singers from the city of Harrisonburg.

For the first time in several years, students of the college enjoyed a four-day Thanksgiving vacation. A small group of 70 students remained on campus, the others flocking to football games, and other hometown affairs.

Preceding the holiday, on Wednesday, November 23, the Baptist Student Union gave a special sunrise Thanksgiving service on the steps of Wilson Hall. Rev. H. R. Deal, pastor of the Methodist Church, was the speaker.

For the encouragement of better housekeeping on the part of students, the Standards Committee conducted Open House in the dormitories recently. Blue and red ribbons were awarded the best rooms in the various buildings.

Under the direction of Miss Edna T.
Shaeffer, head of the department, assisted by Miss Gladys Michaels, and C. T. Marshall, instructors, the School of Music presented its quarterly recital November 23 in Wilson Hall.

Works of the great composers were presented by the students of the voice, organ, and piano departments. Voice soloists were Ellen Fairlamb, Richmond, Evelyn Faught, Singers Glen, Sue Boles, Strasburg, and LaFayette Carr, Galax; piano: Anna Kidd, Scotsville, Mary Davidson, Jonesville, Geraldine Douglas, Free Union, and Marie Walker, Kilmarnock; organ: Margaret Young, Fynchburg, Fena Mundy, Harrisonburg, and Elsie Jarvis, Mathews.

Nine pupils of Miss Michaels presented a piano recital at the Conservatory a week previous, on November 16.

Under the sponsorship of the Waterman and Main Street Parent Teachers Associations, the play Hansel and Gretel was presented in Wilson Hall November 19 by the Clare Tree Major Children’s Theatre. Two performances were given in the afternoon, the first to over 1300 children and to citizens of Harrisonburg, and the second to students of the college and holders of the lyceum tickets.

The local P. T. A.’s are making an effort to bring the Children’s Theatre back in February for a presentation of “Little Men.”

A total of over $100 was collected from the various dormitories in the annual Red Cross Roll Call on the campus during the 10 days preceding Thanksgiving.

The drive was in charge of Blanche Griffin, Wakefield, assisted in various buildings by Dorothy Lee Winstead, Norfolk; Agnes Arnold, Nassawadox; Martha Lee Martin, Staunton; Pauline Buchanan, Norfolk; Mary Louise Sydnor, Ashland; Geneva Lee Poole, Red Oak; Christine Rose, Blue Spring Run; Mary E. Steele, Stephens City; Virginia Shreckhise, Mt. Sidney; Nancy Earman and Janet Miller, Harrisonburg, and Marilyn Faulconer, Unionville.

Lurlene Walker, Bedford, was elected president of Alpha Rho Delta, organization of Latin students, at a recent meeting of the club. Other new officers chosen were Elsie Jarvis, Mathews, secretary; Lucille Whitmire, Norton, treasurer, and Mary Ellen Smith, Clifton Forge, chairman of the program committee.

ALUMNAE NOTES

The Alumnae Luncheon was held at the John Marshall Hotel in Richmond on November 25. Much credit is due the Richmond alumnae who planned and arranged for the luncheon and who also engaged a room at the same hotel for use of alumna attending the conference on Wednesday and Thursday. In addition to members of the faculty, these alumnae attended:

Ruth Paul Browning, ’26, Richmond; Lucille Keeton, ’32; Alexandria; Edyth Monahan, ’30, Alexandria; Gladys Charlton, ’35, Norfolk; Mary V. Grogan, ’34, Ridgeway; Nellie Cowan, ’31, Norfolk; Linda Carter, ’21, Norfolk; Fannie R. Brown, ’36, Richmond; Margaret Herd, ’34; Richmond; Peg Willis, ’25, New Castle; Odelle Bean Rosenberger, ’29, Richmond; Mary Cook Lane, ’14, Brazil; Ella Stover, ’31, Portsmouth; Evelyn Wilson Gunter, ’31, Richmond; Mary Brown, Allgood, ’30, Richmond; Dorothy Spooner Garber, ’20, Harrisonburg; Mollie Clark, ’29, Chatham; Mattie Hodnett, ’31, Sutherlin; Frances Snyder Avery, ’31, Roanoke; Ruth Witt, ’19, Roanoke; Mary Finney Smith, ’29, Richmond; Jerrine Patterson, ’36, Schoolfield; Anna Haley, ’37, Front Royal; Mary Spitzer, ’34, Waynesboro; Henrietta Blanton, ’31, Richmond.

Shirley Miller, ’31, a former president of the Alumnae Association, is teaching in the Radford school system this year. She has previously taught in Charlottesville and Mt. Jackson.
MARRIAGES

The day before Thanksgiving was a favored wedding day for some of our alumnae. One bride selecting November 24 for her wedding day was Rachel Keller, '35, who married Mr. Will Larrick Owings of Washington. The ceremony was performed in the Emmanuel Reformed Church at Fishers Hill. Her maid-of-honor was her sister, Mildred Keller, who is a student at H.T.C., and her bridesmaids were Martha Keller, '31, and Iris Keller, who is also a student at H. T. C.

Since her graduation Mrs. Owings has taught in the schools of Fairfax County. Mr. Owings is connected with the Washington office of the American Automobile Association.

Mary Boone Murphy, '29, and Mr. Robert S. Bailey of Kinsale were married in Nomini Episcopal Church at Mount Holly on November 24. Her only attendant was her sister, Mrs. Eliza Murphy Thompson of Charleston, W. Va.

On the same day, Lee Warren Hammer, of Harrisonburg, was married to Mr. John Larrick Zirkle of Broadway at the home of her parents, Mr. and Mrs. C. A. Hammer. For several years after her graduation, Mrs. Zirkle taught home economics in Appomattox County and recently has been in Washington, D. C.

On November 9, Eleanor Blandene Harding, '35, of Waynesboro, and Mr. George R. Runkle of Stanardsville and Waynesboro were married in Charlottesville. Mr. and Mrs. Runkle are making their home in Waynesboro, where Mr. Runkle is with the Du Pont Company.

A few weeks ago Elizabeth Rhoades of Culpeper was married to Mr. William Allen Spillman, also of Culpeper. Mrs. Spillman has been teaching in the schools of Culpeper County.

OUR CONTRIBUTORS

JENNY LIND SHIRLEY is now music supervisor in the Main Street School, Harrisonburg, Virginia. Mrs. Shirley received her bachelor’s degree at the State Teachers College in Harrisonburg last session.

G. B. WYNNE is principal of the Exmore-Willis Wharf High School in Northampton County, Virginia.

JANE ELIASON is a fourth-grade supervisor in the college training school at Harrisonburg. Miss Eliason has the master’s degree from George Peabody College for Teachers.

LAUGHTER

WILL a day come when the race will detect the funniness of these juvenilities and laugh at them—and by laughing at them destroy them? For your race, in its poverty, has unquestionably one really effective weapon—laughter. Power, money, persuasion, supplication, persecution—these can lift at a colossal humbug—push it a little—weep it a little, century by century; but only laughter can blow it to rags and atoms at a blast. Against the assault of laughter nothing can stand. You are always fussing and fighting with your other weapons. Do you ever use that one? No; you leave it lying rusting. As a race, do you ever use it at all? No; you lack sense and the courage.

Mark Twain, in The Mysterious Stranger
PLACEMENTS OF FOUR-YEAR GRADUATES, JUNE 1937

All addresses are in Virginia unless another state is indicated.

Anna Bailey—Home economics and science, Holland.
Linda Barnes—Art in elementary grades, Danville.
Dorothy Beach—Student, Business College, Norfolk.
Katherine Beale—Third and fourth grades, Chuckatuck.
Alpine Beazley—Upper grammar grades, Rockville School, Hanover County.
Henrietta Bernstein—Student, New York University.
Louise Bishop—High School, Wise.
Mary Belle Boden—Saleswoman, J. C. Penney Co., Harrisonburg.
Ruth Bodine—Dietary department, Lexington Hotel, New York City.
Louise Borum—Home economics, biology, general science, Halifax.
Doris Bubb—Principal, Bethel School, Prince William County.
Mildred Bundy—English, French, public speaking, High School, Cleveland.
Virginia Byers—First grade, Catonsville, Maryland.
Margaret Carrico—Fifth and sixth grades, Hume.
Beatrice Cohn—Health and physical education, Cloonan Junior High School, Stamford, Conn.
Mary Ellen Coleman—Elementary grades, Albermarle County.
Ethel Cooper—Art in elementary grades, Danville.
Retha Cooper—Principal, Round Hill School, Frederick County.
Kathleen Cowden—Sixth grade, Waynesboro.
Mary B. Cox—Married—Mrs. Paul Rose, Champe.
Marie Craft—Fifth grade, Blackstone.

Annie Glenn Darden—Social studies, High School, Waynesboro.
Viola Dovel—Fifth grade, Criglersville.
Catherine Driver—High school teacher, Shenandoah County.
Ethel Driver—Seventh grade, New Hope.
Rose Duggins—Home economics, Montpelier and Beaver Dam High Schools, Hanover County.
Emma Dunbar—Piano and organ teacher, Ferrum Training School.
Ellen Eastham—Sixth grade, Hampton.
Louise Faulconer—Mathematics and history, New London Academy, Forest.
Lucille Fawley—Home economics, Mt. Jackson and Edinburg High Schools.
Margaret Fitzgerald—General science and mathematics, High School, Washington, N. C.
Elhorath Fitzpatrick—Physical education, history, and geography, grades 3 to 8, Madison Academy, Madison, N. J.
Rosa Lee Fowlkes—First grade, LaCrosse.
Beryl Frech—Student, Sonia Serova’s Dance School, New York City.
Mary Elizabeth Fretwell—Sixth grade, Renan.
Ethel Garrison—History, High School, Callands.
Daisy May Gifford—Student, Westminster Choir School, Princeton, N. J.
Mary Edna Glenn—Gwyn’s Island.
Jessie Goodman—Geography and writing in the seventh grade, Covington.
Mary Jane Gum—Home economics and science, Churchville.
Craddock Hamersley—Third grade, Burkeville.
Eleanor Harrison—Home economics, Valley High School, Hot Springs.
Nina Hayes—Home economics, Sherman High School, Seth, W. Va.
Virginia Heyl—Fifth grade, Keezletown.
Elizabeth Hickerson—Second and third grades, Falling Spring.
Edith W. Hogan—Home economics, Madison Heights.
Eleanor Holtzman—First grade, Mt. Jackson.
Amarylas Homan—Home economics, Linville-Edom High School.
Janet Hopkins—Elementary teacher, Beltsville, Md.
Evelyn Hughes—Home economics, Scottsville.
Faye Icard—Social science and mathematics, Creeds.
Virginia Jayne—Recreation work, Community Center, New York City.
Bertha Jenkins—Dietary department, Johns Hopkins Hospital, Baltimore, Md.
Catherine Jolly—Clerical work, Holland.
Martha Kent—Primary grades, Midvale School, Albemarle County.
Julia Kilgore—Dietary department, Hospital Division, Virginia Medical College, Richmond.
Mary Knight—Seventh grade, Deep Creek School, Norfolk County.
Elizabeth Lambert—Home economics, Dinwiddie and McKenney High Schools.
Mary Elizabeth Lambertson—Home economics, Mineral.
Effa Lineweaver—Fourth grade, Dayton.
Yolanda Lorelli—Play director, Park Playground, New York City.
Virginia McCue—Commercial subjects, North River High School, Augusta County.
Eleanor McKnight—Dietary department, Pennsylvania Hospital, Philadelphia, Pa.
Alice Marshall—Home economics, Heathsville.
Betty Martin—Kindergarten and first grade, Waynesboro.
Helen Mitchell—Home economics, Rural Retreat.
Barbara Moody—Elementary grades, Henrico County.
Mary B. Morgan—Home economics, Appomattox.
Dorothea Nevils—Seventh grade, Bedford.
Margaret Poats—Biology, general science history, Temperanceville High School.
Vergilia Pollard—Ungraded group, Greenwood.
Mary Porter—Upper grades, Magruder School, York County.
Ruth Pullen—Home economics, Crozet.
Helen Pulliam—Science, geography, and art in seventh grade, Maryland Park High School, Seat Pleasant, Md.
Elmira Renn—Elementary teacher, St. Mary's County, Md.
Elberta Rice—Elementary teacher, Sherwood School, Sandy Spring, Md.
Florence Rice—Assistant in Leland Junior High School, Chevy Chase, Md.
Carrie Roane—Latin and English, Achilles High School, Gloucester.
Sue Belle Sale—Departmental work in grammar grades, Fairfield.
Caroline Schaller—Student, Sisters College, Catholic University, Washington, D. C.
Margaret Shank—First grade, Catonsville, Md.
Helen Shutters—Dietary department, Cincinnati General Hospital, Cincinnati, Ohio.
Lois Sloop—Seventh grade, Nokesville.
Nancy Smith—Home economics, Winchester.
Alpha Spitzer—English, Linville-Edom High School, Rockingham County.
Margaret Spitzer—Home economics, Mt. Clinton.
Elizabeth Sprague—Assistant in doctor's office, New York City.
Ellen Stanford—Elementary grades, Norfolk.
Ethel Stephens—Grammar grades, Liberty Academy, Bedford.
Lelia Stinchfield—Librarian, and teacher of science and English, Dumbarton High School, Henrico County.
Mary Janet Stuart—Fifth and sixth grades, Parnassus.
Mary Frances Taylor—Elementary grades, Albemarle County.
Claudia Thomasson—Mathematics and science, Lee-Jackson High School, Fairfax County.
Placements of Two-Year Graduates, June 1937

Helen Anders—Clarke County.
Marjorie Atwell—First and second grades, Mountain View School, Frederick County.
Ellen Bowler—Teacher in three-room school, Wolftown, Madison County.
Leah Boyts—Sixth grade, Dayton.
Frances Buck—Cedar Springs School, Wythe County.
Lucille Carper—Primary grades, Riverside School, Clarke County.
Juanita Clowers—Kanawha County, West Virginia.
Grace Comer—Primary grades, Comer School, Page County.

Estelle Cummings—One-room school, Buffalo Ridge, Rockbridge County.
Fleta Funkhouser—Albemarle County.
Dorothy Gibbs—Principal, two-room school, Etilan.
Anna Gregory—Third and fourth grades, Hunter School, Alleghany County.
Margaret Hall—Albemarle County.
Mabel Hausenfluck—Frederick County.
Patsy Heldreth—Grahams Forge School, Max Meadows.
Margaret Isner—First grade, White Hall.
Lorraine Johnson—Fourth grade, Alleghany County.
Iris Keller—Shenandoah County.
Audrey Kilmon—Third and fourth grades, Saxis, Accomac County.
Mary Virginia Lee—First grade, Main Street School, Harrisonburg.
Mabel Lunceford—One-room school, Delaplane, Fauquier County.
Katharine Mason—One-room school, Oakdale, Washington County.
Saunders Miller—Princess Anne County.
Nelle Morris—First and second grades, Bassett.
Virginia Piercy—One-room school, Pine Forest, Fauquier County.
Virginia Speed—Student, Concord State Teachers College, Athens, West Virginia.
Katherine Stone—Fourth and fifth grades, Elk Creek.
Geneva Thomas—Gregory School, Franklin County.
Margaret Tisdale—Principal of two-room school, Amelia County.
Margie Trumbo—Whitman School, Fulks Run, Rockingham County.
Mary Virginia White—Greene County.
Margaret Williams—Norfolk County.
Veda Wisecarver—One-room school, Coalmine-Waverly, Shenandoah County.
Frances Winks—Teacher in two-room school, Buckingham County.
Inez Yeary—Primary grades, two-room school, Pounding Mill.
Recognizing that one man's meat may be another'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.

ANGEL (M. Dietrich, H. Marshall, M. Douglass) (Para) Sophisticated triangle theme, emblazoned with lavish sets. Smooth direction by Lubitsch but lacks human appeal. Illogical, cheap situation—supposedly neglected wife almost leaves busy diplomat husband for romance with other man. Some deft humor. (A) Depends on taste (Y) and (C) Certainly not

BRIDE WORE RED, THE (Crawford, Tone, Robert Young) (MGM) Good direction and acting, attractively set, but situation incredible. Singer in Trieste masquerades as lady at fashionable resort, schemes to marry for money, but when identity discovered, she finds love with village postman-hero.

(A) Fair (Y) Too mature (C) No

BULDOG DRUMMOND COMES BACK (J. Barrymore, John Howard) (Para.) Diverting mixture of exciting thrills, suspense and comedy. Howard lacks color for adventurist hero who matches wits with sinister villains, but Barrymore does expert role as Inspector Nielson, and F. E. Clive's comedy is amusing feature. (A) Good of kind (Y) Good thriller (C) No

BULDOG DRUMMOND AT BAY (John Lodge, Dorothy Mackaill) (Rep) Some diverting moments and many of grim suspense as hero goes into action and apprehends gang of arch criminals after many hair-breath escapes. Motivation not always clear, heroine's role rather incredible, and with ghastly climax.

(A) Perhaps (Y) Exciting (C) No

DOCTOR SYN (George Arliss, Jno. Loder) (Grafton) Strong, colorful, skilfully done adventure film of 18th Century England and smuggling days, made plausible by good acting. Notable atmosphere, settings, characterizations. One extremely frightful role and some harrowing action, but whole entertaining.

(A) Very gd. of kd. (Y) Strong (C) Too strong

DOUBLE WEDDING (Myrna Loy, Wm. Powell) (MGM) Fast, ridiculous, overdrawn nonsense, often amusing, but degenerating into incongruous slapstick. Hero, as irresponsible, impecunious artist living in trailer, decidedly overdoes the eccentricities and teeth-revealing grins. Violent two-reel comedy finish.

(A) Depends on taste (Y) Prob. amus. (C) No


(A) Very gd. of kd. (Y) Strong, exciting (C) No

GREAT GARRICK, THE (Brian Aherne, deHaviland, Horton) (Warner) Skilfully produced, finely acted, thoroughly delightful and amusing satire based on imaginary episode in life of England's great 18th Century actor. Authentic sets, costumes, atmosphere. Aherne does title role with humor and charm. (A) Excellent (Y) Excellent (C) Good if int.

IT'S LOVE I'M AFTER (Leslie Howard, B. Davis) (Warner) Delightful gay satiric comedy, expertly directed, acted. Clever dialog, brisk tempo, and very amusing situation as actor-hero tries to disillusion infatuated debutante who brazenly pursues him, and almost loses his leading lady, whom he really loves. (A) Fair (Y) Prob. enter. (C) No

LIVE, LOVE AND LEARN (Montgomery, Russell, Benchley (MGM) Smoothly acted combination of breezy, sophisticated, slapstick and serious drama. Actress catapulted to fame and riches, temporarily loses sense of values and his wife; recovers both before too much damage done.

(A) Amusing of kind (Y) Prob. enter. (C) No

Merry-Go-Round of 1938 (Lahr, Savo, Auer, et al) (Univ.) Crazy, hilarious stuff made thoroughly funny by able performers and direction. Substantial, human story of vaudeville quartette's devotion to their adopted daughter, deftly interwoven with good comedy acts and song numbers. Clean fun.

(A) and (Y) Very good of kind (C) Prob. amus.

OVER THE GOAL (June Travis, Wm. Hopper) (First Nat'l) Elementary, fairly pleasing football yarn. Some appealing human action and humor, interspersed with mild villainy seeking to keep star player out of crucial game. He arrives, of course, in time to win game in spectacular fashion.

(A) Perhaps (Y) Good (C) Fairly good

PARADISE ISLE (Movita, Warren Hull (Monogram) Agreeable little South Sea Island romance between blind painter, shipwrecked on way to eye specialist, and lovely native girl, enhanced by authentic picturesque settings and native dances. Some heavy villainy before hero's sight is restored for happy ending.

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

PERFECT SPECIMEN, THE (Flynn, Blondell, Robson) (Warner) Fine cast in fast, spirited comedy. Hero rebels at wealthy grandmother's domination after meeting gay heroine, with whom he has some merry, unconventional adventures while family think him kidnapped. Disagreeable shooting minor flaw.

(A) Very amus. (Y) Amus., too mature (C) No

SECOND HONEYMOON (Loretta Young, Tyrone Power) (Fox) Elaborate, sophisticated comedy, embroidered with hilarious slapstick and money-flinging; playboy hero re-woos and re-wins ex-wife from her second husband. Latter is a "stuffed shirt" so it's all very gay, and right and proper! Appealing subordinate roles.

(A) Good of kind (Y) Better not (C) No
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