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Not "Taxes" for Schools, But "Investment" in Children.

E. LEE TRINKLE

I Have Hired Many Teachers

CARLETON WASHBURN

Pages from the Schoolbooks of Our Fathers

I. Caleb Bingham's *The American Preceptor*, 1816
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NOT TAXES FOR SCHOOLS, BUT INVESTMENT IN CHILDREN

There are in Virginia 730,000 children of school age, all blessed with a certain degree of natural ability, waiting to be trained and cultivated at the hands of our educational system. They constitute our greatest asset, and a fall-down in our efforts to develop their talents and potentialities can only spell a slow, insufficient and humiliating growth in our Commonwealth.

Among all the states of the Union Virginia's rank in educational expenditures is as follows:

- Average annual salaries of teachers, principals and supervisors, 34th.
- Cost per pupil in average daily attendance, 40th.
- School debt outstanding per pupil in average daily attendance, 40th.
- Annual salaries of teachers, superintendents and principals—Virginia, $779; New York, $2,361; United States, $1,227.
- Cost per pupil, average daily attendance—Virginia, $39.36; New York, $137.69; United States, $73.58.
- School debt outstanding per pupil in average daily attendance—Virginia, $40.27; New Jersey, $304.74; United States, $134.49.

If Virginia spent as much per pupil as the average state does, our school budget would be increased by $18,000,000.

A study of the situation shows the following comparison relative to public schools in Virginia in 1870 (first year of the public school system) and those of 1936:

- Population, 1,224,930, as against 2,421,851; pupils of school age, five to twenty-one years, 403,404, as against pupils of school age, seven to nineteen years, 741,043; enrollment, 128,288, against 582,038; average daily attendance, 75,724, against 488,537; number of teachers, 3,014, against 17,142; average annual salary, $136.75, against $740; average session in months, 4.66, against 8.50; value of school property, $211,166, against $63,177,781; per cent of illiteracy, 36.4, against 12.7; school funds available, $545,926.98, against $23,695,456.29.

The question may be asked, “Is the State able to meet the expense of a reasonably adequate school program?” I insist that it is, provided the people know the facts and provided they realize that money spent to educate children is not a tax but the only permanent investment parents can make that will never decrease in value and will add to children’s happiness as well as help build up prosperity of the state and nation.

Wisdom dictates that, in our budget of expenditures, we should place a reasonable part of our income to be applied to the training of our children, and thus prepare them to meet the battles of life in their day and generation.

If our citizenry could be made to think in this direction, there would be a swing away from the tempting and devious ways of the Wall Street stock market, where men have lost in the last ninety days in depreciated stocks and bonds, through error in judgment, over $35,000,000,000, a sum equal to the gross national debt that has accumulated from the beginning of our Government up to the present.

There are 351,237 passenger cars and 53,410 trucks in Virginia, and the state collections from these automobiles for 1937.
will amount to $6,000,000. Gross gas tax collections for this year are $17,500,000, from which certain departmental and other deductions are to be made.

In 1924, during my regime as Governor, that being the first full year of gas collections, the sum amounted to only $3,313,000; this sum has jumped to $17,500,000. There has been collected in total gas tax between July 1, 1923, and 1937 approximately $144,751,000.

It is estimated that it costs for ownership and operation of the 351,237 passenger cars between $275,000 and $290,000 per day, compared to our total expenditure for education purposes per day of $140,000.

We read that the people of Virginia have paid in profit over and above the cost of alcoholic beverages in the state this year more than $6,000,000.

The per capita cost of government in Virginia is $44, while in other states it is $77. The net per capita combined indebtedness of government units in Virginia is $74 against an average in other states of $141.

Virginia pays 3 79/100 per cent of the total revenue collected in the United States, while its population is only 2.7 per cent.

Virginia’s financial standing shows that we have an aggregate taxable value of all property in Virginia, as of January 1, 1936, of $2,080,389,000. Our gross debt, as of June 30, 1937, was $22,608,000, and against this we have sinking fund holdings that are valued at $5,005,000, thus showing a net debt, as of June 30, 1937, of $17,603,000, a very small state indebtedness for as rich a state as Virginia.

The total interest charges for the fiscal year ended June 30, 1937, amounted to $716,066. We are proud of the fact that, since 1929 and through the depression, our public debt has been reduced $3,000,000.

The proposition the people of Virginia must decide is how far the state should attempt to go in meeting the needs of a capably managed, well-rounded Commonwealth.

The fact remains that we cannot have government activities that spell for health, education, happiness and the suitable development of our Commonwealth without being willing to pay the bill.

Two things first must be determined before it is decided whether a new or a continued tax shall be placed upon the people to support the school program. These are, first—whether there is a reasonable need for the objective aimed at, and second—whether the tax levied will yield a return in its various benefits that will be greater than the tax levied.

The state legislators are men of character and integrity who want to do what the taxpayers want done, but they can learn what is wanted of them only by “an expressed and thunderous public opinion.”

The three-point program is, first—competent and adequately paid teachers; second—free textbooks, “which will constitute a saving of tens of thousands of dollars each year to the taxpayers”; and third—an actuarially sound pension system for the aged and infirm teachers.

Members of the General Assembly, I am sure, have sufficient courage and patriotism, forgetting their own personal political ambitions, to do by legislative act that which to them is worth while, let the chips fall where they may.

That which may seem like an extra burden at the time it is established will soon be forgotten if the results obtained prove the wisdom of the act itself.

When the parents of Virginia realize that a reasonable increased expenditure, which must necessarily come out of their pockets, is giving them a nine-month school with really competent teachers and suitable quarters, any criticism that may have been offered in the beginning will vanish like a dream and turn itself into a halo of praise.

E. Lee Trinkle
I HAVE HIRED MANY TEACHERS: WHAT QUALIFICATIONS HAVE I CONSIDERED MOST IMPORTANT?

A story about two salesmen is told by Frank Cody, Superintendent of Schools in Detroit. The salesmen were crossing the water and noticed a woman leaning against the rail of the ship.

"I'll bet she's a schoolteacher," said one.
"I'll bet she's not. I know a schoolteacher when I see one," replied the other.
"So do I. I'll bet you $5.00 she's a schoolteacher."

"O. K.," said the second, "I'll take it."
He stepped up to the woman, and said, "I beg your pardon, but are you a schoolteacher?"

"No," she replied feebly, "I'm only seasick!"

We all know so well the type of teacher who gives point to this story that we are both amused and distressed. Far too often the "old maid schoolteacher" type exists in reality. She exists partly because of the old notion of teaching school—a ramming of unappetizing subject matter down the throats of unwilling children. She exists because communities too often prevent her living a normal, happy, human life as a member of the community. Some communities even go so far as to discharge a teacher who gets married. She exists because low salary schedules result in much mediocrity in the teaching profession. She exists because school boards, superintendents, and the teachers themselves do not recognize the importance of vital human qualities, broad interests, the finest things that go toward making up culture, and a real understanding of children, as essentials in any good teacher.

Education today is far more than a teaching of the three R's. It concerns itself with the all-round happy and satisfying development of children. It includes the development of sound bodies and sound personalities. It includes the development of special aptitudes and interests. It includes helping children to a deep-rooted social consciousness that is essential to character and essential to citizenship. And, of course, it includes giving children a mastery of those aspects of the three R's and of history, geography, and science necessary to effective living in the world as it is. Teachers who are to be successful in this broader type of education must themselves be the finest kind of human beings.

For many years in employing teachers for my own schools I have tried to gauge the teacher's ability partly in terms of her own background and interests. Of course, I check up on training and experience and previous success. I often find, however, that teachers are somewhat taken aback by the kind of questions I ask in the application blank or in a personal interview. I want to know about their homes, families, and family interests. I want to know what books they have read in the past two or three years that have interested them most; what fiction they have read, and why they have liked it.

It is surprising how many formally qualified applicants have confined their reading largely to The Saturday Evening Post or The Reader's Digest. Some turn their noses up at the idea of reading good modern fiction, as if it were too frivolous for a schoolteacher. Little do they realize that really fine fiction, books like Pelle the Conqueror, The Growth of the Soil, Jean-Christophe, The Good Earth, yes, and even Anthony Adverse and Gone with the Wind, give insight into human motives and emotions, give understanding of human drives, in a way that non-fiction seldom can do.

I ask them, too, what non-fiction they have read. Many have not read a book of biography, or a book on current social problems—such as the very readable and exceedingly informative little book Uncommon...
Sense by David Cushman Coyle—or any other kind of serious discussion in non-educational (i.e., non-schoolish) fields.

I ask them, too, of course, about their professional reading. Too often this is confined to the books that were assigned to them by some reading circle, or books that they had to study in connection with some course in education in college or in summer school. As to professional magazines, more often than not one gets the reply that the only professional magazine read is the one which comes with membership in the state or national education association.

Again I ask them what world events have interested them most during the past three years. Usually they can rattle off something glibly—the Duke of Windsor's marriage, the terrible situation in Spain, or the New Deal. Pry a little deeper and one often finds extreme superficiality. What forces were back of King Edward's abdication? What is the fighting in Spain about, what forces are behind it, and where are their sympathies? Do they agree or disagree with the New Deal; why, and in what respects?

Again I ask them what traveling they have done in this country or abroad, what they did last summer, the summer before, and the summer before that. Are they using their summer vacation in a way that really is developing them, recreationally or as citizens or as cultured persons or as professional teachers? All such uses are good, but merely sitting around at home is not at all a satisfactory use of one's leisure time.

“What are your favorite amusements?” I ask. I want to know whether the teacher manages to get fun out of life, and how. Closely related to this is the question, “What are your hobbies?” A person without a hobby of some sort is liable to be a pretty limited person.

Of course I ask why they left or want to leave their last position, why they want to come to my schools, and why they want to teach.

This sort of application blank and interview tends to assure us fairly well that those who are chosen as a result are worthwhile people, people who can play a part in community life, people whom one is proud to introduce to anyone, people who would never be classified, whether they're married or not, as “old maid school-teachers.”

But even at that, we have some failures. There are techniques to teaching, there are special skills and insights, and we have found by bitter experience that some very fine people make very ineffective teachers.

In order to get at the factors that enter into a teacher's success in a progressive school system, we undertook a study a few years ago, to find out why some of our teachers failed. First of all we had our principals and supervisors list the outstanding qualities that seemed to make for the success or failure of the teachers then on our faculty. To that list we added qualities which had been found significant by A. R. Mead. We asked the principals and supervisors to rate each quality on a six-point scale, ranging from “of no importance” to “of utmost importance; should have greatest weight.” When we averaged their ratings, we got an interesting list of qualities with “power to encourage, stimulate, and inspire children's interests” and “understanding of children” the two highest, and “ability to control children without repression and domination,” “genuine interest in work,” and “possibility of growth” tying for second place. The whole list of forty-nine qualities is too long to repeat here. At the bottom, but still rated as of a fair degree of importance, were “businesslike efficiency,” “gentleness,” “good taste in dress,” and “natural dignity and reserve.”

This subjective judgment was not enough to satisfy us, however. We next selected five teachers who were so near failing that,
had we known of the difficulties they were going to have, we probably would not have employed them. In contrast, we selected eight of the best teachers in the system—the teachers whom many of us would be first to try to get if we were to move to another school system, or whom we would be most loath to lose. Each of these teachers was then rated by principals and supervisors in terms of each of the forty-nine qualities. She was rated as “decidedly lacking in it,” “having it to a less than average degree,” “having it to an average degree,” “having it to more than an average degree,” or “having it to a marked degree.” By numbering these 1, 2, 3, 4, and 5, and averaging ratings, we compared the good teachers with the poor ones, and found out in which qualities there was the greatest difference in rating. For example, “respect for children’s personality and intelligence” was possessed by the very successful teachers either in a marked degree or above average (the average rating of all the supervisors on all the good teachers was 4.6). The poor teachers, on the other hand, on the average, rated 2.3, i.e., they had this quality to a less than average degree.

We then arranged our qualities in the order of the degree in which they differentiated between good and poor teachers. The topmost quality was “ability to secure good habits and orderly room atmosphere.” Close on its heels there followed “teaching technique,” “businesslike efficiency,” “power to encourage, stimulate, and inspire children’s interest,” and “forcefulness.” Near the very bottom of this list, practically not differentiating between good and poor teachers at all, were “good health,” “good taste in speech, voice, and diction,” “loyalty,” and “open-mindedness.” That does not mean that these things were not important. It simply meant that both the good and the poor teachers had them. Our preliminary selection, on the basis of interviews and recommendations, had kept us from getting teachers who lacked these qualities, and in themselves they were not sufficient.

Our next step was to prepare a recommendation blank which could also be used as a self-rating blank within our own system, based upon these studies. On the left-hand page we listed in descending order those characteristics which most clearly distinguished between successful and unsuccessful teachers in our own system. On the right-hand page we listed those qualities which, although they did not distinguish between our successful and unsuccessful teachers, were rated as of marked importance by our principals and supervisors—qualities without which we would not want to employ a teacher, but qualities which a teacher might still have and yet not be very successful.

Before we employ a teacher we have those who know her best, rate her on each of these qualities: as “below average,” “average,” “good,” “excellent,” or “unusually marked.” As a check upon the person who is doing the rating, we ask, “Compared with the rest of your faculty or student body, would you place the applicant in the top tenth, in the top quarter, in the top third, about average, or below average?” “Is the faculty or student body with which you are comparing the applicant unusually strong, above average, average, below average?” The superintendent or principal who has tended to rate his teacher pretty high on the qualities listed, hesitates to admit that a teacher who is not pretty good is in the top tenth or top quarter of his faculty. If we find that on this last point he rates the teacher as about average, but has rated the teacher in regard to the qualities as good, excellent, and unusually marked right down the line, we know that the person filling out the rating sheet is padding the teacher’s rating, and make allowance accordingly.

When I hire a teacher I am not soft-hearted. I am thinking of the girls and boys whose lives are going to be really in-
fluenced by that teacher. I am concerned with getting the very best possible person, regardless of whether that person is married or not married, a Jew or a Gentile, a Catholic or a Protestant, a Republican or a Democrat. If the teacher has something real to give to her girls and boys and knows how to give it, I want her on my faculty; otherwise I do not.

Even after all this care, we still find that new teachers sometimes have a hard time adjusting to a new school system. Only today, before I began to write this article, I attended a meeting of my principals and supervisors, in which they were asking themselves some very searching questions in regard to helping new teachers to make their adjustments. They raised such questions as the following:

“Is a new teacher’s schoolroom one of the best or worst in the building from the viewpoint of acoustics, ventilation, size, possible pleasant arrangement, and location?

“What kind of group is the new teacher given—one of the best or one of the most difficult?

“What organized help is offered to the new teacher? Is she given carefully planned assistance and guidance, that will harmonize and reinforce her continually? Do principals and supervisors do all they can, jointly and in harmonious co-operation, in this problem?

“Is sufficient flexibility of curriculum offered the new teacher, so that she will feel free to substitute in some measure for our usual material and courses something which is vivid in her own background and experience and which will give her security?

“Is there a general attitude that old teachers of a building assume a definite part of the responsibility for the success of the recent comer?

“How can we be sure the new teacher has a fair chance and the genuine understanding and assistance which she has a right to expect in our schools?”

Naturally, we have been trying to do all these things for new teachers, but we realize that we sometimes fail, and that the failure of the new teacher may be our failure, not hers.

It is our job, first, to get the kind of men and women for our faculty who can contribute to the whole development of the children, because the teachers themselves are interesting and worth-while human beings, because they have the necessary technique, and because they understand children and can help them to a successful growth. It is then our job to see that when we get such people on our faculty we give them a chance—more than a chance, that we give them stimulation and help—to live up to their full potentials.

Carleton Washburne

ROTE LEARNING

The problem is to get the school to open the minds of the children, to lead them out into ability to think clearly and to act sensibly. When the officers of the Julius Rosenwald Fund began looking into the little schoolhouses they had helped build in the rural South, they observed procedures similar to the following: Holding a health catechism, a teacher asked, “Why should we wash and comb our hair?” Little Negroes droned back, “So it will not get stringy and fall down in our eyes.” In rote learning of this sort, children’s minds die as stupidly as did the bodies of the soldiers of The Light Brigade.—Edwin R. Embree

THE DIFFERENCE

A pessimist finds difficulties in opportunities; an optimist finds opportunities in difficulties.—L. P. Jacks

Know the true value of time. Snatch, seize, and enjoy every moment of it. No idleness, no laziness, no procrastination; never put off till tomorrow what you can do today.—Chesterfield.
PAGES FROM THE SCHOOLBOOKS OF OUR FATHERS

I. Caleb Bingham's The American Preceptor, 1816

(Editor's Note:—How much the character and quality of school textbooks have changed over the years is to be observed as one examines this reading lesson taken from a schoolbook popular with our forefathers. Long before the vogue of the McGuffey readers, Caleb Bingham's The American Preceptor was in wide use, "Being a New Selection of Lessons for Reading and Speaking. Designed for the Use of Schools." In 1816 it was then in its eighth edition; and it is from this edition that the following reading lesson is taken.

"For the conveniency of large classes," its compiler says in his preface, "the several pieces are divided into paragraphs of a moderate length; the utility of which, those conversant in the instruction of youth will readily discover. Instructors are assured, that the inconvenience arising from the frequent alterations in the different editions of schoolbooks will never be experienced in this."

"In the arrangement of pieces, the usual arrangement has not been observed," the compiler points out. "With design to render it more entertaining to children, dialogues, orations, historical anecdotes, &c. with the different kinds of readings in prose and verse, are variously interspersed through the whole work."

Here, then, is a reading lesson such as children were expected to find entertaining—the children who were going to school about the time when James Monroe was president of the United States.)

DIALOGUE BETWEEN MRS. CARELESS AND MRS. FRIENDLY, UPON FEMALE EDUCATION

MRS. CARELESS—Good morning, my dear Mrs. Friendly. I came to request your company in a walk; but I see you are engaged with a book; pray what is it?

MRS. FRIENDLY—It is a treatise on female education, which pleases me much; and will, with domestic avocations, deprive me of the pleasure of walking with you this morning.

MRS. CARELESS—And what have you to do with treatises on education? I seldom read anything, and never books of that kind. I should as soon think of plodding through a volume of old sermons.

MRS. FRIENDLY—I assure you, I consider the education of youth, females in particular, to be a matter of the first importance; and I take great pleasure in reading the observations of ingenious writers on the subject. I have children, in whose welfare, I need not tell you, I am deeply interested; and their happiness or misery, their honor or infamy, entirely depend, in my opinion, on the principles and habits they acquire in youth, whilst the mind is tender, and the voice of instruction sinks deep.

MRS. CARELESS—But cannot children be educated unless their parents read books on the subject?

MRS. FRIENDLY—Certainly they can, if the parents are themselves qualified for the task. But I find it a difficult and delicate business, and therefore I have recourse to the wise and experienced for assistance in conducting it.

MRS. CARELESS—The assistance of the dancing, music, and drawing masters, is all I require for my children. They shall indeed know something of reading, writing, and needle work; but to give them a polite education and make them accomplished is my aim.

MRS. FRIENDLY—I fear, my dear Mrs. Careless, you do not distinguish the advantages, which arise from a useful rather than a polite education; since you speak with so much indifference of the former, and with such raptures of the latter.

MRS. CARELESS—Pray what are the mighty advantages of educating children in what you style a useful manner? I never yet saw them.

MRS. FRIENDLY—Then you are no very strict observer. (I beg your pardon for speaking thus freely.) But surely each day brings instances of its advantages; and each day shows the mischief of a contrary mode. The kind of education I mention is that which tends to give females well regulated minds and agreeable manners; and render them beloved, esteemed, and admired. For it is by no means necessary in order to this, that a young lady should be mistress of all polite accomplishments. They often belong
to some of the most disgusting and insignificant of the sex. No, let parents form the growing mind to virtue, religion, and the calm pleasures of domestic life; at the same time endeavoring that cheerfulness play round the heart, and innocent gaiety enliven the behavior. Let the habit of self government be early produced; for all the world conspiring cannot make a woman happy who does not govern her passions. Let the first appearance of stubbornness in them be checked and resisted; and let them be taught cheerfully to deny themselves every object of desire, inconsistent with reason, prudence, or virtue. Thus cultured, their tempers will be sweet and placid, and their manners gentle and engaging. If they be put under the care of tutors abroad, they will not be unteachable and refractory; and the presence of their parents will not be necessary to make them behave with discretion and propriety.

Mrs. Careless—Well, after their minds are thus taken care of, how would you have them further accomplished?

Mrs. Friendly—they should be well versed in reading, writing, arithmetic, and English grammar. If their natural genius strongly led them to poetry, painting, or music, and easy fortune admitted, it should be indulged and cultivated; but by no means to such a degree as to interrupt or supersede domestic employments. For these require attention in a greater or less degree from every woman; and unless she understand and discharge them according to her circumstances, she is contemptible and useless.

Mrs. Careless—Fine accomplishments, truly! a perfect skill in handling the broom and duster! Mrs. Friendly, if you educate your children in this way, they will be ruined; they will be strangers to the charms of dancing, dress and company. The graces will never condescend to adorn those who are accustomed to the kitchen.

Mrs. Friendly—My friend, I have no objection to dancing, dress and company, when they form not the chief object of solitude and attention, and are cultivated merely as the recreation and ornaments of life, and not as the business and end of it. Be assured, a well furnished mind, a well governed temper, love of domestic pleasures and an inclination and capacity to pursue domestic employments, are the first requisites in a woman, and the foundation of her respectability and enjoyment. Without these, though her graceful mien and dancing charm every eye, and her music be sweeter than the harp of Orpheus, she must be unhappy in herself, and a vexation and torment to her friends. Let us view a person educated in the school of dissipation, and furnished with merely polite accomplishments. Engrossed by the desire of leading a life of amusement before she can even spell a sentence, and unfurnished with just sentiments and industrious habits, she is sent to the dancing academy that her manners may become graceful. Here she sees gayer dresses than her own, which inflame with vanity and envy her giddy, unoccupied mind. She is determined to be outdone by none in elegance. She disputes with Mamma about fashion and fine clothes; and if her extravagant desires are not indulged, murmurs and repines at her cruel fate; becomes confirmed in the detestable habit of fretting; and knows not content but by the name. A fondness for those phantoms which lure to ruin, called pleasures, and a passion for show and parade, which perhaps through life she can never indulge, gain entire possession of her heart. All her joys are in gay parties and assemblies, where, like the butterfly of summer, she pleases by the brilliance of her colors only; which, however, is no sooner familiar to the eye, than it is beheld with indifference; yet alas! this is all the attraction which this child of vanity can boast. Maturer years steal on; her mind is so uncultivated that she is incapable of the rational pleasures of thinking and conversation; her love of dissipation and amusement grows with her growth; she sighs for new pleasures; but alas! she has so often trav-
eled the circle, that their novelty is destroyed. With all her apparent gaiety, she is probably more wretched than the miscreant, who begs the morsel that sustains his being. If she be ever placed at the head of a family, she disgusts her husband, neglects her children, and order, peace and industry are strangers in her house. Her company is ever uninteresting or disagreeable, her name is synonymous with folly, and her memory is lost with her life.

Mrs. Careless—What a picture, my dear Mrs. Friendly, have you drawn! I turn from it with horror, I assure you my chief care shall be to form my children to reflection, self-government, and industry; and they and I shall have reason to rejoice in the change you have made in my sentiments.

Mrs. Friendly—I rejoice to hear you express yourself in such a manner. Believe me, when I say, the best fortune which can be bestowed on a child is a good education. It secures her honor and happiness through life, whatever be her station; and it leads her to the exercise of those noble and virtuous dispositions which are an indispensable preparation for the enjoyments of the future state.

PROBLEMS OF LIBERTY

An excerpt from the Report of the President of Columbia University for 1937.

The development of civil, economic and political liberty and of the institutions built upon it, is raising new questions of grave importance throughout the world. Superficially, there would appear to be conflict of ambition and of policy, controversy and even threatened military war between a number of nations. Behind and underneath these appearances, however, lies something much deeper and of graver importance. The institutions of liberty, operating at a time and in a world where man's growing control over the forces of nature has created a wholly new industrial and economic environment, are brought face to face with new problems of far-reaching importance, which moreover are abundant in danger to liberty itself.

The industrial era, now about a century old, has made men increasingly familiar with a kind and amount of efficiency which they had never before known. The habit has grown of measuring the success or the failure, the satisfaction or the disappointment, of government in terms of this efficiency. Since democracy, even at its best, must lack something of the efficiency which industry claims as its own, it is not difficult to turn the minds of men toward such changes in their institutional life as shall attempt to bring about in the field of government the type of efficiency which men find in industry. This leads straight to increasing regimentation of human conduct, whether individual or group, and to the increasing delegation of executive authority to a single administrative officer of government. This is the explanation of the rise in the twentieth century of a type of despotism which surpasses in severity and in cruelty the well-established despots of ages long gone by.

The argument from industry has also brought with it a new and violent attack upon the principles of liberty and the whole democratic system through its insistence upon there being, of necessity, a class war in the social and economic order. There is and can be no such war in a true democracy because there are and can be no such classes, save from a very superficial viewpoint, unless the principles of liberty and the ideals of democracy are to be abandoned forever. In a social, economic and political organization where classes are assumed to be at war, every essential fact of human life and human aspiration is contradicted. Instead of an individual being looked upon as a moral and intellectual unit and stimulated to exert himself to the utmost in order to reveal his natural powers and to serve his fellow men through his control and direc-
tion of those powers, the individual is to be looked upon simply as a cog in a great machine. Throughout life he stays where he begins. He does only that which is done by other men in like situation. His inequalities are not permitted to manifest themselves. He must go through life not as a human being, but as a mechanical automaton. He must not work longer than his neighbor nor must he do more or better work than his fellow in a given limited time. He must conform to fixed standards and regulations, no matter how these prevent him from expressing himself and rising in usefulness and in excellence.

Today throughout the world the most persistent attacks on liberty and on democracy are coming from these two sources—the demand for increased efficiency and the insistence that individuals find themselves permanently in a given economic class and are thereby automatically at war with their fellows who are supposed to be in other and conflicting classes.

Under such conditions can the institutions of liberty protect and defend themselves successfully? At the moment the answer would have to be in the negative so far as concerns some of the oldest and greatest peoples in the world, and it would have to be doubtful as concerns not a few others. Those peoples which have been without the long discipline of liberty-seeking through the centuries, have been the first to succumb to the rule of the despot. Those which, like the English-speaking peoples, the French, the Dutch and the Scandinavian, have been showing themselves for many generations competent to understand and to achieve liberty, are in no wise fearful of being overcome by despotism directly, but they might easily find their foundations undermined and broken down by the persistent propaganda for a class war.

It used to be said that in the United States it was only three generations from shirt-sleeves to shirt-sleeves. This meant that the son of the man who had been a manual laborer often rose to a position of high authority in the economic and political organization of the nation, and that his son, in turn, might find himself again in the situation of his father's father. Today, many of the greatest business enterprises in America, including the railways and literally hundreds of industrial and commercial undertakings of every type, are under the management and direction of those, still in middle life, who but a few years ago began their careers at the very bottom of what may be described as the industrial ladder. The whole theory of a class war is immoral and offensive in high degree. It runs directly counter to every interest of the great mass of the population, and it endeavors to check demonstrations of that ability and capacity which enable a man better to express his own personality and more abundantly to serve his fellow men.

In the face of such a world situation as this, it is surely imperative that the universities in those nations where democracy still rules shall be unyielding and emphatic in making plain to general public opinion what contemporary conditions really are and what they may involve. Where despotism has taken control not only of public administration but of private life, the universities are in a state of coma. Some of these institutions were, not long ago, the world's leaders in almost every field of philosophy, of letters, of science and of the arts, but now their mouths are closed save to echo empty and futile formulas which, for the ruthless despot, have taken the place of the multiplication table and the Ten Commandments. As the number of real universities in the world diminishes, the burden of responsibility resting upon those that remain is steadily multiplied. Their task with the generation that is to come will be simply stupendous, but they must and will accomplish it.

Nicholas Murray Butler
THE TEACHER'S JOE MILLER

Professor: "You missed my class yesterday, didn't you?"
Student: "Not in the least, sir, not in the least."

 wheew!
Business Man: "I suppose you are on the football team?"
Johnnie: "Well, yes, I do the aerial work."
Business Man: "What's that?"
Johnnie: "I blow up the footballs."

STORK AND SINK
Teacher: "Can you tell me the difference between a stoic and a cynic?"
Abie: "A stoic is a bird that brings the babies and a cynic is the place where you wash the dishes."

MURDER
Pupil (bluffing): "You can't see time; no one ever saw it. You can't hear it, you can't touch it."
Teacher: "You're killing it, though."

QUICK LIKE A RABBIT
Nit: "What happens when the leaves fall?"
Wit: "The fall leaves."

WHEN KNIGHTHOOD WAS...
Ben, aged fourteen, was reading "King Arthur" to Bud, aged seven.
"Ben," Bud asked, "what did those knights mean when they said, 'Wit you well'?"
After some thought Ben explained: "It was just an old-fashioned way of saying, 'I'm tellin' you.'"

ANOTHER BIG BAD WOLF
Jane's father and grandfather, both Republicans, had been giving their unbiased opinion of the Democratic party. "Oh, dear," sighed little Jane when bed time came, "I don't dare go upstairs. I am afraid there might be a Democrat under the bed."

KEEPING UP WITH FATHER
It was a Pike County woman who authored a note to the teacher concerning the punishment of her young hopeful. The note ran thus:
"Dear Miss——: You rite me about whippin' Sammy. I hereby give you permission to beat him up any time it is necessary to learn his lesson. He is just like his father—you have to learn him with a club. Pound nolege into him. I want him to get it and don't pay attention to what his father says—I'll handle him."

KNOCK! KNOCK!
A teacher was reading to her class when she came across the word "unaware." She asked if anyone knew the meaning. One tiny girl raised her hand timidly and gave the following definition:
"Unaware is what you put on first and take off last."

TWO HALVES EQUAL NOTHING
"Pa," said Willie; "a man's wife is his better half, isn't she?"
"Well, we are told so, my son," said Father noncommittally.
"Well, then," continued Willie, "if a man marries twice, there isn't anything left of him, is there?"

CORRECT DEFINITION
In the course of a general knowledge test, some small boys were asked: "If your mother is shopping and finds she has left her purse at home, she may ask the shopkeeper to send the parcel C. O. D. What do these initials mean?"
It was a very earnest boy, not yet old enough for frivolity, who answered: "Care of Daddy."
EDUCATIONAL COMMENT

A BASIC PHILOSOPHY FOR A REAL COLLEGE

A fixed conviction that any college worth its salt should consist of professors of intellectual and moral integrity was held by the late Ogden L. Mills. His views are effectively presented in a letter written on December 3, 1936, which has been republished in the University of Chicago Magazine and in the Bulletin of the American Association of University Professors. A few excerpts are reprinted here:

"A teacher has as much right to engage in outside activities, and to express his views on public questions, as any other professional man. That his views may not coincide with those of a governing body, or do violence to the conviction of the great body of graduates, may be unfortunate, but to ask him to remain silent unless his opinions conform to theirs, would be to limit his right as a citizen, to deprive him of part of his liberty, and to impose humiliating restrictions unacceptable to independent and high-minded men.

"Any University attempting to enforce such a censorship would soon cease to attract pre-eminent men who combine independence of mind with sound scholarship, the very men who bring it strength and vitality. It would thus pay a penalty so heavy as to make any temporary embarrassment or irritation occasioned by the words or activities of an individual, however imprudent, seem comparatively trivial. . . .

"For my part, I would have little faith in my own beliefs and principles if I felt that they needed the shelter of authority and could not withstand the searching analysis of those who honestly hold otherwise. And I assume, of course, that in any well-conducted institution both sides of controverted questions will be adequately presented. Doesn't it all come down to picking a group of clear-thinking scholars, who are primarily scholars, balancing the inevitable tendencies to right and left, and then letting discussion rage?"

FOR PUPILS WHO WANT CORRESPONDENTS IN AUSTRALIA OR SWEDEN

The Interscholastic Department of the Student Forum on International Relations has a large number of names of Australian students, mostly girls between the ages of thirteen and fifteen, who wish to correspond with a student in this country.

The same organization has a request (from the Swedish committee for the celebration in Delaware of the 300th anniversary of the landing of the first permanent Swedish settlers in this country) for several thousand names of American students above the age of fourteen who would like to correspond with students of their own age in that country. This project may be of special interest to teachers of American history in states where there is a large population of Swedish descent.

The Student Forum takes charge of distributing names of American students in almost every civilized country. Further information can be obtained from the office of the Student Forum, 521 Phelan Building, San Francisco. A self-addressed, stamped envelope should be enclosed.
THE TEACHER’S LETTER BOX

Dear Letter Box:

Please send me a list of books that will be most helpful in teaching the fifth grade. My family situation has cleared up and I am back on the job this winter. I feel a little rusty and a little bit afraid of the New Curriculum. I want to know how you ever get activities going. How do you teach reading, writing, and arithmetic a la the New Curriculum?

I do thank you so much for this favor.

ELEANOR MARTIN

Dear Eleanor:

I believe you will find each of the following books a real help in working with fifth grade children.


Your real problem is understanding the individual child so that you can give him the proper guidance. Nothing else is worthy of that term we use so glibly, teaching. For teaching should educate or lead out; that is what the Latin educo-educare means. I know of nothing else that will give you as sound a viewpoint and as practical an approach as this yearbook. Buy it and ponder it thoroughly.


Two county supervisors wrote this book after working out an activity program with their teachers. You can see that they know just how teachers feel about getting activities started. They discuss the problem in a common sense sort of way that gives you confidence in your own ideas and those of your children. Incidentally, you’ll find some sound suggestions about carrying on activities as well as initiating them.


Miss Hildreth is psychologist for the Lincoln School of Teachers College. She realizes that the Three R’s have a legitimate place in child life and points out how to teach them so that they contribute to his development rather than merely give him skill. In other words, here is the best answer I know to your request for something in line with the Virginia program.


A monograph reporting the work done in remedial reading in connection with the Washington, D. C., experiment in character education. It is so complete and clear that you will be eager to get at those poor readers in your own room.


Do you remember how we used to discuss the Twenty-Fourth Yearbook, “The Report of the National Committee on Reading”? Well, here is the Society’s second report, “The Teaching of Reading.” And unless I miss my guess, it will be as potent a force as its predecessor in improving reading instruction. It is a complete treatise on reading with stress on the social values; that is, it sees reading as a part of living. Every teacher should read this book and, if possible, own it.

You have too much common sense to try to copy a unit worked out by someone else. But reading descriptive reports of activities does suggest things you and your children can do. The one best book of this kind for upper grades is Major Units in the Social Studies, written by Waddell and others and published by John Day Company, New York. $3.50. It gives a detailed account of three units, one fourth grade, one fifth grade, and one sixth grade. This will fit right in with Gustin and Hayes, showing you clearly how activities arise, how they work out, how the tool subjects are needed, and how to evaluate them.

Do you have a teacher’s section in your county library? If so, you will probably find some of these books there. If not, you might get some of the teachers in your
school to go in with you, each buying a book and then sharing with others.

After you do some reading you may have some questions to ask. Write me, or come around for a talk at the Annual College Homecoming in March.

Dear Letter Box:

I am teaching in my home county. In our teachers' meetings we each have a question to answer. My question for our next meeting is, "Should music appreciation be taught at a regular period each day or at a time when the children become restless and inattentive?"

I think it should be taught at a regular period, but I would appreciate your help in answering the question.

Susan Jones

Dear Susan:

Restless children often need the calm and relaxation that soft music brings. That is why primary teachers usually play the victrola during rest periods. But this is not music appreciation. In appreciation the aim is enjoyment and always enjoyment at a higher level. Now to enjoy music one must listen, really listen in an active way. And that sort of listening is not best done when one is worn out or restless.

Again music appreciation involves other things besides listening—anything which increases the value attached to music is building appreciation. So we use stories or poems about the musician or related to the theme of the music. We study musical instruments and build simple ones. We compose songs or other little pieces when we need them in our group living or just for the sheer joy of self-expression. Surely this is not the work of tired children. Nor is it any more restful than similar work in other subjects such as art or dramatics.

But to say that music appreciation is not a relaxation exercise does not imply that it is best scheduled at a "certain time" every day. A better way is to determine how much time is to be given to music appreciation each week. Then this time can be used when the mood is suitable or when there is something special to be enjoyed.

Best wishes for the speech.

THE READING TABLE

PRIMARY EDUCATION IN RUSSIA


No one person has done more for the happiness, welfare, and understanding of young children than Patty Smith Hill, Professor Emeritus of Education at Teachers College, Columbia University. While she has not done much writing herself, her influence is far reaching. She has inspired those who have worked under her guidance and direction to share with those not so fortunate the results of their labors. In 1929 Miss Hill with a group of educators from America, England, China, Japan and Australia visited Soviet Russia at the formal invitation of Anitoli Vasilievich Lunacharsky, Comissar of Education. Madam Fediaevsky, one of the outstanding leaders in the education of young children, made it possible for them to see the work done in Russia. As Miss Hill said, "We were allowed absolute freedom to come and go, to investigate and draw our own conclusions regarding what we saw; and criticisms were largely sought."

This book, then, is the result of that visit. Madam Fediaevsky says that without Miss Hill's "constant encouragement, unfailing interest, untiring and invaluable assistance, this book would never have come into existence."

The slogan "Women and children first" is supplanted by "Infants and mothers first" in Soviet Russia. At a railway ticket-office where a long line of people may be waiting, the mother with a young child is always given first place.

Soviet Russia is the "only country that is building up socialism, planning the whole work on this basis, making efforts to build an educational system capable of training children for a new social order." It has gone far in setting up laws for the protection of women and children. Five outstanding ones follow: (1) "A woman cannot be
discharged from her work during pregnancy or while on motherhood leave.” (2) “The pregnant mother is not admitted to night work nor to take on supplementary work.” (3) “The mother working in a factory or engaged in physical labor is released from all work for a period of eight weeks before and after the child’s birth and with full wages.” (4) “The mother has a right to money for a layette in cases where her wages are low. But every mother has a right to all other kinds of assistance; she has the privilege of family consultation advice and guidance and milk kitchens.” (5) “When the baby is ill, his mother receives a leave of absence with full wages for the time of his illness in order to give the necessary care to her child.”

While the state assumes the responsibility for the education of the children, it would not relieve the parents of certain duties. Infants are placed in creches and nursery schools while the mothers are at work, then taken by the parent at the end of the day; in this way the idea of interdependence is being built up. Many of the creches are closely connected with the factories and farms.

In each creche there is a “red corner,” described in the book as “a parlor with Lenin’s portrait, furnished with furniture and books for recreation”; this shows the extent to which the state is determined to provide communistic education.

All the work done in these schools is not only carefully planned, but recorded after it is carried out, for research and critical study for future use in reconstructing and improving education. The book is unusually interesting. There is much in it that we in a democratic society can apply. The descriptions of the toys and play apparatus are very good. Throughout the book the education of the whole child is stressed, but there seemed to be no place for the development of initiative.

MARY LOUISE SEEGER

NEWS OF THE COLLEGE

Virginia is well on its way to solving the educational problems of its teachers and three-quarters of a million school children, ex-Governor E. Lee Trinkle, now president of the State Board of Education, predicted in an address before students and faculty at the quarterly convocation exercises January 5.

In the field of education, as in other professions, said Governor Trinkle, there are many teachers designated as such, who are not. The State Board is beginning to realize a shortage of capable and competent teachers for its schools. Determined to give the state a leadership that is worthwhile, the State Board of Education has decreed that after 1942 no teacher’s certificate will be issued to one who has not had four years of college training.

The fall quarter closed December 18 at noon with the conclusion of examinations; the winter quarter began on January 4. Four students, Lillye Candace Boswell, of Roanoke, Annie Atkins Leach, of Ammissville, Sarah Allison Painter, of Harrisonburg, and Sadie Caroline Williams, of Richmond, completed requirements for the bachelor’s degree, while one student, Catherine Virginia Shank, of Harrisonburg, completed the two-year curriculum.

The list of honor students for the fall quarter has been announced by Dr. H. A. Converse, Registrar, as follows:

FIRST HONORS

Seniors: Elizabeth Alexander, Waverly Hall, Georgia; Agnes Bargh, Cape Charles; Clara Bruce, Salem; Elsie Jarvis, Mathews; Ruth Mathews, Front Royal; Mildred Miller, Harrisonburg; Lena Mundy, Harrisonburg; Geraldine Selby, Chincoteague; Helen Shular, East Stone Gap; Lurlene Walker, Bedford; Olivia Wooding, Long Island.

Juniors: Maxine Cardwell, Clarendon; Mary Flanagan, Luray; Janet Miller, Har-
risonburg; Willie Lee Powell, Hopewell; Mrs. Mildred Seymour, Keeling; Mrs. Margaret Winder, Harrisonburg.

**Sophomores:** Ellen Jane Beery, Harrisonburg; Janet Coffman, Harrisonburg; Geraldine Lillard, Madison; Mary Catherine Lyne, Shenandoah Junction, W. Va.; Ruth Schafer, Mt. Vernon, N. Y.; Frances Taylor, Ashland.

**Freshmen:** Dorothy Allen, Strasburg; Julia Ann Flohr, Vienna; Mary Heimlich, Cumberland, Md.; Dorothy Larrick, Winchester; Marjorie Pitts, Smoaks; Juanita Rhodes, Alberene; Virginia Wilcox, Vienna; Vern Wilkerson, Roanoke; Mary J. Wright, Norfolk.

**SECOND HONORS**

**Seniors:** Ila Arrington, Newport; Evelyn Bywaters, Opequon; Hilda Finney, Pen Hook; Mary Elizabeth Ford, Church Road; Mildred Garrison, Harrisonburg; Jessie Gearing, East Falls Church; Helen Hardy, Amelia; Marguerite Holder, Winston-Salem, N. C.; Mary Ann Holt, Washington, D. C.; Shirley Jacobus, Far Rockaway, N. Y.; Charlotte Landon, New Britain, Conn.; Catherine Marsh, Arlington; Patricia Minar, Arlington; Mrs. Sarah Painter, Harrisonburg; Elizabeth Patterson, Hampton; Evelyn Patterson, Washington, D. C.; Oneida Poindexter, Roanoke; Leslie Purnell, Salisbury, Md.; Dorothy Slaven, Harrisonburg; Margaret Smiley, Roanoke; Mary Ellen Smith, Clifton Forge; Elizabeth Strange, Richmond; Elizabeth Trueheart, Brandon; Ann VanLandingham, Petersburg; Frances Ward, Germantown, Md.; Lucille Whitmire, Norton.

**Juniors:** Beatrice Bass, Crewe; Annie Sue Boles, Strasburg; Ellen Bundy, Lebanon; LaFayette Carr, Galax; Nancy Earman, Harrisonburg; DorisFivecot, Portsmouth; Mildred Garnett, Harrisonburg; Evelyn Hathaway, Derby; Earle Ruth Hitt, Haywood; Jane Logan, Harrisonburg; Jane Lynn, Manassas; Mary Ellen MacKarsie, Alexandria; Jennie Lee Massie, Amherst; Emma Rand, Amelia; Mary Rogers, Big Island; Catherine Shank, Harrisonburg; Laura Shepard, Chase City; Kathleen Shryock, Stephens City; Virginia Smith, Lynchburg; Ruth Stickley, Woodstock; Marguerite Watkins, Kents Store; Mary Palmer Wright, Norfolk.

**Sophomores:** Anna Barrett, Lynnhaven; Marguerite Bell, Suffolk; Judith Brothers, Whaleyville; Katherine L. Brown, St. Simone, Georgia; Bernadine Buck, Roanoke; Georgia Bywaters, Opequon; Corrine Carson, Sterling; Olivia Carter, Rehoboth Church; Geraldine Douglass, Grottoes; Ellen Fairlamb, Richmond; Viola Hailman, Fairfax; Elaine Harrison, Konkonkoma, New York; Cecile Harville, Petersburg; Edith Holland, Cartersville; Nellie Knupp, Harrisonburg; Nell Long, Richmond; Judith McCue, Staunton; Elinor Mason, Harrisonburg; Jean Poindexter, Phenix; Margaret Potts, Petersburg; Ruth Ritchie, Harrisonburg; Katherine Robertson, Bedford; Barbara Roller, New Market; Sybil Rosenbloom, Petersburg; Pearl Showalter, Tabb; Marie T. Smith, Harrisonburg; Celia Spiro, Harrisonburg; Frances-Marie Walker, Kilmarnock; Margaret Young, Lynchburg.

**Freshmen:** Mary F. Ashby, University; Evelyn Baggett, Whaleyville; Alma Blatt, Harrisonburg; Martha Burroughs, Sanford, N. C.; Elizabeth Custis, Craddockville; Margaret Dawson, Esmont; Margaret Derrick, Picture Rocks, Pa.; Bernice Goodwyn, Stony Creek; Dorothy Grubbs, Norfolk; Marjorie Hill, Longmeadow, Mass.; Frances McElrung, McDowell; Martha McGavock, Portsmouth; Martha Lee Martin, Washington, D. C.; Gladys Maupin, Charlottesville; Elizabeth Millard, Gerrardstown, W. Va.; Mary Alice Moore, Clarksville; Martha Newcomb, Sassafras; Frances Plunkett, Lynchburg; Marjorie Proffitt, Louisa; Gwendolyn Trueheart, Brandon; Fannie Warden, South Norfolk; Lucille Webb, Palmyra; Margaret Weil, Alexandria; Frances Wright, Goodview.
Five major campus officers will be chosen February 1 in the annual elections of the student body. The candidates were chosen by a nominating convention consisting of representatives from each class and the retiring major officers.

The new officers will take the places now held by Virginia Blain, Clifton Forge, president of the Student Government Association; Hilda Finney, Pen Hook, president of the Young Women’s Christian Association; Margaret Byer, Hagerstown, Md., president of the Athletic Association; Dolores Phalen, Harrisonburg, editor of The Breeze; and Helen Shular, East Stone Gap, editor of The Schoolma’am. With the exception of the president of the Athletic Association and the editor of The Schoolma’am, the officers selected in this election will assume their duties at the opening of the spring quarter. Minor campus officers will be chosen later in February.

The second number of the entertainment course, a concert by the Vienna Choir Boys, was given in Wilson Auditorium January 14. Two other bookings for the winter quarter are the American Repertoire Theatre presenting “The School for Scandal” and “The Queen’s Husband,” on February 14 and 15, and the Jooss European Ballet, on February 23.

A varied program of three one-act plays is to be presented January 21 by students in the class in Play Production.

Chosen with the idea of working toward perfection in the dramatic art, to endow the performers with the main principles of acting, to aid future teachers in the comprehension of aesthetics, and to enable them to put on plays intelligently before a representative community, these plays were by recognized authors and had a definite appeal for the audience.

Christopher Morley’s “Rehearsal,” a comedy with neat, light dialogue, “The Stolen Prince,” a short Chinese fantasy by Dan Totheroh, and “My Lady Dreams,” by Eugene Pilot, were the plays.

Stratford Dramatic Club will feature George Kelly’s “The Torchbearers,” a satire on the little theatre, for homecoming in March. For the Senior-Sophomore play in June, no definite choice has yet been made; however, “Girls in Uniform” by Christa, Winsloe, and “Pelleas and Melisande,” by Maurice Maeterlinck, are under consideration.

Practicing began January 10 for the original three-act musical revue, “Sister Goat,” by Dolores Phalen, of Harrisonburg, and “Mike” Lyne, of Shenandoah Junction, W. Va., which will be given February 25 by the Athletic Association. The play, which is supposed to satirize the social life at H. T. C., contains three original selections, music and words of which were composed by Lena Mundy, of Harrisonburg. The production is being directed by Maxine Cardwell, of Arlington, assisted by Peggy Byer, Hagerstown, Md., president of the Athletic Association.

The first varsity basketball game of the season will be played January 29 in Reed Gym against East Stroudsburg Teachers College, of Pennsylvania. The purple and gold sextet will play two other home games, one against the Teachers College of Frostburg, Md., on the afternoon of February 5, and the other with Westhampton College, of Richmond, on February 19.

Following these home appearances, the team will journey to New York to play Savage School of Physical Education on the 25th of February, and New College, of Columbia University, on the 26th. The last trip will be made to Farmville on March 4.

Nineteen upperclassmen are on the basketball squad this quarter. Freshmen did not win places on the Varsity until after the class games had been played.

The class tournament was completed the week of January 17, having been directed
by Leslie Purnell, of Salisbury, Md., assisted by Margaret Glover, of Weyers Cave, Senior leader; Letitia Holler, of Camden, N. J., of the Junior Class; Adeline Tucker, of McKenny, Sophomore leader; Dorothea Fleisher, of Gordonsville, of the Freshman Class.

Badminton was recently made a major campus sport by the Athletic Association, and Yvette Kohn, of Brooklyn, N. Y., was elected leader.

Formerly this sport, resembling tennis, has been played only by the different teams in the Sophomore Sports Class. This year each class will select a leader and an intraclass tournament will be conducted after the game has been fully established.

Individual champions will compete against each other for the school championship.

Approximately two hundred books were received at the library the first week of December, bringing the total number of books accessioned during the fall quarter to about 500. The amount expended for books was about $750.

"Historic Homes of Northern Virginia and the Eastern Panhandle of West Virginia" by Dr. John W. Wayland, former professor of History and Social Science at the college, was issued by The McClure Company, of Staunton.

Dr. Wayland had been collecting the pictures and data for this book for over 34 years, and the material has been in the printing process for over a year.

The publication contains valuable information on more than 400 historical homes which are depicted in 540 illustrations. In addition to these photographs and drawings, 56 maps and plans, which give specific locations, are included. The volume covers over 600 pages and is divided into 6 parts corresponding to the geographical divisions.

In keeping with its constitution, one of the clauses of which is to promote learning, Kappa Delta Pi, honorary fraternity in education, will sponsor tutoring classes this quarter. The classes, free of charge, are open to any students, but were designed particularly for Freshmen.

Funeral services were held in Richmond December 6 for Mrs. Cornelius J. Heatwole, friend of many faculty members of the college, who died suddenly at her home in Richmond, December 5.

Mrs. Heatwole, whose husband is secretary of the Virginia Education Association and editor of the Virginia Journal of Education, took an active part in the work of the association.

Mr. Heatwole was a member of the first faculty of this college and served as head of the Education Department for four years.

ALUMNAE NOTES

Bertha O. Driver, '33, is now technician at the Emergency Hospital in Washington, D. C.

Margaret Moore, '32, is head of the commercial department at Cottey College, Nevada, Mo. She spent last summer abroad and enjoyed practicing her hobby—photography. She is nearing the completion of work for her Master's degree at the University of Chicago.

Frances Selby, '15, is registrar at the East Texas State Teachers College, Commerce, Texas.

Mrs. John Burgess, Jr. (Mina Graves Thomas '30), writes from Peru that she is slowly learning Spanish, and finds life there very different from what it was in Wilmington or in New York (where she was private secretary to the president of the W. T. Grant Co.) Abundant natural resources, she says, make Peru very interesting to mining men; lack of transporta-
tion facilities has kept it virgin country. She may be addressed care International Machinery Co., Lima, Peru.

Ercelle Reade, '32, is a member of the faculty of the Dinwiddie High School, Dinwiddie, Va. Since graduation Ercelle has been conducting physical education classes at the Petersburg Y. W. C. A.

The Charleston, W. Va., chapter, of which Anne Stern is secretary, will hold an important meeting the last of January. Dr. Duke is to be the guest speaker at this meeting.

MARRIAGES

The marriage of Irene Garrison, '30, Harrisonburg, and Lambert Molyneaux of Charlottesville took place at the St. Stephen's Reformed Church, Harrisonburg, on the morning of December 23. After her graduation from H. T. C. Mrs. Molyneaux taught in Greenville, S. C., for a few years, then returned to Virginia and has since been teaching in Charlottesville.

Mr. Molyneaux is a graduate of the University of Virginia. The couple are now living in Charlottesville.

Announcement was made during the Christmas holidays of the marriage of Edna Holland, '28, of Newport News, to John W. Ochs, of Pittsburgh, Pa. The ceremony took place at Waynesboro, Pa., on November 26.

Both Mr. and Mrs. Ochs are members of the Handley High School faculty in Winchester. Mr. Ochs holds his bachelor's and master's degree from V. P. I.

Lorraine Wise, '31, of Edom, and Guy W. Zirkle, Timberville, were married on December 26 at Broadway. Mrs. Zirkle has been teaching in the Rockingham county schools since her graduation.

Mr. Zirkle is a business man in Timberville, where they are making their home.

Louise H. Shoemaker, '32, Broadway, and Justis B. Minnich, Timberville, were married at Broadway on December 26. Mrs. Minnich has taught in the Rockingham county schools for the past five years.

Mr. Minnich is a merchant in Timberville, where they will make their home.

On December 31, Katherine May, '33, of Timberville, was married at the First Church of the Brethren in Harrisonburg to Paul M. McClanahan of Woodstock. Mrs. McClanahan has been a teacher in the Rockingham county schools since her graduation.

Mr. McClanahan is a jeweler in Woodstock, where the couple will make their home in the spring.

The marriage of Billye E. Milnes, '35, of Rippon, W. Va., to Charles E. Miley, Jr., of Charles Town, W. Va., which was announced during the Christmas holidays, took place at Oakland, Md., on November 6.

After her graduation from H. T. C. Mrs. Miley went to the Hotel Lexington, New York City, as an assistant dietitian and hostess. In the fall of 1937 she took a position in the home economics department of the Harpers Ferry High School.

On Christmas day, Helen K. Rush, '32, of Woodstock, was married to Lee Osterling of Coreopolis, Pa., in the Woodstock Christian Church. Since her graduation, Mrs. Osterling has been teaching in the Shenandoah county schools.

Mr. Osterling is a graduate of Massanutten Military Academy and attended Michigan State and Tuscaloosa College. Mr. and Mrs. Osterling are living in Coreopolis, Pa.

OUR CONTRIBUTORS

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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.

**AWFUL TRUTH, THE (Irene Dunne, Cary Grant) (Col) Fast, hilarious farce-comedy opening with breezy divorce and ending with inevitable reconciliation. Notably fine for subtle character acting by stars. Clever mixture of genuine comedy, rowdy farce, and near burlesque. Risque bits strive to be inoffensive.**

(A) Excellent of kind (Y) Sophisticated (C) No


**EBB TIDE (Milland, Homolka, Farmer) (Para) Stevenson's thrilling adventure drama of three derelicts in the South Seas, noted for excellent characterization by Homolka and Barry Fitzgerald. Unpleasant, slow-moving story, but gripping and suspenseful. Impressive sea photography in Technicolor.**

(A) Interesting (Y) Strong (C) Absolutely not

FIRST LADY (Kay Francis, Preston Foster) (Warner) Literal screening of stage play satirizing Washington politics, expertly done by notable cast which makes the most of the character comedy and witty dialog, but the theatricalized “society” and artificial plot are merely amusing, not convincing. (A) Very gd. of kd. (Y) Perhaps (C) Little int.

**GIRL SAW NO, THE (Rob't Armstrong, Irene Hervey) (Grand Nat'l) For revenge on gold-digger taxi-driver heroine, hero puts her in fake show with former troupers which turns out a surprise hit and everybody's happy. Gilbert & Sullivan music a good feature.**

(A) and (Y) Fairly good of kind (C) No

**ILL TAKE ROMANCE (Grace Moore, Melvyn Douglas, Stuart Irwin) (MGM) Light, gay musical romance, lavishly costumed and set. Excerpts from several operas beautifully sung. Grace charming, plot quite wholesome and entertaining, with amusing situations and subordinate roles.**

(A) (Y) Very good (C) Absolutely not

**STAND-INS (Leslie Howard, Joan Blondell) (U. A.) Sprightly, frank satire on film industry. Howard delightful as unsophisticated financial expert sent to Hollywood to save movie company. Enjoyable blend of comedy, hilarious farce, serious drama, interesting backgrounds, deft direction and acting.**

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

**THEY WON'T FORGET (Claude Rains, Edw. Norris) (Warner) Finely acted, impressive and challenging indictment of mob violence, sectional hatred, political expediency and sensational journalism. Grimly tragic story, based on facts, told with simple clarity, restrained but terrible forcefulness.**

(A) Notable (Y) Too strong (C) No

**TRUE CONFESSION (Lombard, MacMurray, J. Barrymore) (Para) Crazy, incredible, fast-moving, sophisticated comedy. Heroine, a chronic liar, is unjustly accused of murder, but confesses to charge so that lawyer-husband, who believes her lie, can clear her on self-defense plea. Zestful comedy role by Barrymore.**

(A) Amusing (Y) and (C) Unsuitable
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