February, 1938

To Whom It May Concern:

You cannot get good schools without good teachers and you cannot get good teachers when you show them, by paying them like coolies, that you have no respect for their profession.

—Robert M. Hutchins
THE VIRGINIA TEACHER

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THE LIBRARY AND COLLEGE INSTRUCTION

A DISCUSSION of the college or university library at a meeting of college administrators is always pertinent. The library represents the college community at study, whereas the classroom stands for instruction, and it must be admitted that of the two, study is the more important. The college library also is, potentially, the great academic equalizer. A college which may not be able to boast of a distinguished faculty such as can be found in the great centers of learning, nevertheless can possess in its library the thought and work of these great scientists and scholars. More important, the library, if well selected, can contain the best thought of all preceding generations of scholars and scientists, to whose insight and wisdom the contemporary generation adds only a tiny increment. But while the library is thus always a proper subject of discussion, it is fair to ask why suddenly in the last year or two so much attention has been given to this subject, and whether the Executive Committee of this organization is justified in asking you, while in the midst of other problems, to listen to another paper on the subject. The reply rests on three points:

(1) The first is a rather disquieting fact. During the past two or three decades college libraries have been duplicated, trebled or quadrupled in size. Rejoicings over this fact are proper and find all of us among the celebrants. But as these collections of books have grown in size, they have become more and more complex. The larger the library gets, the more difficult it is for students to use it, and the more inevitably it seems to be hedged and bound by various restrictions unnecessary in the informal days of the library’s care-free and happy youth. In my own library at Duke we have had in the last few years an annual library dinner with a distinguished writer as guest speaker on each occasion. Without exception each one of these speakers has gone out of his way to depreciate the disappearance of this freedom of use in connection with the great modern collections, and to turn our attention back to the happy, untrammeled hours which he spent in the alcoves of some little library in his undergraduate days. Due to the increase in the size and value of college libraries, and also to the increase of student enrolment; due also, I think, to some unhappy influence from the public libraries, it seems true to say that the larger, and therefore presumably the better the library, the more unusable it becomes, at least for college undergraduates. That is certainly not a happy result of all our spending and effort.

(2) The second factor which has brought this subject into the center of interest is the increasing responsibility thrown upon the library in connection with the development of the newer technics of instruction. Twenty-five years ago, when college teaching was largely done by class discussion, textbooks, and the uniform reading by the entire class of a few chosen volumes, the library problem was simply one of providing in sufficient numbers these latter volumes. The library problem was solved by means of reserve book shelves. The greater portion of the book collection was housed in stacks, which were not designed with the expectation of extensive use. The deficiencies of this method of instruction have been rather completely revealed, at least as regards the last two years of college work.

A paper presented at the third annual meeting of the Southern University Conference, held at Agnes Scott College, Decatur, Georgia, November 1, 1937, and reprinted here with permission from the 1937 Proceedings of the Conference.
If education means awakening rather than imparting facts, and if the characteristics of an educated individual are inquisitiveness, independence of thought and intellectual initiative, it is apparent that something else is needed than passive classroom acceptance and uncritical repetition. Hence, there have been developed various methods which throw an increasing responsibility upon the individual student—honors courses, reading periods, and tutorial plans of one sort or another. But this increased freedom means that teaching is transferred from the classroom where it is direct, to the library where it is done indirectly. Thus the book collection emerges more clearly than formerly as an instructional tool of the first importance and it is highly desirable to consider what changes this may involve in its administration, its place in the college organization, and its financial support.

(3) The third factor which is being realized more and more clearly, is the unfortunate gap which exists, in most instances, between the faculty and the college library staff. The first college librarians were college teachers who carried over into the library the objectives which were theirs in the classroom. But these librarians were confronted with technical problems about which they knew virtually nothing. The problems of cataloging, classification and the like called for knowledge and equipment which these first librarians did not have. Public libraries were growing at the same time and librarianship began to emerge as a profession. In the long run the colleges have turned over their libraries to professional librarians who have rendered indispensable service in the organization, preservation and servicing of the book collections. Without the work of the trained librarians, college libraries soon would have become literary quagmires. But this development has resulted in the separation of the library program from that of the rest of the college. Librarians have been held responsible for the care of the books, and professors for their use. Only in the field of recreational reading has the library profession, as a group, assumed responsibility for the use of books. In general, it thus may be said that we have on the campus two professions, both deserving of high praise: librarians and teachers, but there has been little integration of their work. Unfortunately, the student, whose work in the classroom and in the library is a continuous whole, suffers too frequently from this lack of correlation between the educational forces on the campus.

The results of this separation of function have often been described and deplored. On the one hand it has concentrated the attention of librarians on the problem of preserving books from damage and loss, and has denied to them insight into numerous ways by which the work of instruction could be facilitated by means of books. On the faculty side it has resulted in a lack of any very strong sense of responsibility for the library aspects of their students' work. From librarians one hears of reading assignments which students can accomplish with the greatest difficulty, of term papers or quizzes so organized as to produce a scarcity of books at the very moment when the instructor is insisting that they be used, of lists of books to go on reserve given so late that the library staff has no chance of getting them ready on time. From faculty members one hears of library rules which remove the books from the students rather than bring the two together and of the unwillingness of many librarians to adjust their regulations to meet special situations.

This is not the place to discuss detailed arrangements by which libraries might more effectively cooperate with the teaching staff. Thanks to the interest of the Association of American Colleges in this problem, the writer looks forward to a fuller discussion of the problems than is possible now. Such arrangements, however, will vary in any case with every local situation. It will be more useful to devote what remains of the
present discussion to certain basic principles which seem to be involved in any solution:

1. The first principle, which must be clearly recognized by college administrators as well as by librarians and faculty members, is that books are of value only as they are used. We have not entirely escaped from the mediaeval attitude towards books. In a period when books could be reproduced only by hand it was obviously necessary to chain them to their cases and to guard them with the greatest care. With modern typesetting and photo-offset methods it would seem possible to regard books as teaching tools rather than as capital assets. While the factor of loss cannot be disregarded, it is certainly secondary to that of use. In any number of college libraries, however, one finds undergraduate students denied admittance to the stacks, and compelled to fill out call slips to secure books placed on reserve. In such situations the undergraduates see and handle no books except the dictionaries in the reference room, current periodicals, and possibly a few books placed on display for general reading. In these libraries the principle of preservation obviously has been given precedence over that of use. The point of view of one of the most distinguished eastern college seems sounder. In this institution the undergraduate students are freely admitted to the stacks—although there are 2,500 of them. When I asked the librarian what his losses had been, he replied that he did not wish to know, since his college felt that whatever the loss, the policy was worth it. In those instances where stack space is limited and it is felt desirable to exclude students to avoid crowding and confusion, the library would seem obligated to create some smaller collection of materials to which students could be given direct access.

2. There is a further sharpening of this conception which needs to be insisted upon. The use of the library which is of primary importance is that in connection with courses of instruction. This would seem obvious, since it is for these courses of instruction that students come to college. Recreational reading is relatively less important, in fact, on a college campus where the day's work consists largely of reading, it would seem to be of less importance than in other conditions of life. The principle, however, does seem not to have been clearly perceived. College administrators have in many instances given considerable attention to the task of creating browsing rooms in which general reading unconnected with courses of instruction could be done with great freedom. One would expect such attention to have been given first to reading related to courses of study. In the case of librarians this interest in general reading rather than in curricular reading is due, as remarked above, to basic causes. This fall I have visited a number of college libraries. I have seen many displays of books, by which librarians hoped to secure voluntary student reading. They have all been of general or recreational character. I have not observed any displays of material related to courses of instruction other than those books placed on the reserve shelf by the professor in charge. Dormitory libraries which necessarily vary considerably with different situations, also exhibit this confusion of thought. In many of these, volumes connected with courses of instruction are specifically excluded. The house libraries at Harvard and the two dormitory libraries at the University of Chicago, in which required readings are also to be found, are notable exceptions to this statement.

Before leaving this point, it is well to emphasize that librarians are not to be blamed for this point of view. In too many colleges they do not know the content of courses of instruction for the simple reason that they have not been invited to attend departmental meetings, and in some of these do not even attend meetings of the faculty. It is not surprising, therefore, that they have not been able to make any very definite con-
tribution towards the work of the curriculum. In general, the librarian has not been regarded as a member of the instructional staff. If one doubts this I suggest that he examine any considerable number of college catalogues. Usually he will find the librarian listed along with the superintendent of buildings and grounds, the business officials, and other members of the non-instructional staff.

(3) This leads to the problem of integrating the efforts of the library and teaching staffs. Here the prerequisite to any solution is to elevate the position of the librarian, even if it means getting a new librarian. The librarian must be able to meet his instructional colleagues on equal terms, take his proper place in the councils of the college, and thus be in constant and easy contact with those with whom he in truth is a co-laborer. At Bennington College I asked the assistant librarian how she kept up with the teaching program. “Oh,” she said, “that is easy. We eat with the faculty and hear all about their problems.” Direct, effective arrangements of this sort cannot always be secured, but the barriers between librarians and teachers must be eliminated so far as is humanly possible. Furthermore, it is evident that if librarians are to work with college teachers they must be their peers in general ability and scholarly understanding—though not necessarily in specialized knowledge. Librarians have constantly talked about “faculty status” and “faculty privileges.” I am not interested in this so much as I am in the librarians’ sense of joint responsibility with the faculty for the effectiveness of the teaching program. Colleges are small communities where one generally sells for his or her own worth. The question of status can be left to take care of itself, though it would seem the least of all measures to grant faculty status where librarians are competent and personally qualified.

This strengthening of the librarian’s position will place him in the midst of the natural and official campus channels of communication. It will also enable him to resist all sorts of unreasonable and misguided requests on the part of faculty members, and to make his own distinct contribution to the effectiveness of teaching, in criticisms of reading lists, in suggestions for revising or rewording essay assignments and the like. At present there are few librarians who do not hesitate a long while before making any suggestions to a faculty member concerning his reading list or class assignments. The value of such suggestions has been demonstrated repeatedly. Published illustrations are to be found in Mr. Peyton Hurt’s recent pamphlet on The University and Undergraduate Instruction.

Besides this general effort to bring the librarian into full membership in the college family, there are various practical measures which can be taken to relate the classroom and the library. Where syllabi for courses are prepared, a copy should go automatically to the librarian. Reading lists should be subject to library criticism and report. As a significant and helpful process I suggest wide extension of the practice followed by some class instructors of having the librarian discuss at class periods the use of library materials in the particular field in which the class is working. This can be a regular feature at the beginning of the course, or can come in connection with special term papers assignments. The use of indices, bibliographies, periodical guides, various types of maps, etc., can be given in this way more effectively than in any guide book or course on how to use the library, while the librarians would get to know both the students and also the program of the course.

(4) A further principle which seems to call for emphasis is that reading does not all take place under one roof. Libraries have been identified too strongly with a single building. I am not referring here to the question of departmental libraries. This difficult question, in which the desirability
of enabling students and faculty members to work across the artificial departmental boundaries—quite apart from the greater economy of a central collection—stands over against the convenience and pedagogical value of a departmental collection, is too complicated and difficult to be treated in a few words. I have in mind rather the fact that observant teachers and administrators have been finding many places on the campus other than in the library building where a number of books can be made to render an outstanding educational service. One of the most useful libraries in the University of Chicago is a modern language collection housed next to the offices of the department and utilized for selection for individual students of volumes suited in subject matter and difficulty. Stephens College has also utilized a number of small collections for special teaching purposes with marked effect. Dormitory libraries represent another effort to place books where students can have easy access to them. I have already referred to the House Libraries at Harvard, where some 6,000 volumes covering the major subjects of undergraduate instruction are placed in the various houses for the use of the several hundred students residing in each. Fraternity libraries, sometimes entirely owned by the organization, sometimes supplemented by the loans from the central library, have been used to reach these small groups of students. In all these developments the basic principle is simply to place books where they will perform an educational service. But it should be clearly understood that to a very considerable extent such small collections must be duplicates of a central library, since, otherwise, the loss to the college community as a whole would in many cases out-balance the gains.

This extension of the idea of the library needs to be carried still further. On a college campus books should be in the air. They should be the meat and bread of those who live there. Every effort should be made to make them easily available and their influence felt. The college book store is an opportunity which has been little used to this end. It should not be allowed to become a purely commercial institution but a purveyor of truth and beauty, supplementing the central library at certain points, and presenting in attractive manner volumes which are stimulating and instructive. On its board of directors should sit members of the faculty and the librarian. Most college libraries buy their books through the college book store, thus securing a better discount. We have been quicker to see and exploit the financial possibilities in the book store than we have the educational ones. Teaching is done indirectly as well as directly by the atmosphere which the student breathes, and there can be few more effective ways by which the college can impress the student with the importance of books in the life of an intelligent man than by a different type of book store from the ones which serve most college communities. Incidentally, I might add that the integration of the book store and the library might provide a beautiful solution of the acute problems of duplicate volumes which come to the library in so many ways. They could be sold through the book store at very reduced prices, aiding libraries, aiding students, and aiding learning.

(5) These various suggestions lead to what is of fundamental importance—no college library will rise far above the college in which it is located. The basic approach to the question of library use is through the faculty. Unless the instructional staff is library-minded, that is—knows the library and what is equally important, knows how to use it for instructional ends, the book collection will be little used. Here is the most difficult problem of all. In the long run a faculty will get the sort of library service it wants. If teachers really want nothing more than a few books placed on reserve there is no point in elaborate efforts towards a more vital library service. Many librarians are convinced that not more than a third of the
average faculty knows how to make good use of the library in teaching. This is merely to say that the problem of the library is fundamentally the problem of good teaching. To enter that discussion would carry this paper beyond its proper limits.

The failure of the classroom lecture system as a means of educating masses of students is now painfully evident. Many institutions are endeavoring to provide individual instruction, but it would seem only the wealthier colleges will be able to do this on any complete scale. The answer to the dilemma seems to require the student, in part at least, to educate himself, a method which has been proven sound in many ages. In such self-education books and the library are of paramount importance. In directing and aiding the student in the use of books, librarians and teacher must work as one. To this end we need better librarians, a library program more pertinent to a college campus, and a fuller recognition of the importance and value of the librarian’s task.

Harvie Branscomb

THE PROBLEM OF “DEMOCRACY” IN PUBLIC EDUCATION

(The following statement appearing in College Topics, student newspaper at the University of Virginia, was written by Dr. Richard Heath Dabney, professor of history at the University. It ended with a plea to Governor Price to lead Virginia in the educational footsteps of Thomas Jefferson, but it contains an analysis of our educational problems that will elicit interest from every public school teacher. Those whose support make leadership possible are vitally concerned in such an improvement as is here proposed.—Editor.)

No professor, I imagine, was startled by the list, given in a recent issue of College Topics, of words misspelled by students. Bad spelling, ungrammatical sentences, and sloppy thinking by students may elicit heartfelt groans from professors at this and other universities, but are too familiar to excite surprise.

But let us consider the question why so many unprepared students are admitted to the University.

To begin with, it would be absurd to lay all the blame upon either the faculty or the administration. Low standards of admission to, and low standards of graduation from college are not peculiar to this institution. In fact, there are many others where standards are decidedly lower than ours.

The malady is doubtless due to numerous causes. But perhaps a certain conception of “democracy” underlies more than one of them. The notion that one man is just as good as another, and perhaps a little better, has something to do with it. Every one is of course aware that all men are not equally capable of becoming star football players or prizefighters. Yet there is a vague sort of idea that any man can acquire “general culture,” attested by a bachelor’s degree.

Did Thomas Jefferson, father of the Democratic party, and father of the University of Virginia, believe any such nonsense as that? By no means. Jefferson wished Virginia to establish schools where every child should have a chance to learn reading, writing and simple arithmetic. But he did not consider it the state’s duty to continue indefinitely to give free instruction to those who were either too stupid or too lazy to profit by that instruction.

On the contrary, he emphatically believed that only the really fit pupils in any grade should be given free tuition in a higher grade. For he well knew that the unfit are an actual clog upon the progress of the fit and upon the efforts of the teachers. No one should expect a teacher to squeeze blood out of a turnip or to make a silk purse out of a sow’s ear.

Even had Jefferson never read the Gospel according to St. Matthew, he would have known that men do not gather grapes of thorns or figs of thistles. Hence he knew that only the best pupils in the lower classes should be allowed to enter the high school, that only the best scholars in the high school should be permitted to enter college, and, of course, that only the best college students should receive degrees and go on
to graduate work. Were Jefferson alive today, he would certainly oppose the puerile idea that hordes of young people with largely meaningless degrees should be dumped by countless colleges upon the world.

As a matter of fact, the only justification for taxing poor farmers, mechanics, or unskilled laborers for public education is that it is to the advantage of the state and all its people that the citizens with superior brains should have those brains trained to such a state of efficiency that all the people may profit by their leadership. It is sheer waste of money and effort to attempt the training of morons and loafers, and to assist them in their ambition to spend four years in such laudable extra-curricular activities as riding in automobiles, watching athletic contests, dancing and attending the “movies.” It is not even kind to such “students” to give them degrees and let them imagine themselves “educated gentlemen.”

It is desirable that every man should learn at an early age what he can do and what he cannot do. If he be incapable of becoming a genuine scholar, a skillful physician or an able lawyer, the sooner he discovers the truth, the better not only for him but for his parents and for the community. It is, indeed, positively cruel to a young man to deceive him into believing that he already is what he can never become. The college that confers a diploma upon an incompetent man, and thereby deludes him with the notion that he has “distinguished” himself, tells that man a falsehood, though perhaps with the best intentions and does him a serious injury. Far better that he should be a first-class ploughman, plumber or carpenter than a piddling “white-collar” man with the silly idea that it is beneath him to earn his bread in the sweat of his brow.

I remember employing a man once to dig a ditch for me, and it was delightful to observe the ardor with which he did his work. “I’m as keen as a mink,” he said; and the splendid energy with which he wielded the pick and shovel showed that the absurd idea that his work was unworthy of a man had never dawned upon his mind.

It is neither possible nor desirable that we should all be white-collar workers; one little disadvantage about that being that most of us would starve to death. The world does not need an unlimited number of lawyers, doctors, professors, engineers, actors, poets, musicians or novelists. Nor should we foster the asinine notion that it would be a good thing for every boy and girl to have a college degree or even to have a certificate of graduation from a high school.

No, Jefferson was right: in school, as elsewhere, the unfit should be weeded out, for their own good as well as for that of the public. If a college degree really meant that every holder of a sheepskin had exceptional brains and capacity to use them, thousands of those who, all over this land, are annually awarded degrees, would never have received them.

It is high time that the spurious “democracy” now in vogue should be tossed into the scrap-basket and that the spirit of Jefferson should inspire the Governor of every state in the Union to wage an aggressive fight for the idea that the best brains in his state should have the best training available, but that mediocre and stupid persons should be positively discouraged from entering college and positively prevented from getting degrees.

I know a state university where, at one time, any graduate of any high school who stayed there for four years was almost certain to get a degree. No examination lasted more than an hour, and no professor was required to give any examination at all. One professor told me that, while he did give examinations, he always threw the papers, unread, into the fire. Some of the students were really unfit to enter the lowest class of a genuine high school.

I once heard a brilliant Berlin professor say that there were far too many students at the German universities. He was entirely
right. For although German students were vastly better prepared than many of the half-baked youths who are passed through American high schools, there were not jobs in Germany for so many highly educated men.

One of our troubles is that our school teachers are not sufficiently paid. Another is that many teachers are afraid not to pass dull or lazy boys and girls. There is "politics" in the schools, and teachers are afraid of losing their jobs if they maintain proper standards and refuse to pass the children of people with "pull."

I have heard this opinion frequently expressed, and believe that a courageous Governor could do much to correct the evil if he took the stump and fought it. Moreover, I believe that a resolute struggle would win in the end. The average American is not foolish enough to insist upon being taxed in order that crowds of young people may have a "good time" at high school and college.

One curse of American life is the subordination of quality to quantity. Our educational system would be much better if there were fewer but better schools and colleges, fewer but better paid teachers in the schools, fewer but better paid professors in the universities, with only half the number of students.

THE PLACE OF THOROUGHNESS IN TEACHING

THOROUGHNESS in learning means first of all an interested learner. The thorough teacher must know how to use the child's natural curiosity and also how to encourage an eager desire to know. She must be skilled in guiding a discussion. She must be able to stir up the minds of the children. She must be genuinely interested in knowledge and mental activity. She should provide a richness of subject matter. This subject matter should be so well mastered that her mind is not burdened with recalling it as she leads the discussion. Simple illustrations and simple experiments as well as pictures and books easy enough for children to read should be at her command. She should speak in words children can understand. If the children sense a natural atmosphere, they will do much of the questioning, but the teacher must know the art of questioning. Her questions should help the child use what he already knows to deal with a new problem and they should also help the child see meaning in the material that is present. The teacher's questions should keep the children talking to the point, keep the thinking moving forward toward the solution of the problem in hand, and summarize the work covered.

For example, a fifth-grade class, accustomed to hearing the weather report read daily, became more and more interested in the topic "Weather." One child wanted to know one day how we could have such warm days in winter. The group at once became interested in the question. To get some understanding of this weather phenomenon, the children found it necessary to study the cause of winds. A group of seven children particularly interested in the subject volunteered to read the chapter called "How Air Becomes Wind" from the book The Earth and Living Things (Craig and Hurley) and find out about the cause of winds. Directions for setting up a few simple experiments were given in the chapter. One experiment the group used was to show how warm air rises and how cool air rushes in to take its place. When all of the class thoroughly understood the experiment and the diagram, they were able to make some statements as to the cause of wind. The questions which the teacher was prepared to ask in this study were: Can you tell what happened to cause smoke to go up one chimney and down the other? Explain

This experiment is described in Craig and Hurley's The Earth and Living Things, p. 113. (Ginn & Co.). The diagram on page 117 was also used.
the diagram—Does this help you to see what causes wind? Because the children lived in a valley, they were also eager to learn about mountain and valley breezes. They read from Reh's *Water, Air and Sound*, pages 89 and 90, on "Wind." The class was led to see that there was much more to be learned about winds later.

But the leader of the discussions has not yet done all that should be done; she must not only make the children want to know but must also give them a way of finding out. This means the children must be taught to use reference material skillfully. And after the study is completed they should still want to know more about the subject.

Not only must a teacher know the art of questioning if she is skilled in conducting a discussion; she must know, as well, the art of directing a pleasant conversation. The children should listen politely and form an opinion of what is being said. They should do their share of contributing and should know how to make themselves heard and understood.

In the work period children choose their own tasks and make their own plans as to how the tasks shall be done. Certain it is that very often the teacher has to guide the child in his selection of a job. He must have a job and a worth-while one. If the teacher does all that she should do, she first provides a variety of suitable materials and tools for the class. There should be tools and materials for wood work, clay work, tin can articles, drawing, sewing; and there should also be batteries, doorbells, magnets, etc., for experiments. These materials should be the kind that children can work with happily and effectively, such as soft wood for whittling and for most woodwork. Children beginning new work should be given some opportunity to investigate and try out various materials. Often a tour of exploration about the room will give the child an idea as to what he can and would like to do. If there is a variety of materials and appropriate tools, each child should be able to follow his own natural inclinations when starting a job. Once a child has decided upon what he is going to do, there should be no turning aside from the task. He should have a definite plan in mind and should proceed with no unnecessary waste of time, effort, or materials. If the teacher in charge discovers that some youngster habitually proceeds without any plan, or only a very vague one, she should check him constantly and through conferences with him may even write out his plans as he gives them, or have him write them himself. If a child has chosen his own task, ordinarily he will proceed with little or no waste of time. To put it another way, if he is interested in his work he will usually give all of his attention to the task over the period of time needed to finish it. There may be instances, however, when a child may want to discontinue work on a job which he started with great zeal. There are several possible causes for such an occurrence. The teacher may have permitted him to start on a task too difficult for his particular level of maturity or the materials he is working with may be unsuitable. Or he may have met with too much discouragement in searching for needed materials. Then, too, there may be a child who has never had the experience of really giving all of his attention to a task. Whatever the cause, the teacher should find it and apply the right remedy. With only rare exceptions, once a job is started it should be carried to successful completion. It should be the best job that child can do.

If a child is satisfied with something short of his best he needs definite guidance in building an ideal of thoroughness. This may be done by showing him how he has come short of his best. Perhaps the question: How could you have done this in a better way?—would bring the desired response. Encouragement—showing him where any improvement is being made—should help. New information may be all
that is needed to get a better type of work from the child.

If work periods are well directed, the child should be learning about how to live pleasantly with others; how to work efficiently; how to control themselves; and how to accept responsibility. If he is not willing to share materials and if he doesn’t care for them properly, he isn’t learning co-operation and responsibility. If he is noisy and rude, he isn’t learning self control. At no time should he stand in the way of his own progress or that of others. Thoroughness in guiding a Work Period means a teacher constantly alert to the needs and actions of her group, and ready to give help wisely.

The Work Periods and the Discussion Periods seem to be the most important periods of the day because in these two periods group plans are made, the children’s interests and needs are discovered, self-control and self-direction is practiced, a sense of responsibility is developed, thinking is clarified and organized, intellectual curiosity is aroused, and the children are taught to live with others. But there must be other periods in the day if all their needs and interests are taken care of. Certain skills must be developed. Definite practice is needed. Research work must be done. There must be carefully directed training in arithmetic, reading, writing, language, word study, literature, and the fine arts. First of all, the child must see the need for practice, or the reason for the research work, and he must enjoy to appreciate. This need may be felt by him because of a problem he has met in a course of action or because the teacher has made him aware of the need.

For example, Harry found on the bookshelves in his own room a book telling how to make tin can toys. He began to leaf through it and found the picture of a steam roller he wanted to make. His first thought was to get tin cans. Then he went to work. He had been working only a short while when he found that the cans were too dirty to use. The problem of how to clean them had to be met. The teacher helped him read directions for cleaning cans. This reading meant real effort on his part as well as some much needed practice. When he found that he must measure the lye and water before heating, he was up against another problem. So much lye to a gallon was all he was told. He didn’t have that much lye, so he had to figure to make the water match the quantity of lye which he had. Then he had to read directions for preparing lye solution. Later he met the problem of making rollers run true. When the time came for soldering, directions for preparing soldering copper and using solder had to be studied. These are a few of the problems which one child met in doing one job.

In some instances his teacher has to make him aware of his need, this time reading to find how to prepare soldering copper for use. Several times Harry called on the class for help. This shows how there must be skill in reading and arithmetic to carry on a task in a Work Period. Often skills other than those in reading and arithmetic are needed. Harry saw meaning in the arithmetic and reading, and because the practice had meaning to him, he gave careful attention to his practice throughout the time used. This is thorough practice.

In handling money an entire class saw the need for arithmetic as a result of their Work Period. Often materials have to be bought and money must be raised and wisely spent. An account of collecting and spending must be regularly kept. Adding, subtracting, dividing and multiplying of integers and fractions are often involved.

Some members of a fifth-grade class wanted to draw some snow scenes for the Bulletin board during Work Period. They found they were out of drawing paper. It had to be bought. What was the best buy? It was decided to get a large package for the whole class, since this seemed the cheapest way to buy. The children got the package and immediately wanted to know how
many sheets were in it and how many sheets each child in the room would be entitled to. This meant doing long division. Some members of the group had sufficient experiential background and were mentally mature enough for the long division. They were aware of need and began practicing so as to be ready to meet further long division problems. To have forced practice on those who were not mature enough would have meant for them practice that was far from thorough. The immature pupils would have been unable to give all of their attention to the practice.

Over and over again children need arithmetic to help them think clearly during a discussion. A member of a fifth grade had to travel by car from Virginia to Nebraska. A friend said it would take six days to go and return. One child asked how far it was to Nebraska. Another said, “We can find out.” The first child asked how. The answer by the class was, of course: “Use the scale of miles.” This child then had to be helped to use it. He learned that each inch on the wall map before him represented one hundred and fifteen miles and that it was fourteen and one-half inches to Nebraska. Then he said that you could set down one hundred and fifteen fourteen times and add this. This was done and then he was shown what to do with the half inch. Naturally many members of class said they multiplied to get it because it was an easier way. The multiplication was done on the blackboard, too. Perhaps this child was mature enough to see this method of multiplying; if so, he made a step forward in his learning process.

If a child gives all of his attention to what he is reading, he must either get pleasure from reading a story or else enjoy locating a certain piece of information which he feels the need or desire for. During a Discussion Period, as has already been stated, children’s interests in and need for subject matter is discovered. Often in a Work Period a child finds that he must read to get some definite information that will help him in completing a job. Once he feels the desire to read factual material, he will read thoughtfully and usually will retain what he reads. A thorough reader must understand and interpret what he reads. He must read with eager attention.

During Discussion Periods and Work Periods a teacher has many opportunities to influence the language habits of the children. She has to see that each pupil speaks with sufficient clearness and force to enable all members of the class to understand him. While clearness and force in speaking are generally thought to be of first consideration, correctness in English is quite important. The person guiding a discussion can do much to correct speech errors. She may wait until a child is through speaking and then point out his error and have him correct it.

Children usually enjoy keeping a record of the outstanding class events. They can do better writing when they are having experiences about which they can write. Many of these experiences come through activities engaged in during either the Work Period or the Discussion Period.

Throughout this paper it has been pointed out that practice in the school subjects is effective and important for the child when his problem shows him what he really needs to know. In this situation he actually learns reading, arithmetic, and language as well as facts in the field of social studies.

**NEW FACILITIES FOR EDUCATIONAL BROADCASTING**

The Federal Communications Commission has just announced the establishment of “a class of high frequency broadcast stations to be licensed to organized non-profit educational agencies for the purpose of transmitting educational programs directed to specific schools in the system for use in connection with the regu-
lar courses, as well as for routine and administrative material pertaining to the school system.” This class of stations will be authorized to transmit educational and entertainment programs to school classes and the general public alike. The broadcast service to be rendered must be primarily of an educational character. No sponsored or commercial programs of any character may be broadcast.

“I am pleased to learn that the Federal Communications Commission has set aside a definite portion of this important national resource exclusively for educational purposes,” says John W. Studebaker, U. S. Commissioner of Education. “The reservation of 25 channels means that a large number of allocations can be made to educational groups throughout the United States. Engineers point out that a minimum of about 50 stations in various parts of the country may use each frequency, since the ultra-high radio waves are distinctly local in character. This indicates that there is room in the sector reserved for at least 1,250 local nonprofit educational radio broadcasting stations.

“Opportunity to use these channels presents a great challenge to American education, but I am confident that education can rise to the opportunity to use these facilities which should affect the scope and progress of education and our national life with results just as revolutionary as those which followed the invention of the printing press.

“Evidence of a growing interest in educational radio programs and increasing activity on the part of schools and colleges in radio has been noted in the Office of Education. Within the last year and a half the Office has distributed, on request, more than 120,000 copies of educational radio scripts for presentation by schools and colleges over local stations or on public address systems. School broadcasting groups are sprouting up in this country like mushrooms after a spring rain. School officials, teachers, and students are rapidly acquiring familiarity with the techniques of radio which will enable them to use effectively the new frequencies set aside by the Federal Communications Commission.

“Many will wonder what significance this new allocation of the F.C.C., holds for school organizations,” Dr. Studebaker said. “It is difficult to answer this question because it is almost impossible to imagine the variety of uses to which the nonprofit educational stations may be put. They will be used to stimulate the interest of students in subjects they would not ordinarily be eager to learn. This is being done at present, to a limited degree, in some cities over commercial stations. Detroit is engaging in such broadcasts. There will be broadcasts to classrooms as there now are to science classes in Rochester. Model lessons broadcast by especially expert teachers in various subjects will gradually improve classroom teaching. Cleveland is one city now following this practice. The University of Wisconsin’s radio classes in singing doubtless will be duplicated in many other areas. Emergency use of radio for educational purposes is an important consideration. Chicago and Long Beach have made emergency use of radio to reach pupils in their homes when schools were closed.

“These frequencies can be a great boon to the isolated rural school with its one or two teachers. At present county superintendents or supervisors may be able to visit each school in the county or district only once or twice a year. Establishment of a radio station in conjunction with a county school system would enable the superintendent or supervisor to be in constant touch with all schools. The rural school curriculum could be vastly enriched through the proper development and use of education by radio.

“The Federal Communication Commission’s announcement points out that these local non-profit educational stations will be authorized to transmit educational and entertainment programs to the general public
in every city and town maintaining such a
station. With this broad charter it is not im-
possible to anticipate not only a major step
forward in the education of children, but
also programs for educating adults greatly
extended beyond anything now existing. I
can see that various types of programs in-
volving many discussions of civic and social
problems of interest to the general public
which require more time than can be fitted
into present-day radio schedules, may be
broadcast successfully over these educa-
tional stations at times during the day when
it is most convenient for people to listen.

"Educators and citizens in general should
understand the characteristics of the fre-
quencies which have been reserved," the
Commissioner of Education pointed out.
"In the first place, these frequencies lie be-
tween 41,000 and 42,000 kilocycles and are
distinctly local in character. They will be
serviceable at a radius of 5 to 15 miles from
the transmitter. Reception will depend to a
considerable degree on the height of the
transmitter. A radio tower on a hilltop or
at some convenient spot, therefore, prob-
ably will be a characteristic adjunct of
many American schools in the not-too-dis-
tant future."

A warning of certain limitations at pres-
et governing use of the broadcasting facil-
ities reserved for non-profit educational
agencies was issued by Dr. Studebaker. He
emphasized the fact that "swift acceptance
of this opportunity by educational organiza-
tions is not to be expected. It will be a new
experience for most educational organiza-
tions to be responsible for a broadcasting
station. Educational agencies will have to
study the problems of equipment, of per-
sonnel, of programming, and of budgeting
for this new service. The frequencies al-
located for education are not included in
the shortwave range of radio sets now on
the market, but the frequencies are very
close to those reserved for commercial use,
hence there is strong belief that manufac-
turers will begin to build sets which can
tune in the wave length now reserved for
non-commercial educational stations. I am
informed, however, that present-day sets
can be adapted at a small cost to receive the
programs of these ultra-high frequency sta-
tions. It is evident, therefore, that the fre-
quencies at first will be more useful for
school communication than for general and
adult education and entertainment.

"When broadcasting began in the early
twenties, many colleges and universities ob-
tained experimental licenses. At that time
there was great hope that this new device
for mass communication would be a boon to
education, but educators became disheart-
ened over the difficulties of using radio, es-
specially in securing means adequately to
finance the undertaking. Many institutions
surrendered their licenses. In 15 years' time,
however, many of the techniques of
radio broadcasting have been discovered
chiefly through commercial enterprise. Now
educators are beginning to apply these
techniques to the problems of radio in the
service of education. The National Broad-
casting Company and the Columbia Broad-
casting System have developed widely-used
educational radio programs. These have
won general public acceptance and have
demonstrated that the American citizens
are eager for education by radio if it comes
to them in a form which makes learning
interesting as well as instructive. The suc-
cess which has greeted these efforts is con-
clusive proof that educators can make good
use of these frequencies reserved by the
Federal Communications Commission if
they will put adequate effort, energy and
imagination into the task of using them.

"The Office of Education will begin at
once to collect necessary information to help
educational organizations know how to
make application for these frequencies and
to supply advice on the puzzling problems
of equipment, personnel and programming."
HERE'S HOW
The teacher was questioning the children about their ages.

"How old were you on your last birthday?" she asked one small pupil.

"Seven, ma'am," said the boy.

"And how old will you be next birthday?"

"Nine, ma'am."

"Nonsense," said the teacher. "If you were seven last birthday, how can you be nine next?"

"Well," was the reply, "you see, ma'am, I'm eight today."

A parent adviser thinks it most unwise to raise one's voice to children. Still, there are times when one would like to hear what one has to say.

SAME OLD CIRCLE
Teacher (in geometry class): "Who will define a circle?"

Joe: "A circle is a round straight line with a hole in the center."

Prof.: "What did you find out about the salivary gland?"

Student: "I couldn't find a thing, Prof. They're too darn secretive."

WONDERS OF NATURE
"The human anatomy is a wonderful piece of mechanism."

"Yes, pat a man on the back and you'll make his head swell."

THE GREEKS BEARING GIFTS
The phone rang on the desk of Frank Cody, Superintendent of Schools in Detroit. An irate patron was on the wire.

"Mr. Cody, what's taken the place of Greek in the public schools?"

"Music!" Mr. Cody replied.

"Thank God!" said the voice at the other end of the wire, and the patron hung up.

THE RIP
First Soph: "Let's cut classes and take in a movie."

Second Soph: "Can't do it, fella. I need the sleep."

THE OPTIMIST AGAIN
The eight-year-old niece, when asked if she passed the examination in arithmetic, answered cheerfully, "No, I did not, but I was the highest of those who failed."

EASY
"Tom, how much does a twelve-pound turkey weigh?" asked the teacher.

"I dunno," confessed Tom.

"Well, what time does the nine o'clock train leave?"

"Nine o'clock."

"That's right. Now, how much does a twelve-pound turkey weigh?"

"Oh! Now I understand—nine pounds."

WHISK
Son: "Why do we have eagles on all American money?"

Father: "Why, er-er, it's emblematical of its swift flight."

PEA SHOOTERS
One class in nature study at the Jones school, Detroit, was studying the qualities and uses of various fruits and vegetables. One little boy generalized pontifically upon peas: "Dried peas are used in soup and in pea shooters."

A TENSE SITUATION
Teacher: "When I say, 'I was handsome,' I am using the past or preterit tense; when I say, 'I shall be handsome,' I am using the future tense. Now, Archibald, tell me what tense I am using when I say, 'I am handsome.'"

Archie: "Pretense."
THE PLACE OF RADIO IN EDUCATION

At a recent discussion led by Dr. W. C. Bagley on the topic: "The Place of Radio in Education" (Problems in Teacher Training, ed. by Alonzo F. Myers. New York: Prentice-Hall. Pp. 109-153), Mr. Franklin Dunham, the Educational Director of the National Broadcasting System, stated that in December 1935 there were over 600 colleges giving courses in radio production and radio script writing. Admitting that these courses have been set up with only a small amount of equipment, Mr. Dunham asserted that most of them utilized at least a public address system, "so that there could be a studio or little room off the main room from which a broadcast could take place into the classroom and so that script writing could be done for that particular type of broadcast."

High schools are also growing interested in radio. In the high schools of Knoxville, Tennessee, and of Jefferson, Indiana, for instance, students are conducting radio broadcasts by direct wire from school to local station. They are assisting in program building, in the care of mechanical equipment, and in making announcements. There is an increasing practice of broadcasting school bands, glee clubs, work of science classes, as well as journalism classes.

The radio is indirectly responsible for a new emphasis in speech training. Said Holland D. Roberts in his presidential address at the last annual convention of the National Council of Teachers of English: "Voice recording as a part of the program of oral development is rapidly giving speech work exactness and objectivity in all our leading schools."

But to educators the receiving end of radio is no less important than the sending end. A survey in Wisconsin and Missouri last fall showed, for instance, that high school students were spending slightly more than two hours a day listening to the radio,devoting to the radio twice as much time as they spent in reading. Teachers of high school English are awakening to the fact that they must reckon with radio as well as books as a factor in the development of literary appreciation.

Facing this new condition of life, Professor Fannie W. Dunn of Teachers College, New York, flings out a challenge to the schools: "Whether you are having anything to do with it or not, the radio is educating the public," she says. "It may not be giving the public the kind of education that you want them to have; but the public is listening to the radio hours and hours and hours a week. They are getting educated. . . .

"Here, then, we have an unharnessed giant; and if that giant is to be harnessed for the service of education, the educational institutions have to take a responsibility; and in my judgment the teachers colleges have to take a responsibility. . . .

"We are marking time in radio, if we aren't going backward, just because nobody is taking the responsibility for making these investigations on as scientific a scale as is necessary."
THE TEACHER'S LETTER BOX

Letters asking for help in meeting practical problems in the schools are constantly coming to members of the faculty of the State Teachers College in Harrisonburg. A few of these letters Miss Katherine M. Anthony, director of the Harrisonburg Training School, is selecting each month because of their general interest. With names changed, these letters along with the replies to them are presented in this column.

Readers interested in the discussion of problems especially in elementary school management and instruction are invited to write directly to Miss Anthony.

Dear Letter Box:

I am worried about our school assemblies. The children memorize what they are to say and are so stiff on the stage. Worst of all, we always star the same group of children. How can I improve the programs my own class gives? What can I read?

Sadie Jones

Dear Sadie:

In our elementary school the assembly programs come out of the regular class work. This is also true of room entertainments for parents and of the weekly broadcasts over the local radio station. In all these situations we emphasize the sharing of actual experiences with others. The children co-operate in deciding what the program will be, as well as in working out the details. They are at ease on the stage because the situation is real and attention tends to be on the activity rather than on themselves.

These programs represent all sides of the classroom work. One class group dramatizes a story or gives an original play. Another uses a combination of oral reports with display of work done or illustrative material collected. Another group poses great paintings or sings original songs. And so on. This wide variety of activity makes it possible to prepare the programs in class time with very little formal practice. Even the scenery and the costumes can be done in art periods.

Such programs help children see needs for improving their work. If some of the audience fail to follow, points must be made more clearly next time. The difficulty may be met by having more complete information, or it may be that better arrangement or clearer speech is needed. So the circle is complete—just as the program came from the group life, it flows back to greatly enrich it.

These programs have another purpose besides unifying the class groups and stimulating them to better work. They fuse the class groups into a school family with school loyalties and responsibilities as does no other thing we have tried.

Material to read is rather limited. Just last month the Association for Childhood Education published a bulletin on school assemblies. It is Sharing Experiences Through School Assemblies. The price is thirty-five cents and the address 1201 Sixteenth Street, N. W., Washington, D. C.

An old bulletin was very helpful to us in the first stages. It is from the Frances W. Parker School, 330 Webster Avenue, Chicago. The title is The Morning Exercise as a Socializing Influence. I do not know the price—around fifty cents, I think.

Miss Vada Whitesel, principal of our elementary school, has directed these assemblies from their beginnings. She can give you great help, particularly if you will ask her some definite questions.

K. M. A.

My dear Miss Palmer:

I am enclosing an envelope and hope that you may find time to send me the directions for making finger-paint material. I have tried, but the mixture didn't spread smooth and even like that which we used in your class. I am so anxious to try this with my third grade.

I thank you and shall greatly appreciate this information.

Sincerely yours,

Miss Palmer

Dear Adelaide:

The approved recipe for home-made finger paint is:

1 cup of thick flour starch
1 tablespoon of glycerin
1 teaspoon of opaque paint for coloring

The glycerin is to keep the mixture from spreading. You may use any of the powders you have on hand. The mixture is ready in about half an hour.
drying too fast, and so permits more freedom to experiment with different ideas. I have substituted linseed oil for glycerin, but, of course, the linseed oil is somewhat "smelly."

For coloring we have substituted ordinary garden clay after it has been made into "soup" and strained, and then partially dried, so that it does not thin the mixture too much. Bluing and vegetable cooking coloring have also been used but not so successfully. The darker colors are better as they show more contrast with the paper.

In making the thick flour starch, heat a kettle of water to boiling temperature. Prepare a flour paste in a bowl or cup by adding cold water to the flour, a little at a time, and stirring to remove all lumps. When this paste is smooth, pour it into the boiling water very slowly, stirring the water vigorously as you pour. If not thick enough, add more flour paste. The mixture should be the consistency of a hot custard or, when cooled, about like mayonnaise dressing. One tablespoon of flour to one cup of water is about right for the amounts. Strain starch before using.

You may find that more than one tablespoon of coloring will be necessary, as you need enough coloring to contrast well with the paper. This winter we have been using the light brown wrapping paper which comes around packages from the hardware store. It can be bought in large rolls, or often by the yard from such rolls. The lighter it is the better, of course. It has a nice smooth and slick surface and so resists the rubbing better.

When the mixture is put on the paper, rub and pat with the palms of the hand to get it well "loosened up."

Remember to sprinkle the paper lightly before putting on paint, if it seems dry in many places. It can also be sprinkled while working with it, if it dries too much.

You know, of course, that Binney and Smith Company, New York, sell both the paper and the paint for finger painting. Their paper has a nice glaze, and stands up under much experimentation with ideas better than newsprint or the water color paper which has been used sometimes.

It helps in identifying work if each child signs his name on the back of his sheet before wetting it in the pan of water.

I sincerely hope this helps you to achieve desirable results. Finger painting is a lot of fun for both grown-ups and children. I sent some finger-painted Christmas cards this year, and also received a beautiful one that had been printed from an original.

With all good wishes, I am
Sincerely yours,
Grace Margaret Palmer

THE READING TABLE

THE EDUCATION OF H*y*M*A*N K*a*p*l*a*n.

With its enveloping atmosphere of the schoolroom and its problem pupil, this really funny book will delight the teacher, and assure him a chuckle on every page.

To read of the intellectual adventures and mishaps of any foreign-born student in the American Night Preparatory School for Adults would be, no doubt, a humorous experience. But the author, Leonard Q. Ross—who is really Leo Calvin Rosten, himself Polish-born and a former teacher in a city night school—has done more than lead us through such thrilling and embarrassing victories and defeats; he has created a character not only comical, but lovable.

Mr. Kaplan's name should be starred. He himself is a star—an honor won not by A's, but by his logical approach to the language, his unfailing effort and interest, his perpetual smile. With a Micawber-like flourish, the undaunted Mr. Kaplan after every unsuccessful attempt with the "vagaries of our native idiom" tackles the subject once again with hope beaming from his ruddy countenance. Like Falstaff's, Mr. Kaplan's effervescence never fails to effervesce.

Expressing approval by the use of "Hau
Kay"; prefacing many of his remarks with the phrase "ufcawss"; calling the colon two periods; comparing adjectives: "cold, colder, zero"; "good, better, high-class"; "bad, worse, rotten," or conjugating a verb: "die, dead, funeral"; declaring that his wife, Sarah, "avery mornink she got op six o'clock, no matter vat time it vas"; discussing Julius Scissor by Jakesbeer; or doing or saying whatever else, Mr. Kaplan never fails to "soprize" us—and amuse us.

Mr. Kaplan is prepared for every emergency or, shall I say, equipped thoroughly. In his outer pocket he carries two fountain pens, and on his tongue, ready for every possible offense, is his ever courteous "I back you podden."

Mr. Kaplan's capacity for love is seen in his own statement: "So I love to smellink de flowers, like Moskovitz said, I love to breedink de frash air. Mostly, I love to hear the boids sinking." Even in the postscript to his final examination he writes: "ps. I don't care if I don't pass, I love the class."

NANCY BYRD RUEBUSH


That students in introductory courses in narrative writing may not be handicapped, fearing they cannot create writing comparable to the fictitious narrative found in the usual anthology, the compiler has here assembled selections from fifty-two authors—all of them about real people and events that really happened. The collection is what the sub-title claims for it; a textbook of "living narratives."

The selections are classified under these headings: People, Action, Atmosphere, Point of View, and Experiments in Creative Writing. The last section, of only fifteen pages, offers many sound suggestions. The section titled Point of View contains nineteen passages showing eight persons or episodes as explained by different writers. Thus the student compares W. D. Howell's account of the famous Atlantic Monthly dinner (when Mark Twain jested at the New England deities, Emerson, Longfellow, and Holmes) with Mark Twain's own recollections of the same incident.

The whole collection is fresh, invigorating, stimulating.

C. T. L.

Detroit Beginning First Grade Intelligence Test. (Set of 25 tests for $1.10 includes Manual, Key, and Record.) Yonkers-on-Hudson, N. Y.: World Book Company. 1937.

A revision of the widely-used former test of the same name. The norms of this test are based upon research with 10,000 beginners in the Detroit system and are expressed in a five-point scale of abilities for purposes of classification into fast and slower moving groups.

The test consists of a series of exercises using pictures of common objects which are to be marked in certain ways entirely by spoken directions. No reading or writing is required. The exercises vary one from another so as to indicate types of ability; and the different items in each exercise grow progressively more difficult so as to locate the stronger pupils.

P. H.
LABORATORY AND WORKBOOK UNITS IN CHEMISTRY.
The authors have gotten out two styles of this work: one a bound book of 255 pages, the other a detachable-leaf paper-cover notebook. The contents are the same, although the arrangement is a trifle different.

For use in high schools this publication has many very desirable features. Worthy of especial mention are the section on chemical calculation, all too often neglected in teaching chemistry in the high school, and a section on chemical equations.

The “observation and questions on experiments,” and the “conclusions” are statements or questions of the “supply-the-word” type. But there are supplementary exercises and optional questions of the conventional type, which an instructor can use to advantage.

All in all, this book is worthy of the consideration of every high school teacher of chemistry seeking a workable, up-to-date workbook in the subject.

H. G. PICKETT

This is an unusual book. It offers no panacea to one of society’s really difficult problems. It does not suggest that because some foreign country of very different tradition has solved it better, we can apply ready-made that solution. Drawing upon the concept of society and especially of American democracy as proposed by such thinkers as Dewey and Veblen, the author, who is especially well equipped from his knowledge of history and society and from his practical experience, holds that nothing short of a profound change in the American community can change the crime situation, either as to its character or its quantity.

In a series of striking pictures, well backed by concrete illustrations, he takes about half of his book to portray the “Criminal Pattern.” This ought to be read by every person engaged in religious or educational, as well as social, work. The remaining two sections are more technical—“Administration of Criminal Justice” and “Punitive Processes”—but they are equally illuminating. The author’s major conclusion is that we have neither found any solution as to punishment, or as to reform, and must start from scratch in any further analysis and study of this problem. This book will have a definite place in college courses, in social studies, and education, where teachers are interested in having students deal with the realities of contemporary life.

W. J. GIFFORD

NEWS OF THE COLLEGE

A new plan which will allow students at Harrisonburg to earn the Bachelor of Science degree without preparation for teaching, and which will expand the courses in commerce at this college was recently approved by the State Board of Education, when it adopted a motion that all four of the State Teachers Colleges be placed on a parity in respect to curricula.

Minimum requirements in session hours were set up for the different degrees with the exception of home economics which was not changed.

The new requirements will appear in the spring catalogue. Students now in college will complete designated courses and obtain degrees as planned, unless they find it more advantageous to change.

The four-year course for elementary school teachers given at this college has been recognized by the State Department of Education of the University of New York. The certificate in this course is therefore valid for teaching the common branches in the elementary schools of New York state.

The Bachelor of Science degree in Home Economics and the four-year elementary course are the only ones so approved, no
other curricula having been submitted to that department. But others will be submitted when occasion arises, according to President Samuel P. Duke.

With Lafayette Carr, Galax, heading the list as president of the Student Government Association, results of the election for the five major officers were announced on the evening of February 1. Others chosen were Billie Powell, Hopewell, president of the Athletic Association; Elizabeth Rawles, Norfolk, president of the Y. W. C. A.; Mike Lyne, Shenandoah Junction, W. Va., editor of The Breeze; and Jane Logan, Harrisonburg, editor of The Schoolma'am. All are Juniors except Miss Lyne.

Three of the new officers, Misses Carr, Rawles, and Lyne, will take their positions at the beginning of the spring quarter. Miss Powell and Miss Logan will not assume their duties until September.

Miss Carr is now president of the Glee Club and secretary of the Y. W. C. A. Her other campus activities include work on the Standards Committee, The Schoolma'am editorial staff, and membership in Kappa Delta Pi, Alpha Rho Delta, Æolian Music Club, and Lee Literary Society.

The new Athletic Association president is now business manager of the organization and has been outstanding in class and varsity sports for the past three years. She is also a member of Kappa Delta Pi and Lee Literary Society.

The Y. W. head, Miss Rawles, is a member of the cabinet in the capacity of pianist. She also belongs to Æolian Music Club, Page Literary Society, and Alpha Rho Delta, and was vice-president of her Freshman Class.

Miss Lyne, the only Sophomore, has served during the past year as feature editor of The Breeze, and in addition to this belongs to Sigma Phi Lambda, French Circle, International Relations Club, Lee Literary Society, Scribblers, and Bluestone Cotillion Club.

The editor of the '39 annual, Miss Logan, is now serving as assistant editor of the publication. She is a member of Bluestone Cotillion Club, Lanier Literary Society, Scribblers, and the Frances Sale Club.

Replete with rhythm, saturated with satire, heavy with harmony, and oozy with originality, "Sister Goat," the Athletic Association's varsity show, presented February 4, undertook to do for the teacher in training what "Brother Rat" did for the cadet in training.

Written by Mike Lyne, Shenandoah Junction, W. Va., and Dolores Phalen, Harrisonburg, with music and lyrics by Lena Mundy, also of Harrisonburg, the production spotted most of the outstanding types of campus characters. In the form of a revue, the show was directed by Maxine Cardwell, of Arlington, with dances and songs under the supervision of Ruth Scaffer, Mt. Vernon, N. Y.

Starring Dorothy Lee Winstead, Norfolk, Agnes Barh, Cape Charles, and Dorothy Day, Richmond, the story dealt with the college career of the three girls and gave opportunity to satirize many campus traditions and institutions.

The rest of the cast included: Letitia Holler, Camden, N. J., as the athletic type; Margaret Byer, Hagerstown, Md., as the Glee Club type; Marlin Pence, Arlington, as the "Y. W." type; Patricia Minar, also of Arlington, as the emotional type; Georgette Law, Hollis, N. J., as the home economics type; Elizabeth Wilson, Hampton, as the homesick type; Ila Arrington, Newport, as the infirmary type; Virginia Gordon Hall, Ashland, as the house proctor type; and Ellen Miner, Meridian, Miss., and Marion Killinger, Bethesda, Md., as the lackadasical socialites.
Presented by the American Repertory Theatre, a distinguished cast of Broadway players gave two plays on the 14th and 15th of this month. On Monday "The School for Scandal," a costume play of the 18th century, was given. This play was first acted in May, 1777, at the Drury Lane Theatre in London.

The following night, "The Queen's Husband," by the Pulitzer prize winner, Robert E. Sherwood, was presented. More modern than the Sheridan comedy, this play kept the audience laughing from curtain to curtain.

The third lyceum number of the winter quarter was presented on the 23rd when the Jooss European Ballet gave a delightful return performance.

Next on the entertainment course for this year will be "The Torch-Bearers," a play by George Kelly, to be presented by Stratford Dramatic Club as a part of the Home Coming program. A cast of about twenty began rehearsals February 7 under the direction of Dr. Argus Tresidder.

Amid a setting of blue and silver stars and crescent moons, Bluestone Cotillion Club held its annual Midwinter Dance and Dansant February 12 in Reed Gymnasium. Earl Mellon and his orchestra, from Hotel William Penn in Pittsburgh, furnished the music.

The card dance was opened with a figure led by Fannie Slate, South Boston, president of the club, and John R. Moncrief, of Portsmouth. Other members of the club, wearing white, followed the president and her escort through a large silver crescent moon. The figure merged into an H and a star.

Speaking as a guest of the Philosophy Club, Dr. Leonard Rothstein, rabbi of the Hebrew Congregation, told members and their visitors at a meeting January 24 that "Jews have been the greatest individualists on the face of the earth."

He talked mainly on the changes in Jewish belief, contrasting the Liberal, or Reform, group with the Orthodox. In certain basic points, however, all Jews agree: There is but one God. This world is stressed over the next. They believe in the original goodness, rather than sin, of the human being. Man is a free agent, though controlled in some respects by heredity and environment. Jews are the chosen people of God. It is theirs to influence all men to do good, to strive for international peace, to uphold social justice.

Another guest of the Philosophy Club and classes was Dr. Frank Price, missionary from China, who discussed the conflicting philosophies of China and Japan before a group on January 19.

He predicted that Japan will find herself seriously embarrassed within a few months if Americans and English, individually, will refuse to buy her goods.

Outplaying their opponents in three quarters of a stiff game in Reed Gym January 29, the H.T.C. basketball sextet nevertheless lost to the East Stroudsburg Teachers College of Pennsylvania by a score of 19 to 14. This was the opening game of the '38 court season.

A disastrous first quarter, in which Harrisonburg girls had not yet found their stride, gave the northerners a lead of 11-0. Although the home squad accumulated 14 points during the three following periods of play, while their opponents made only 8 points, they were unable to overcome such great odds.

This is the first time that the Pennsylvanians have defeated the Virginians. The last game two years ago resulted in a 24-18 decision for H. T. C. Previous games had given Harrisonburg the edge 31-30 and 35-30.

Playing with the beautiful balance and team-work which have distinguished it in
past seasons, the H.T.C. sextet defeated a team from Frostburg State Teachers College of Maryland by a score of 33-20 in the second game of the season on February 5.

The store stood 4 to 6 against the locals at the close of the first quarter. Then a pair of forwards sent the ball flying through the basket in the second period, bringing the score 20 to 8 in their favor at the half.

Following the Varsity clash, a Freshman team played against a squad from Shenandoah College, Dayton, and won 41 to 14.

First in a series of musical programs sponsored by the Glee Club was given January 19 when the Virginia Military Institute Glee Club from Lexington presented a concert. The Emory Glee Club from Emory University, Atlanta, Ga., famous as the “South’s Sweetest Singers,” presented their program of high-class but not high-brow music on February 16. The College Glee Club plans to give return concerts at these schools in addition to trips to Norfolk, Roanoke, and Lynchburg.

The “Boulevard of Swing,” which stretched its rhythmical length through Harrison lobby on January 21, felt the beat of happy feet as scores of “swingsters” clad in musical mess jackets and jaunty top hats, the 220 Sophomores led by Mike Lyne, of Shenandoah Junction, W. Va., celebrated their second class day. The festivities were climaxed with a dance in Reed Gym.

A fashion show, arranged by the chairman of the Standards Committee, Margaret Cockrell, of Alexandria, was presented on February 3. With about 70 models the types shown ranged from gym clothes to evening gowns and included especially sport clothes, riding habits, and school and church wear.

A display of correct stationery and forms for answering invitations was also on display in Harrison Hall during the day.

Chapel programs for the week of January 24-28 were devoted to national youth organizations, namely, Girl Scouts, Boy Scouts, and 4-H Clubs.

P. T. Carper, assistant county agent of Rockingham County, gave an informative talk January 26 on the latter organizations, suggesting to future teachers what work they can encourage in rural communities. Using his experience in Rockingham County as an example, he explained various projects carried on by the 4-H’ers, dealing with animals, crops, clothing, and food preservation.

The 4-H clubs, he said, are “specialized educational enterprises for rural people from 10 to 20 years of age. Since the organization was founded 25 years ago, we have grown to a total of more than 60,000 clubs, with over 100,000 local leaders, and a membership of over 1,145 boys and girls. Over 7,000,000 youths have taken part in these clubs during the past 25 years.” In 1937 there was a total of 38,425 members in the state of Virginia, according to the speaker.

Another interesting chapel program was given February 4 when the string ensemble, directed by J. Edgar Anderson, instructor in violin, played a group of six selections.

The ensemble is composed of these students of the college: Louise McNair, Hern- don; Hazel Cline, Mt. Sidney; Ruth Jobe, Gladstone; Anna Goode Turner, Suffolk; Alva Moyers, Bergton; Mary E. Knapp, Tappahannock; Gerald Conger, McGaheysville; Elizabeth Millard, Gerardstown, W. Va.; Katherine Brown, Rockford, Ind. Others of Mr. Anderson's students participating were: Miss Lena Ralston, Jane Kay- lor, Orlin Kersh, Tommy Brock, Bill Dar- nell, and Billy Gibbons, of Harrisonburg.

Eight girls have recently been elected to serve on the editorial staff of The Schoolma'm, campus yearbook. Dorothy Slaven, Harrisonburg, will represent the Senior
Class; Anita Wise, Mt. Vernon, N. Y., the Junior Class; Jane Beery, Harrisonburg, the Sophomore Class; Kitty Moltz, Richmond, the Freshman. Marjorie Hill, Longmeadow, Mass., a freshman, was elected representative of the student body at large.

Janet Miller, also of Harrisonburg, Virginia Smith, Lynchburg, and Anne Thweatt, Petersburg, were chosen respectively from Lee, Page, and Lanier Literary Societies.

ALUMNAE NOTES

HOME COMING, MARCH 18 AND 19

The observance of Home Coming will begin the night of March 18 with a play, "The Torch-Bearers," by George Kelly, produced by the Stratford players under the direction of Dr. Argus Tresidder.

On March 19 a general social gathering of alumnae and faculty will take place in the reception room of Alumnae Hall from 10:30 to 12:30; this will replace the special meetings formerly scheduled at this time. In place of the evening banquet, a luncheon at 1 o'clock in Bluestone Dining Hall will be given for the alumnae, seniors, and faculty. After the luncheon the business meeting will take place. Miss Mary B. Allgood, president of the association, will preside at the luncheon and at the business meeting.

A dance will be held in the Reed gymnasium, beginning at 8:30; Ray Frye and his Virginians will furnish the music. A movie will be given at 8:30 in Wilson auditorium for those who are not interested in attending the dance.

Two alumnae are now connected with the Children's Hospital, Washington, D. C.: Lucille Smiley, '35, and Mandane Anderson, '34. The latter is technician in the hospital laboratory.

Laviana Slocum, '35, is therapeutic dietitian at the Tampa Community Hospital, Tampa, Florida. She recently finished a year's course in the training of dietitians at the Medical College of Virginia at Richmond.

Betty Thrasher, '37, is now dietitian at the Blue Ridge Sanatorium at Charlottesville.

The Augusta County local chapter of the Alumnae Association under the presidency of Helen Carter, '24, of Staunton, is planning to have four meetings a year instead of more frequent meetings. The county is so large and the members are so scattered it is hard for them to meet oftener.

WEDDINGS

On December 28, Eva Holland, '32, of Eastville, was married to Lieutenant Frederick Henderson of Gary, Indiana, in Christ Church, Eastville. The maid of honor was her sister, Florence Holland, '35, and one of the bridesmaids was Mary Farinholt, '32, of Petersburg and Quantico.

Mrs. Henderson has taught at Quantico since her graduation. Lieutenant and Mrs. Henderson are living at Fort Sill, Oklahoma.

Frances Whitman, '34, of Purcellville, was married to Mr. Alonzo L. Jones of Gordonsville and West Orange, N. J., on January 29. Her only attendant was Eleanor Whitman, '34.

Since her graduation Mrs. Jones has been a teacher in the Loudoun county schools. Mr. Jones is a brother of Corraleigh Jones Singletary, '24, and Virginia Jones Porterfield, '35.

Mr. and Mrs. Jones are making their home in West Orange, N. J.

OUR CONTRIBUTORS

HARVIE BRANSCOMB is Director of Library Project for the Association of American Colleges. Dr. Branscomb is on leave for this purpose from Duke University.

GLADYS GOODMAN is a fifth-grade supervisor in the Training School of the State Teachers College at Harrisonburg.
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.

**Buccaneer, The** (March, Gall, Tamiroff, Sothern, Grahame) (Para) DeMille masterpiece. Rovin neutral Stockholm and on the sea during World War, with appealing romance between enemy agents. Complex, suspenseful, plausible plot, fine acting by principals, restrained treatment, authentic atmosphere.

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


(A) Good of kind (C) No

**Dark Journey** (Conrad Veidt, Vivien Leigh) (U. A.) Well-made British film of spy activities in neutral Stockholm and on the sea during World War, with appealing romance between enemy agents. Complex, suspenseful, plausible plot, fine acting by principals, restrained treatment, authentic atmosphere.

(A) and (Y) Good of kind (C) Too mature

**Every Day's a Holiday** (Mae West, and fine cast) (Para) Same "West" stuff, laid 40 years ago to conceal staleness and absurdity. As gorgeous-gowned, hip-wriggling, pocket-picking crook, Mae supposedly addles all brains, defeats justice, debauches politics, elects her own mayor of New York and marries him!

(A) Depends on taste (Y) and (C) By no means

**Love and Hisses** (Winchell, Bernie, Simone Simon) (Fox) Rollicking, loosely knit compound of Winchell-Bernie feud and Simone's romance with a third hero inserted for the purpose. Little drama but much hilarity in feudists' efforts to outwit each other. Simone's singing role a feature.

(A) Very go. of kd. (Y) Very amus. (C) If it int.

**Man Proof** (Loy, Tone, Pidgeon) (MGM) Smart, modern comedy, sophisticated dialog, much drinking. Heroine's infatuation for cad continues even after he jilts her for mere money marriage. Her eyes eventually opened, she finds her real love is for faithful family friend.

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

**Manhattan Merry-go-round** (Carrillo, Dvorak, Phil Regan) (Republic) Lively, far-fetched farce, combined with assorted "acts" of swing bands and a dash of opera. Genial racketeer-loan-shark and strong arm henchmen take over operation of recording studio and cause various complications. Hilarious exaggeration, hardly harmful.

(A) Fair of kd. (Y) Prob. amus. (C) Doubtful

**Mr. Boggs Steps Out** (Stuart Erwin, Helen Chandler) (Grand Nat'l) Homey, quiet little comedy concerning business endeavors of ingenious statistical clerk who acquires tottering barrel fac-
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