Controversy is an inescapable part of the democratic process. It is one of the vital elements of democracy at work. One of the biggest contributions that the secondary school and college can make is to turn out graduates who have been trained in the discussion of controversial issues. Yet I have known of school situations in which the discussion of controversial issues has been prohibited.

J. W. Studebaker,
U. S. Commissioner of Education
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EDUCATION IN THE SOUTH

In the latest annual report of Raymond B. Fosdick, President of the General Education Board, that portion dealing with the Board's activities in the South was prepared by Albert R. Mann, Director for Southern Education. Mr. Mann's comments on education in the South in general, and especially on the Board's activities specifically in white and in Negro education, are presented here.

THE activities in southern education assisted by the General Education Board during the period covered by this report have continued to be directed toward the objective adopted at the Board's foundation in 1902: "The immediate intention of the Board is to devote itself to studying and aiding to promote the educational needs of the people of our southern states." When the program was reviewed by the Trustees in 1933, this objective was reaffirmed for one phase of the Board's continuing activities. It was recognized that promotion of the educational needs implied unremitting study of the changes in southern education and of the capacity of the people to finance the requisite educational facilities, if the Board's program were to possess vitality and significance both currently and in preparation for the future.

Aid to Nation's Farms

At the outset of its work, the Board selected for chief emphasis two factors fundamental to the successful development of public education: the economic and financial resources of the people to support adequate schools, and the competent administration of public education. As to the first of these, it was recognized that, if the South were to develop schools in proportion to its needs and in fair comparison with the evolving school systems elsewhere in the nation, its agriculture should be placed on a more efficient and profitable basis. This fact suggested cooperation with organized agencies in the regions that had rural improvement as their dominant aim. The most notable feature of this cooperation was undoubtedly the farm demonstration work which helped to pave the way for the later development of the nationwide, publicly supported extension work in agriculture and home economics administered cooperatively by the United States Department of Agriculture and the land grant colleges.

In the field of educational administration, for many years the Board provided grants to state universities to enable them to appoint professors of secondary education who should be concerned with the development of public high schools. The interest aroused by these officers led to more effective promotion of both rural elementary schools and high schools by the state departments of education. With the exception of support for the state agents for Negro schools, which continues, the Board has completed this phase of its program of assistance to state departments of education. There remain, however, opportunities for further improvements in the public administration of education, both in the state departments and in the county offices.

Marked Progress in Education

Judged by their relative readiness to apply available income to educational purposes, the southern states have demonstrated their desire to provide adequate educational facilities. It is significant that the southern states appropriate for the support of education a higher percentage of their revenues than other parts of the country. When viewed historically, the South has made marked progress in its provisions for schools during the past two generations. Large advances have been achieved in the
face of many very real handicaps.

The per capita expenditures for education in the South, however, are not only below those of the rest of the nation; they are also seriously insufficient to provide support for a reasonably complete system offering even moderately satisfactory schools for all the youth of both races.

During the past decade, especially, and generally since the close of the World War, the economic basis of the South has undergone serious changes due to both internal and external causes. These changes have produced a breakdown in southern rural economy in large areas, notably in the southeastern cotton belt, that affects a considerable part of the population. Events of the past decade have been forcing a reorganization of southern rural economy, the full nature and implications of which are difficult to appraise and to accept. The economic changes, which have caused dislocations of population and of opportunities, have brought new impoverishments. Unless and until the South finds means to increase its taxable wealth, its total income, and the rewards of the large low-income group, many of whom are on farms, it seems clear that the support for its schools and colleges and other social institutions and services will remain insufficient in large areas, except to whatever degree the situation may be altered if the proposals for federal aid to education become effective.

Long-Range Outlook

Urbanization and industrialization are proceeding apace. The movement of population and the relatively rapid expansion of industries, especially industries engaged in processing southern raw materials, are destined to alter the southern economic and population patterns most significantly. The composite economic situation is in flux. The time appears opportune for careful evaluations of the economic changes now in progress. Such evaluations could serve as a useful guide to programs in education and in research.

The question is not simply what the South can produce with its extraordinary natural conditions for agriculture. It is rather what it can produce on an economically sound and profitable basis in the long pull, with reference not alone to available markets and income but also to the utilization of existing facilities and skills, the preservation of basic resources, and other factors.

The foregoing considerations raise again the question, as at the outset of the Board’s work thirty-five years ago, whether the Board should not resume its former, but never wholly omitted, interest in the economic improvement of the rural South by means of education and research. Proposals for such a program are now being formulated by the Board.

Although industrial development in the South is still in its youth and at the moment reveals some of the vigor and hopefulness of youth, agrarianism is traditional and continues dominant. The South has a higher ratio of farm population to total population than any other section of the country. The problems arising from surplus population in relation to the availability of economic enterprise are among the most fundamental conditioning factors in southern life. Broad generalizations as to the bearing of population factors on the solution of pressing economic, social, and educational inadequacies need to be buttressed by thorough, extensive, and detailed population studies. As a contribution toward the advancement and broadening of such studies already under way at the University of North Carolina, the Board appropriated $15,000 to that institution.

Among the appropriations during 1936 and 1937 for the advancement of public education were gifts and grants for state curriculum studies and demonstrations in improved methods of teaching in Arkansas,
Louisiana, South Carolina, Texas, Alabama, Virginia, Mississippi, and North Carolina. Gifts were also made for cooperative studies between colleges and secondary schools, for a summer curriculum laboratory for studies and methods of teacher training and for a conference of university laboratory school representatives.

Appropriations in the field of higher education were made for the improvement of college programs at Louisiana State University, Hendrix College, Birmingham-Southern College, Furman University, George Peabody College for Teachers, and University System of Georgia, and to the State Department of Education of West Virginia. Assistance in the improvement of libraries and laboratory facilities was accorded Birmingham-Southern College, Hendrix College, Mercer University, University of the South, and George Peabody College for Teachers, while gifts for the improvement of faculties were made to Louisiana State University, Southwestern University, University of Virginia, Furman University, Mercer University, and the University of Kentucky.

Program in Negro Education

Cooperation with states and with selected institutions in plans for the development of more adequate facilities for the education of Negroes has been a part of the program of the General Education Board from its foundation.

For a period of twenty-five years the General Education Board has assisted southern state departments of education to maintain divisions of Negro education. No other activity has received continuous support from the Board for so long a time. The persons in charge of this work in the states are known as “state agents for Negro Schools” and are regular employees of the state departments. In eight states having large Negro populations there are also assistants to the state agents, and five states have Negro supervisors as well. The agents have worked patiently and effectively for larger grants for Negro schools, better qualified teachers, the establishment of high schools for Negroes, and for other facilities enjoyed by white children in the schools. During the period covered by this report, grants were made to fourteen southern state departments of education for salaries and expenses of state agents, assistants, and supervisors. The total sum was $145,000.

An appropriation of $7,175 for the in-service training of teachers in small Negro rural schools completed a five-year project in this field. The funds were used for the salaries of demonstration teachers in summer schools and for the production and teaching of courses of study designated to meet the needs of rural teachers. A gratifying result of this program is the interest it has stimulated in the small rural schools for Negroes, which serve so large a proportion of the South’s Negro population.

Development of Atlanta University

In the field of higher education of Negroes the General Education Board has cooperated during the past decade primarily with five major centers: Atlanta University and its cooperating institutions, Atlanta, Georgia; Fisk University and Meharry Medical College, Nashville, Tennessee; Hampton Institute, Hampton, Virginia; Tuskegee Institute, Tuskegee Institute, Alabama; and Howard University, Washington D. C. To the eleven institutions comprising these five centers the Board has voted about 72 per cent of the funds which it has given to Negro schools and colleges.

Since the reorganization of Atlanta University as a graduate school and its affiliation with Morehouse and Spelman Colleges, the expectation has existed that at some future time six of the institutions for the higher education of Negroes in Atlanta would be in close physical proximity to Atlanta University under a coordinated program, and that a strong center of higher
education would be developed there. At the present time five of the institutions are operating on adjoining sites, making use in common of such superior facilities afforded by the affiliated institutions as the library and the science laboratories. Clark University, the remaining one of the six institutions, is still situated across the city from Atlanta University and consequently is precluded from the full enjoyment of these advantages. For a new heating plant for Atlanta University and affiliated colleges, the General Education Board made a grant of $352,000.

Early in 1936 the trustees of Clark University, with the approval of the Board of Education of the Methodist Episcopal Church, authorized the removal of the University to a site adjacent to Atlanta University that had been acquired with funds provided by the General Education Board. Plans and specifications for the new buildings have since been prepared. An effort is now being made, with every promise of success, to raise $650,000 for construction of buildings and $600,000 for endowment. Toward the total of $1,250,000 the General Education Board has authorized appropriations of $746,500. When Clark University shall have moved to its new site, all of the colleges for Negroes in Atlanta, with the exception of Gammon Theological Seminary, will work in a cooperative relationship at the new center. This development already reveals substantial gains in the way of higher standards, broader offerings, abler faculties, improved facilities, and economy of operations.

Fisk University and Meharry Medical College, both at Nashville, Tennessee, have been recipients of Board aid for a number of years. These institutions are rendering important service and in recent years have made marked improvements in personnel, facilities, and offerings.

Fisk University has been engaged in raising additional endowment, and is now seeking $1,500,000 to match the Board’s pledge of $1,500,000. By the close of 1937 the University had collected $469,525, against which the Board had paid an equal sum. The General Education Board also appropriated the sum of $163,500 for improvements to the heating and power plant of Fisk University and $70,000 for current expenses during 1937-1938.

Meharry Medical College is also confronted with the need for a considerable endowment. Pending the raising of endowment funds, the Board has made grants over a period of years toward its current budgets. To assist with the current expenses during 1937-1938, the Board granted $150,000; also, there was appropriated as a supplemental sum for 1936-1937 an item of $10,000 for the development of clinical teaching in the Department of Medicine, bringing the total for that year to $140,000."

Among the other gifts for Negro institutions were $100,000 for a library building or for endowment of Bennett College, Greensboro, North Carolina; $100,000 for a library building at Virginia Union University at Richmond, Virginia; $40,000 for a library building at the State Agricultural and Mechanical College, Orangeburg, South Carolina; $50,000 for equipment for mechanical industries to Tuskegee Institute; and $50,000 for books, library, laboratory and other equipment at Virginia State College for Negroes.

THE CONSOLIDATION OF COUNTY SCHOOL BOARDS AND BOARDS OF SUPERVISORS

We talk much about democracy in Virginia and worship the spirit of Thomas Jefferson, its patron saint. But do we really believe in democracy? Few states so violate the principles of democracy in the management of their school affairs as does Virginia. Few states
have so completely removed school affairs from the control of the people. From the bottom to the top the people have practically no direct control over, or responsibility for, the management of their school system.

At the present the Governor appoints the state superintendent of education and the State Board of Education, as well as the district judges, who appoint the county school electoral boards, which select the county school boards which appoint the county school superintendents and teachers and otherwise manage local school affairs. In the few counties with the county manager or county executive plan of government the school board is appointed by the county board of supervisors instead of by the school electoral board.

The people, of course, vote on the Governor and the State Legislature which has to confirm some of these appointments, but a Governor's election is determined by other considerations than the management of schools in a local county. The lack of direct responsibility for efficient operation of the local school system or any direct authority in the matter undoubtedly makes for a lack of intelligent popular interest in school affairs.

If the people are not satisfied with the operation of their schools, they do have the right of petitioning the school board and if they do not get redress there, of appealing to the county school electoral board, and in certain classes of cases to the State Board of Education. In such procedures, however, the popular will for reasons, may be, and frequently is, defeated. The people also elect the county board of supervisors who fix the rate of county taxes for school purposes and arrange for votes on school bond issues or special building expenditures.

A certain degree of concentration of authority is essential for the best results. It is also true that school efficiency demands that the school system shall not be made a political football. The question then is how greater popular responsibility for and control over the school can be had without introducing undesirable influences or lowering the quality of those connected with its management.

Should such popular control come near the top of the system or near the bottom? In those states which elect the county school superintendents and the state superintendent by popular vote the school system tends to suffer from being too much the football of politics. Furthermore, it is a fundamental principle of democracy that there should be a large measure of local responsibility and control over affairs that operate locally. It would seem desirable, therefore, that there should be more popular voice in the selection of local school officials.

With the taking over of responsibility for local roads by the state the county boards of supervisors have had a great reduction in their work. It would seem possible and desirable to combine the board of supervisors and the school board into one board elected by the people. Such a procedure would have several advantages.

(1) It would give the people more direct control over the schools. With such control there would be a growth in the sense of responsibility for good school facilities, which in many situations is now sadly lacking.

(2) Under this plan the same board would have responsibility for providing for the local support of schools as well as for their management. The plan of having financial authority vested in one board and responsibility for the conduct of school affairs in another board sometimes leads to conflict, especially when the majority of each board is of a different political party from that of the other. If the school board does not provide good schools it can easily lay the responsibility on the board of supervisors for not allowing sufficient funds.

On the other hand where the board of supervisors does not have full responsibility
for the conduct of the schools, and is not in constant touch with the many problems of the school system, it is frequently unsympathetic with certain needs, or does not fully appreciate the wisdom of certain policies. In such situations the children are the ones to suffer. Several cases of serious trouble between the two boards have occurred in the state in recent years. In one case the conflict was so serious the school board resigned in a body.

(3) Combining the school board and the board of supervisors would help to bring back to the latter, as well as to county government generally, some of the dignity and importance which they are rapidly tending to lose through the transfer of so many former county functions to the state. With the increasing growth of expenditures for the several county functions and the increasing need of having the technical questions involved handled by highly trained personnel, the membership of the several county boards are themselves relieved of the necessity of detail consideration of many questions.

In other words they can now act as a board of directors with special officials or employees to handle details. Thus, a board can dispatch a much larger volume of business in a given time. Furthermore, if the whole range of county affairs came within the purview and control of one board it would promote a more unified, better balanced, development of all county functions. Such a balance is now frequently lacking. Moreover, such a step would tend to attract to the combined board the men of the highest caliber available in the county.

(4) A combined board would tend to a desirable co-ordination of the educational work of the farm and home agents with the school system, especially the 4-H Club work. At present the board of supervisors, in connection with the State College of Agriculture, has some responsibility for farm and home agent's work, whereas the school board has nothing to do with this work which is closely related to the educational system, especially the club phases of such work. A careful study of the situation shows considerable overlapping in the educational work of different agencies, as well as failure to meet many educational needs. A combined county board that assumes all local responsibility for the full range of educational activities in a county would go far to correct the inefficiencies of the present situation. This problem alone justifies a combined board.

(5) Where the school board is elected by the people it would be less easy for the local politicians to manipulate appointments as is now sometimes the case. This type of political control sometimes tends to prevent changes when changes would advance the efficiency of the school system. Where the advancement of the interest, or continuation of the power, of local political cliques is the motivating force in appointments rather than the highest good of the school system the children are sure to suffer.

(6) Having one combined board would result in some saving as compared to the present system of having a separate school board and board of supervisors. With the great and growing tax burden—local, state and national—which is unescapable for generations yet to come, every possible means of reducing governmental costs without loss of efficiency should be utilized.

(7) Such a consolidation is advocated by many county superintendents, members of school boards and other responsible school officials, by members of boards of supervisors and by able students of county government. In fact the county government commission of some years ago would have included such a step in its bill for county government reform, but for the fact that there was then some doubt as to the constitutionality of such a step. Constitutions can be changed. Furthermore, it is understood that the Attorney-General's office has expressed the opinion that it might be possible to draw a bill to accomplish the de-
sired ends and still meet constitutional requirements. The Virginia State Grange and other rural groups have been on record for several years in favor of such a consolidated board.

The possible benefits of a combined elected board would outweigh the possible drawbacks and dangers. It is generally admitted that the school system should be more democratic in its control. Is there a better way than the plan suggested?

In conclusion it may be added that when many changes come over society, changes in governmental machinery are needed to produce a harmonious well-balanced social system as a whole. There is always a tendency for such adjustments to lag long after they are needed with undesirable consequences following in the wake of such lags.

Among the changes having a bearing on the reform advocated we may list:

(1) A better informed electorate than prevailed when the present system of school control was inaugurated a generation ago. Hence the greater possibility of more democratic control than now prevails without disastrous results.

(2) A great extension of the scope of school activities as well as of school cost together with a marked tendency for the patrons to have less control over such activities or real knowledge of their scope or value. Hence the need of some plan of increasing the sense of popular responsibility for school affairs.

(3) Creation of the agricultural and home extension service and the need of better co-ordination of its educational activities with the public school system.

(4) Changes in the duties of the board of supervisors, especially with the removal of responsibility for roads to the state, and hence the possibility of this board taking on additional duties, as well as the desirability of such a step in order to maintain the importance and dignity of this important arm of county government.

Much is now said about the dangers of too much centralization of governmental powers in Washington. With the growth of the nation and the need of governmental adjustments to meet changed conditions the tendency to such centralization appears inevitable. This makes it all the more important to take steps to increase the sense of responsibility for roads to the state, and over, local affairs, especially affairs of such vital concern to every one as education.

W. E. Garnett

PROMOTING SCHOOL BROADCASTS

Is radio broadcasting by school students worth while? That question has been debated many times. On the negative side there have been those who believe students are incapable of producing programs of public interest, and that student broadcasting is a waste of radio time which might be used to better advantage. Others question the practicability of radio broadcasting as a regular curricular activity in the schools on the grounds that broadcasting is a novelty which does not fit into generally accepted courses of study. But there is an affirmative side in the debate.

Because of the many requests coming to the Office of Education from schools and colleges for suggestions regarding the use of radio for educational purposes, the Educational Radio Script Exchange was organized two years ago under the auspices of the Federal Radio Education Committee to serve as a central clearing house for radio scripts and production suggestions. The records of the Script Exchange throw considerable light on the question of the value of student broadcasting.

Included in a report recently issued by the Script Exchange is the following information: 150,000 copies of scripts have been distributed by the exchange to more than 4,500 educational organizations; 16,000 Radio Manuals, Radio Glossaries and Handbooks of Sound Effects were distrib-
uted on request. Follow-up reports have been received regarding approximately 3,000 actual broadcasts by educational groups over the facilities of 230 radio stations in 43 states. The programs were based on continuities received from the Script Exchange. These figures give some indication of the extent to which schools and colleges are interested in radio broadcasting. But let us turn to a few representative stories which help to interpret this factual information. Requests come to the Script Exchange...packages go out...but what actually happens at the receiving end?

BEHIND THE MICROPHONE

Time: 7:45 p. m.  
Place: Studios of Station WGL, Fort Wayne, Ind.  
Music: Fanfare.  
Announcer: Planning Your Career!  
Music: Theme up few bars; then fade behind.  
Announcer: Today the South Side Players of the Fort Wayne School of the Air bring you the first in a new series of broadcasts. Are you a student or a recent graduate? Are you a young man or woman planning your career? Every week at this time our little dramas of real life will show you how other young people of today are meeting and solving the problems of choosing a career...

That is the opening for the first of a series of vocational guidance programs supplied by the Script Exchange and broadcast by Fort Wayne High School students early this year under direction of Gretchen Smith, director of physical education, and organizer and director of the Fort Wayne School of the Air. A total of 50 programs dealing with such subjects as vocational guidance, literature, science, music, social science, health, speech, safety, and art appreciation were successfully produced on the air. The purpose of the bi-weekly broadcasts was to acquaint the public with the work of the public schools and to give as much student participation as possible through performances in dramatic sketches, musical programs, interviews and discussions, and through opportunities for announcing, writing and arranging scripts, and using sound effects.

Behind each broadcast there was a great deal of student activity. Miss Smith reports that the 50 programs involved a total of 5,000 working hours by 350 pupils and 250 hours by 25 teachers, exclusive of the producer’s 250 hours. In a newspaper article written by Oscar Eggers, student member of the radio group, he states: “Little did we realize that it takes hours to learn that certain something which makes an educational program worth more than what one gets by tuning the dial to a station carrying a dance orchestra or a 10-star variety show... We started rehearsing what turned out to be a mid-winter series of eight dramatic programs entitled ‘Planning Your Career’ last August a few weeks before school opened. We had to learn dramatics from the basement up. Radio is a lot of work and takes a lot of time, but we are thankful for the training and experience it gives us.”

A check on the listening audience among patrons and pupils was made by issuing special announcements to all children and totaling the number of listeners reported the next morning. On three such tests an average of 5,000 listeners was reported which was doubled for a conservative estimate of all listeners. Fort Wayne has a population of 125,000 and a school enrollment of 27,000.

The expense involved in presenting the 50 programs amounted to approximately $9, which went largely for paper for production copies of scripts. The services of all teachers and producer, as well as those of the radio station, are voluntary.

The School of the Air was an entirely new venture for Fort Wayne. Its success...
is briefly summarized in a statement by Miss Smith in which she says: "The interest and enthusiasm among the school children and people of Fort Wayne have been remarkable. Radio has opened up a new avenue of expression for the children and has stimulated an interest in 'good radio' among parents and friends of the performers. The programs attracted many visitors to the local station."

THE RADIO WORKSHOP

Under the direction of Genieve M. Allen, instructor in English and speech, the Springfield High School radio workshop has become one of the most interesting extra-curricular activities sponsored by the school system, according to reports. Last year more than 200 boys and girls participated directly in the preparation and production of weekly broadcasts over the facilities of station WSPR. Much of the workshop equipment was purchased by the returns from an entertainment and dance sponsored by the members. Enough was earned to pay for a public-address system including microphone and loudspeaker. Bi-weekly meetings of the entire workshop are being held in Technical High School and rehearsals of broadcast programs take place twice weekly to be auditioned and criticized by a reviewing committee.

Workshop members from the three city high schools have broadcast special programs for the Chamber of Commerce, the Women's Club, the Greater Springfield Safety Council, and the Community Chest.

The aims of the workshop are to acquaint the public with the work of the schools, to give students practice in the technique of broadcasting, to arouse an interest in better speech and to encourage an appreciation of good educational radio programs among the three high schools.

The Springfield radio workshop is one of many such organizations that have been developed in schools throughout the country and which are rendering services of direct value to their communities through cooperation with local broadcasters.

A RADIO CLUB

A year ago several packages enclosing nine series of radio scripts left the Script Exchange addressed to Lola Berry, Lewiston Senior High School, Lewiston, Idaho. Follow-up reports show that the Lewiston Senior High School Radio Club is one of the most active student broadcasting groups in the country.

The Forensic group of the Lewiston High School has been interested in radio broadcasting for several years. In 1935 its members weathered snow storms, car trouble and various other hardships in order to produce plays, musical programs and debates over station KWCS at Washington State College. By challenging nearby schools to radio debates they popularized the debate phase of broadcasting.

Last October the Forensic class in cooperation with the Lewiston chapter of the National Forensic League shouldered the responsibility of organizing and presenting several weekly broadcasts over the facilities of station KRLC. The school building was wired and three of the five weekly 30-minute programs presented by the students originated within the school building. Sometimes a microphone was set up in the principal's office and a student announcer conducted an interview with the principal designed to inform the public regarding certain rules, regulations, standards, events, latest developments, etc., pertaining to the school and school functions. At other times operetta rehearsals or students giving book reviews in the library class were put on the air. The school is equipped so that it is possible to broadcast from any classroom or office in the building.

To prepare and produce five 30-minute programs each week is a big responsibility. A "planning staff" of 13 Forensic class members, under the guidance of Miss Berry, organize all broadcasts. Let us look
Tuesday, Room 20, Bengal Varieties
1:30-2 p.m.
Bengal Varieties is a series of variety shows consisting of various kinds of entertainment. Fifteen minutes of the broadcast are utilized in presenting one of the dramatic scripts entitled “Interviews with the Past” issued by the Script Exchange. The other 15 minutes are devoted to musical numbers, a feature called “odd facts,” readings, and short skits of public interest.

The broadcasts provide an opportunity for any student in the school to go on the air and enables the public to become acquainted with school talent which might lead to securing a professional position for a student in his or her line.

Wednesday, Main Studio, Current History, 1:30-2 p.m.
Current History is a contest program with two teams, each consisting of four students, who match their wits on current history problems. Sometimes it is girls versus the boys, other times selected teams from two schools compete in inter-school competitions. Questions are stated by the studio announcer and 30 seconds are allowed for the answer. Scores are kept by judges. The students enjoy the broadcasts and since the issues discussed are live and vital, the programs attract large adult audiences. During 16 of these broadcasts 192 students competed.

Wednesday, Main Studio, Answer Me This!, 9-9:30 p.m.
This evening program consists of two “question masters,” the announcer, and some persons with musical talent. The announcer introduces the question masters who continue by asking questions of social significance and later giving the answers. The audience is directed at the beginning of the program to get pencils and paper out, jot down the answers and test themselves. These programs were furnished by

at the schedule of programs produced during a typical week—

Thursday, Library, Library Interviews, 1:30-2 p.m.
This program consists of book reviews given by library club members followed by the librarian conducting a library class.

Saturday, High School Auditorium, Local Color, 12-12:30 p.m.
The Saturday program is unique as a school broadcast because it is a commercial. The radio club receives $40 for the entire school year for these broadcasts. The money is used for the purchase of club equipment. On this program outside schools are invited to participate. Hundreds of grade and preschool children have demonstrated their talents before the radio committee judges and have been given spots on the air.

Thus we have an outline of a typical week’s broadcasting by the radio club. Regarding the success of this undertaking, Principal L. L. Carlson states: “Our radio work is designed with a double purpose—to give those students who are interested the practical experience in broadcasting they desire, and to take the Lewiston schools into the Lewiston homes. The proof we have that our dual purpose is being realized is that students love their work and that parents have told us that by listening in on these broadcasts they have a pretty good idea of what’s going on about school!”

UNIVERSITIES ON THE AIR
Students leaving high schools who wish to continue their study of the various phases of radio, and who wish to participate in actual broadcasts, find many opportunities in our colleges and universities. A survey conducted by Prof. Waldo Abbot, University of Michigan, shows that 208 institutions were offering either regular courses in radio or extra-curricular instruction. Thirty-four colleges and universities operate radio stations, many of which do from 8 to 14 hours of broadcasting daily.
In the early twenties there were nearly 100 university and college stations actively engaged in research, experiments, and demonstrations, the results of which gave great impetus to the development of radio. Since then educational stations have been overshadowed by commercial stations—educational programs did not seem to hold the public interest. Today, popular techniques have been applied to educational programs and the tide seems to be turning; educational broadcasting stations are now making remarkable progress. Many of the universities are maintaining excellent program schedules and are receiving strong public support.

Station WRUF, The Voice of Florida, University of Florida at Gainesville, under the direction of Maj. Garland Powell, is typical of many of the better known university stations. With a plant valued at $90,000 the 5,000-watt station is on the air an average of 12 hours and 54 minutes daily. The station, in 1937, operated on an annual appropriation of $32,600. The university uses the radio as a means of taking the results of its activities to the people who support it.

WRUF furnishes many talented students opportunities to express themselves over the air but the station is also a laboratory for those who desire to study and gain experience in the various technical aspects of radio station management and radio art. Carefully organized courses in the various phases of radio are available and many persons now holding good positions in commercial companies received their initial radio training at this institution.

Drake University, Des Moines, Iowa, does not own a radio transmitter, but it is an active center of student participation in radio. The Drake University radio workshop was organized in 1934 and has since become an outstanding radio school under the direction of E. G. Barrett.

Last year Mr. Barrett reported that "more than 50 students have the opportunity to appear on Drake University broadcasts each week. Scores of others are working behind the scenes." Drake programs go on the air almost daily over six Iowa stations—KSO . . . KRNT . . . KMA . . . WMT . . . WOI . . . WHO. Broadcasts of exceptional merit have been carried by the national networks, both NBC and CBS. Radio listeners in every section of the country have heard Drake's students present the opera Martha and selections from Carmen, The Messiah, and The Church of the Air.

The Drake department of radio is organized on a plan similar to regular radio stations. A complete student staff, program director to sound effects chief, is fully responsible for the preparation and production of Drake programs. The workshop is more than an experimental laboratory; the actual experience coupled with the theory and education derived from classwork covering every phase of radio makes a veteran radio worker of the graduate.

Through cooperation of the stations over which the broadcasts are released, Drake University reaches a vast audience each week with programs of public interest. The Radio Playhouse, presenting weekly dramas written by student script writers, enacted by radio department actors and embellished with sound and music furnished by students, is a popular feature. Some of the Des Moines Public Forum meetings, in which speakers of national and international fame participate, are released from the university lounge studio by the department of radio. "Micropinions" is the forum idea, with students expressing their opinions on a variety of subjects. The Reviewing Stand brings a dramatic review of important incidents in the Iowa news week with a background of sound and music.

This fall the staff is planning to rebroadcast for the benefit of Iowa listeners the entire series of Let Freedom Ring programs originally produced by the Office of Education, United States Department of the Interior. Realizing the educational value
of this series, Drake has made special arrangements with the Des Moines public schools for the organization of regular school listening groups.

So Drake with the assistance of six Iowa stations goes on the air with the belief that "radio has become a powerful force in the social, educational, economic, and recreational life of our people."

**THE SCRIPT EXCHANGE IDEA**

Questionnaires now being returned to the Script Exchange from radio stations indicating schools, colleges, and universities which have been on the air during the last 6 months, show that hundreds of programs are being produced by educational groups every week in cooperation with commercial broadcasters. Such cooperation is to be expected under the American system of broadcasting which now reaches 82 percent of the homes of the nation. It is apparent from the reports received at the Script Exchange that most broadcasters are eager to release educational programs if they are of real public interest and are at least reasonably well produced.

About two years ago the University of Kentucky prepared and presented a successful series of broadcasts on important discoveries. The scripts were sent to the Script Exchange, rechecked for authenticity and prepared in sufficient quantity for general distribution. The programs have been re-broadcast by schools and colleges in 23 cities with local adaptations. Here is a concrete example of how a good program idea paid greater dividends by being made available through a central clearing house.

During the last two years the Script Exchange has shown that a script may be re-broadcast many times before it outlasts its usefulness. Scripts originally presented on the American School of the Air over the Columbia Broadcasting System and made available by the Script Exchange are being reproduced to good advantage in many local communities throughout the country. Six scripts in a series entitled "Interviews with the Past" written for the Script Exchange have been broadcast over more than 115 radio stations.

The Script Exchange is now well organized and on a relatively small budget can facilitate a free exchange of hundreds of program ideas. Through such an organization good scripts will not be lost after their initial presentation but will be harnessed to the task of raising the quality of local educational broadcasting throughout the country. If you have a good educational script send it to the exchange. If you are looking for good educational scripts write for the 3rd edition Script Catalog now available free of charge which lists 181 radio scripts and several supplementary aids to production. Address your requests to United States Department of the Interior, Office of Education, Educational Radio Script Exchange, Washington, D. C.

And now back to the question, Is radio broadcasting by school students worth while? Perhaps this article will help you to draw some conclusions of your own.

**PROCEDURES FOR THE INTEGRATION OF PUPIL-EXPERIENCES**

It seems that certain procedures are essential for the teachers who are responsible for the direction of pupil-experience learning. Among them the outstanding ones seem to be teacher training, teacher planning, setting the stage, directing pupil activities, and preparing the stage for the unifying and evaluating of pupil experiences around a large concept of the group culture. At this time, therefore, we shall consider each of these procedures in regular order.

This paper was presented at the meeting of the National Council of Social Studies in Pittsburgh, Pa., on November 25, 1938.
Teacher Training: It seems that pupils will do better work if one teacher is responsible for their guidance in three core fields, Social Science, Language Arts, and Natural Science. If she has had a major in the Social Sciences and a minor in Natural Science and in Language Arts, she should be familiar with the content in the three fields. If the departmental plan is used in the school to which she goes, she will be in a favorable position for cooperation with the teachers in the other fields because she will be able to see the relationships between her work and that of the teachers in the other two fields. If there has been a breakdown in departmentalization in the school to which she goes, she will be in a position to direct a group of pupils in the three fields and guide them for three periods each day. By following such a plan she will be more familiar with her pupils and will be a better guide because she will have more time with which to consider their needs and evaluate changes in their behavior. Then, too, her background in the three fields will enable her to give more time to pupil guidance and spend less time on the study of the materials which may be used in connection with the work.

Teacher Planning: Before the school year begins the teachers should meet and consider various problems, some of which may not be used during the school year. Such events as the recent tension in Europe may be interesting to pupils and may be considered as a possible starting point for the work to be done. If the departmental plan is used, the teachers who are responsible for the different groups or classes of pupils should consider the individuals of each class, their interests, environments, mental abilities, and other individual differences. The members of the faculty who are to teach the pupils ought to discuss the most logical methods of approach. With courses of study as guides, they can determine to some extent just how they may direct pupils to work on certain problems which appear significant in our society.

Possible activities related to the problems, together with content material, may be listed. Conversely, if one teacher is responsible for the work of a class in the core fields, she can learn much from the teachers who have taught these pupils, thereby considering their interests and possibilities for work. And she can list activities drawing from the content of the three fields whenever she thinks such content will contribute to the development of the children whom she is going to direct. In cooperation with the principal and other teachers field trips, shows, lectures and other devices for creating pupil interests may be planned. Preliminary objectives may change, however, as need arises in the development of the work.

Setting the Stages: Careful consideration should be given to the way a problem is introduced in the classroom because a good beginning will mean a great deal to the success of the work to be done. Some of the ways by which a problem may be introduced in the classroom are as follows:

Interest may be stimulated through the use of pictures, books, maps and other materials which are related to the problem which teachers feel that the pupils would like to work on at a given time and which appear significant in our society.

The teacher may talk on some phase, character, or movement related to the problem around which she wishes the work to center, and then encourage the pupils to talk in an informal way concerning the work.

The teacher may encourage an open forum discussion concerning a radio program related to the problem under consideration. From the discussion pupils may be able to formulate a problem and a purpose for the work which is to be done.

Under the direction of the teacher the pupils may consider a lead from another unit which has been studied. Their interest in some particular phase of a former problem may lead to a discussion of another problem which is related to the one with which the pupils were previously concerned.

Events and conditions in the community may lead to a study of a problem because pupils are naturally interested in the things which directly affect them.

The teachers and pupils may go on a field trip
and observe conditions concerning certain problems.

A picture show may be provided for the class as a means of stimulating the interests of the children.

After the interest of the pupil has been aroused they should select the element in their environment which is of most interest to them and related to the large problem, such as "Home and Family Relationships." The different elements should be written upon the blackboard so that each pupil will see all of them and have some idea of their relation to the problem. Groups should then be formed on the basis of a common element or elements which are closely related.

**Directing the Work:** Under the guidance of the teachers, pupils may examine the available materials at hand and select activities and content related to both the individual child's interest and the larger problem around which the entire class will center its attention. Usually pupils who are superior mentally will be able to make their own selection with little assistance from the teachers. In some instances, however, she should offer suggestions and if necessary point out desirable activities. Often when pupils have had little experience with this method of procedure, prepared activities are essential because some pupils are not self-dependent. Practice, however, has demonstrated that after such a method has been used for some time the pupils grow in independence until they can select for themselves. All activities should be related to the general problem and pertinent to the objectives which the teacher selects from time to time. In order to provide for individual differences sub-groups may be formed and pupils may work upon problems which they can solve, rather than try to work on activities which are beyond their mental capacities. If such a method is used, each child will have an opportunity to do the work which he is capable of doing while no one will find the work too easy or too difficult.

Each child should be so directed that he will have his own purpose for the work which he is to do, but the experience gained in his activity ought to be related to the undertaking of the class. Having decided upon activities, the pupils should begin work at once. If the subject-matter analysis of library materials is arranged on the basis of child interest, much time and effort for both teachers and pupils will be saved.

If the departmental plan is used in the school, the teacher in each subject matter field may guide the child as he selects activities related to the general problem and to his interest. To be more explicit, if the large problem is "Home and Family Relationships" and a group of pupils are interested in advertising, the teacher of Language Arts could direct this group to select an activity such as the following:

Writing a news article for the school paper showing the influence of advertising on the home.

Under the Social Studies teacher the pupils could select such an activity as the following:

Reading to determine how the government may protect the home by enacting laws to prevent corporations from taking undue advantage of home owners through false advertising.

Such books as *Skin Deep* and *One Hundred Million Guinea Pigs* could form the basis of activities.

In Natural Science the pupils could experiment with certain articles like tooth paste and mercuriochrome to determine their value to the home.

A group interested in health could select such activities as the following:

Reading to find out how famous people have worked under difficulties in home on account of their poor health, e. g., Milton, Wilson, Helen Keller.

Reading, consulting, and interviewing to find out the part which germs play in health.

Investigating the contributions which the government makes to the protection of the home and family (Pure Food Laws, Child Labor, etc.).

Evaluating the contributions which outstanding leaders in the field of medicine have made in the protection of the home.

A group interested in crime could select such activities as the following:
Investigating the treatment of debtors and petty offenders, 1700-1835, to show how treatment of them has changed and to show how the home can help to prevent crime by providing the proper environment for the children.

Drawing a chart showing the increase in crime since 1900 in this and in other countries to determine how changes in the home have had a tendency to increase crime.

Investigating to find out how heredity and environment have affected crime in our country.

Writing a news article entitled “Crime Does Not Pay” to learn how to write correctly and to form the proper attitude toward crime.

In addition to the activities which the pupils develop in their classrooms, the various clubs in the school could be used as outlets for the refining and reconstruction of activities developed by the pupils. For instance, if the children in a group were interested in crime they could have a trial in the debaters’ club. Should another group be interested in food, they could serve lunch to the class.

The time devoted to the large problem should depend upon the results which are obtained from day to day. Should the teachers recognize the fact that the interests of the children are slowing down and should they see that the pupils have developed a reasonable number of activities, they should make provisions for the unifying of the different activities around the larger problem. A class program may then be arranged with all of the teachers directing different phases of the program while the pupils center their new activities which are related to former experiences around the large concept of the group culture which has been under consideration. Since the same pupils are working on their problems from three different points of view—Language Arts, Social Science, and Natural Science—their experiences gained in previous situations may be unified around some central activity for the whole group. After this program has been rendered, the pupils may select additional problems in the form of a review and clear up any conceptions which do not appear clear to them.

**Evaluation:** Through evaluation the teachers should determine when the objectives have been met. Tests should be constructed in such a way as to bring out the changes which have taken place in the behavior of the children. Also they should bring about an analysis of the work which a child has done in accord with his own ability to do the work rather than in terms of what the group does. For instance, if the child is of superior ability he should be expected to do a great deal more work than one of low mentality. Moreover, both teacher and pupil should participate in evaluation activities whenever it is practicable. Through scoring papers and passing opinions on them pupils will take their work more seriously and recognize their weaknesses sooner. The teacher should evaluate the work further by observing the changes which have come in the interests, habits, and attitudes of the pupils. Furthermore, evaluation should be a continuous process from day to day rather than a single examination of facts at the end of a certain number of activities. Pupils’ work in extra-curricular activities should also be evaluated. For example, if a study of democracy should lead children to organize self-government in the high school and such an interest grew out of their work in the classroom, they should receive credit for the work they have done in reconstructing former experiences and actually applying some of them to problems vital to their lives. How well they develop and use such activities should be evaluated as well as the actual work which has been done in the classroom. If pupils develop their ability to talk before a group as a consequence of the work which they do in solving a problem in the classroom and if they are willing to talk on some important problem in the assembly program, their growth ought to be recognized, for they have demonstrated that they can transfer their training from one situation to another.
Caswell and Campbell, in *Curriculum Development*, point out many ways by which teachers may observe attitudes and fixed associations. Such suggestions have been most valuable to the writer in his evaluation of pupil-experiences in the high school.

Observational tests are much more important than teachers usually realize. More can be told about the complete development of a child by observing him from day to day than in any other way. Important attitudes, appreciations, and methods of work may be tested by securing from observation of a pupil answers to such questions as the following:

1. Does he work well with a group?
2. Does he get along with other children?
3. Is he on time?
4. Is he pleasant and cheerful?
5. Does he read good books during leisure time?
6. Does he raise interesting and stimulating questions?
7. Is he increasingly effective in his use of references?
8. Does he stick to a task until it is finished?
9. Does he give undivided attention to the task at hand?
10. Does he listen courteously to others?
11. Is he thoughtful of smaller children?
12. Does he enjoy hearing good music?

Such suggestions as these are very useful, because the teacher may use them in checking the growth of pupils and in determining whether or not he is directing them in such a way as to have them realize such objections.

**Summary and Conclusions:** When such procedures as we have outlined in this paper are used in connection with pupil-experience learning, certain factors seem to require careful thought on the part of teachers. First, they should plan the work so that the pupils will group their individual experiences around the same large problem in all of the core fields at the same time. Second, all teachers should be familiar with the characteristics and interests of their pupils, and with the materials which are available. Moreover, they should be aware of the many problems which are significant to American society in the world in which they live. Third, no teacher should do for the child what he can do for himself. Fourth, from small interests pupils should center their experiences around a problem which is of vital significance in the world in which they live. Provisions should be made for the development of literature and the sciences in the past along with the contemporary happenings in the various fields. Fifth, in the selection of the activities provision should be made for the individual differences in the environments and abilities of children. In evaluating the work which the children do the teacher must observe growth in the habits, attitudes, and interests of the pupils not only in the classroom, but also on the school campus and in the community. While subject matter tests may be essential at various times, pupils ought to be judged on the basis of other criteria. Furthermore, pupils should be directed to reconstruct their school-experiences in new situations whenever occasion presents itself.

**George B. Wynne**

**NEW FEATURE IN AMERICAN SCHOOL OF THE AIR**

"Lives Between the Lines," a literature feature presented in collaboration with the National Council of Teachers of English and the American Library Association, is being offered each Wednesday between 2:30 and 3:00 o’clock over the nationwide WABC—Columbia net work. It includes dramatizations of American literature and a series of guest speakers invited from the ranks of outstanding writers of this country. The program will point out how literature can be used to increase understanding of other human beings, an essential to a successful democracy. It is a division of the "American School of the Air."

No man nor any body of men is good enough or wise enough to dispense with the tonic of criticism.—Huxley.

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Teacher: “And how old are you, Bobbie?”

Bobbie: “I’m just at the awkward age.”

Teacher: “Really? And what do you call the awkward age?”

Bobbie: “I’m too old to cry and too young to swear.”

Teacher: “Really? And what do you call the awkward age?”

Bobbie: “I’m too old to cry and too young to swear.”

Help!

“Are you the new life guard here?” asked the college girl at the beach.

“Why, yes, who are you?”

“Oh, just the gal who’s about to drown.”

That’s bad

“I need a holiday,” said the pretty cashier. “I’m not looking my best.”

“Nonsense,” said the manager.

“It isn’t nonsense; the men are beginning to count their change.”

He wilts

What does the bride think when she walks into the church?

“Aisle, Altar, Hymn!”

Blondine: “Did you go to the circus?”

Brunetta: Yes, and I am certainly glad of it.”

Blondine: “Why?”

Brunetta: “Because ever since I saw the hippopotamus I have been better satisfied with my own shape.”

Nothing gained

“Mamma, teacher whipped a boy today for whispering in school.”

“Well, that was right.”

“But, mamma, he hollered ten times as loud as he whispered.”

When Woodrow Wilson was president of Princeton University, he startled a body of alumni by saying, “Some of you write and ask us why we don’t make more of your boys. I will tell you the main reason—because they are your boys.”

Cooking Teacher (reviewing class in sandwich making): “Take two pieces of bread, a layer of cheese, two slices of ham, a spoonful of mayonnaise, a piece of lettuce, and what have you got?”

Student: “A tea shoppe.”

Those notes!

A mother sent this somewhat satirical note to the teacher of her small son:

“Pardon me for calling your attention to the fact that you have pulled Johnnie’s right ear until it is getting longer than the other. Please pull his left ear for a while, and oblige his mother.”

Reverse English

Teacher: “Correct the sentence, ‘Before any damage could be done the fire was put out by the volunteer fire brigade.’”

Boy: “The fire was put out before any damage could be done by the volunteer fire brigade.”

One hundred on observation

The school inspector, testing the faculty of observation in the pupils, crossed the platform, shifting his fountain pen from one pocket into another. “Now, what did I do?” he asked.

‘A smart girl held up her hand. “You crossed in front of the teacher without saying ‘Excuse me,’” she said.

Nothing gained

“Mamma, teacher whipped a boy today for whispering in school.”

“Well, that was right.”

“But, mamma, he hollered ten times as loud as he whispered.”

When Woodrow Wilson was president of Princeton University, he startled a body of alumni by saying, “Some of you write and ask us why we don’t make more of your boys. I will tell you the main reason—because they are your boys.”

Page his English teacher

The new suitor was having dinner at the high school girl’s home for the first time—and she had baked the cake herself.

“Have some more,” she urged him.

“Don’t let politeness keep you from taking a second piece.”

“No, indeed,” he replied gallantly. “Surely no one could be accused of a lack of politeness for eating a second piece of such cake as this!”

Then he wondered at the strained silence.
EDUCATIONAL COMMENT

THE MOVIE PROBLEM

We shall make little headway in the solution of the motion-picture problem as it relates to children and youth until we apply to this problem the same social policies that we have applied to our public schools, parks, and libraries. In these areas of community welfare, we ask two questions: First, what do our citizens need? Second, what can we afford to furnish them at public expense? The same line of reasoning must be applied to the motion picture as it relates to children and youth. Where private profits and child welfare clash, private profit should give way.

To carry out such a program of child welfare in the field of the motion picture, the following activities must be pursued: First, parents and teachers must be made aware of the significant role that the motion picture is playing in the influencing of children's information, attitudes, sleep, emotions, and conduct. Emphasis should be placed on the constructive possibilities of the motion picture as an educational agent.

Second, parents and teachers must see the motion-picture problem in the context of the larger recreational problem of today. We cannot solve the motion-picture problem unless we give careful attention to the question of adequate playgrounds, good libraries, satisfactory radio programs, and other constructive uses of leisure time. It is necessary, therefore, that those concerned with motion pictures co-operate with other agencies, especially those interested in recreation.

Third, there must be experimental establishment of children's theaters offering a wide repertoire of dramatic activities of which motion-picture drama would be one. The physical housing of such theaters would not offer a problem. School auditoriums, fine-arts museums, and science museums could be utilized for this purpose. It is strange that we in the United States lag so far behind European countries in this respect. With the development of the 16-mm. sound film, however, it becomes possible greatly to extend the range of exhibition of good motion pictures. An increasingly large number of films are suitable for community showings.

Fourth, the establishment and promotion of national, state, regional, city, and county film libraries are imperative. Parent and teacher organizations in those states not having film libraries should work actively with board members, educators, and public-spirited citizens to set up such libraries. Educational films deserve much wider use in the schools than they have yet received.

Fifth, the introduction into our high-school curriculum of courses in motion-picture discrimination is highly desirable. The aim of such courses shall be the development in youth of adequate standards for evaluating the social and artistic qualities of theatrical films. During the past three years thousands of teachers have begun work in this field.

Sixth, we must secure national legislation which will enable communities to choose the
theatrical films they wish without the restrictive influences of such motion-picture trade practices as compulsory block-booking and blind-selling.


"THE BEST KIND OF BACKING"

"I heard the President say that he was dumbfounded by the almost unanimous support given by the American press to his recovery program," writes Marlen Edwin Pew, editor of Editor and Publisher.

Mr. Roosevelt went on to say, "But there is a fly in the ointment, gentlemen. Where is your criticism? You know the Government can make mistakes and this undertaking is too vast a program for any one man or set of men to be sure of. We are certain to make blunders. I rely on you newspaper men to check us. . . . There is no kindness in flattering a wrong cause. I want your criticism as well as your support. It is the best kind of backing and the only request I make is that you be prompt about it."

THE READING TABLE


Believing that the philanthropic foundation is a social institution ranking in importance with the school, the press, and the church, Dr. Hollis has admirably analyzed the philosophy, history, and practices of this twentieth-century movement. He finds they have, through the disbursement of sums running up to many millions of dollars per year, definitely influenced the colleges and universities in many ways. Church schools have tended to pull away from their religious foundation. High school credits have been standardized in the Carnegie unit. Professional education, particularly medical education, has been lifted to higher levels. Publication of much research has been stimulated and has had its influence. A large number of students have been served by scholarships.

In one of the few careful statements of this type of educational activity Dr. Hollis has found himself handicapped by lack of data, and has found uncertain philosophy and variable practices in the efforts of wealthy individuals to prolong their shadows and at the same time render a service to humanity. The book will be stimulating and valuable to college administrators and others interested in the development of higher education in America.

W. J. Gifford

Introduction to Human Physiology. (Second Edition.) By Lathan A. Crandall, Jr. Philadelphia: W. B. Saunders Company, 356 pp. $2.00

This second edition of a well known elementary physiology is well written and contains much valuable material. Although necessarily condensed it is not too much so for clearness, and all essential information is to be found within its 307 pages of subject matter.

The illustrations are particularly clear and are real helps in understanding the text. The book is excellent for use in college classes and as a reference work for the teacher in the field.

R. L. P.


Feeling that sufficient attention has not been given to the special health needs of students specializing in vocational work, the authors have written a good concise book for high school students. It is divided into three parts: proper working conditions and desirable health habits; accidents possible in different shop trades, with prevention and treatment; and a safety education plan for vocational high schools. Many of the illustrations are original and illustrate plainly the points stressed by the authors. The appendix includes a list of available literature on the subject.

Rachel Weems

This book is an intelligent and conservative estimate of the value of tests and measurements in physical education. Every type of physical education test is examined first, for its reliability as a means to a goal; and second, for its validity as a test, objective and subjective. Moreover, statistical technique, which to so many persons is abstruse and repellant, is here made simple and clear. As applied to the many different types of physical education tests, it will be easily understood by any physical education major student.

H. M.


Many additions have been made to a very valuable book and especially to those parts dealing with modern social and economic problems. Changing views on various related topics are discussed, especially such subjects as standards for judging physical education practice, and tests and measurements in physical education.

H. M.


This textbook for prospective teachers is an anthology of children’s literature arranged according to grades as well as by types, and although there is some overlapping the arrangement will help the young teacher in choosing material for certain grades. In the first hundred pages the author surveys the field of children’s literature, giving the high spots in its development from the publication of John Newbery’s Mother Goose’s Melody to Robert Louis Stevenson’s Child’s Garden of Verses. Other chapters in the introduction are concerned chiefly with folk literature—myths, epics, fables, fairy tales, medieval romances, ballad and nursery rhymes—and with suggestions for using the literature in the schoolroom. There is no mention in the discussion of the abundance of contemporary literature for children; some of the more recent writers, however, are included in the anthology and many are listed in the valuable bibliographies suggesting books for future reading.

M. V. H.


Twenty-three exercises to improve the student’s vocabulary by helping him examine the processes of word-building. Prefixes, suffixes, and roots are studied first, then derivations, and finally synonyms and antonyms. An opening section of the workbook provides a multiple-response vocabulary test of words in context, with a table to inform the student what his score indicates in terms of his total vocabulary. Much of the material is definitely formal, but this reviewer’s experience and observation is that persons who have studied formal etymology always seem to set high value on what it teaches.

C. T. L.


The newly revised Leisure Reading has been edited by the Council’s Recreational Reading Committee, whose chairmen are Dr. Stella S. Center, head of the English department of Theodore Roosevelt High School, New York City, and Max J. Herzberg, principal of the Weequahic High School, Newark, N. J.

A new arrangement of material makes the list more readily usable than before. The annotations have been rewritten to give them a decided appeal to the young person. Perennial favorites like the Alcott books remain in the list, but books no longer popular with pupils have been supplanted by newer titles of more vital interest today. New classifications include The Animal Kingdom, Discovery and Exploration, Eti-
quette, Games and Sports, Handicrafts, Hobbies, and Photography. A new cover and illustrations in black and white and color make the list as attractive as the Council’s other lists, Home Reading for high school and Reading for Fun for the elementary grades.


Grammar For Everyday Use is a functional grammar, wasting no time on subtle distinctions or questions of debatable usage. Essential principles—carefully selected from the functional point of view—are developed one at a time.

Many groups of exercises have a theme or center of interest; many of them are in narrative form. Practice material of this sort carries an interest not found in groups of unrelated statements.

This is the kind of functional grammar that is needed in the early years of the secondary school, where correct forms must become habitual.


The point of view set forth by the author is that growth is continuous. He makes a scientific approach to the problem involved and uses much illustrative material to prove the points.

NEWS OF THE COLLEGE

Stating that today there is a minimum of democracy and a maximum of confusion in the world, Mr. Virginius Dabney, editor of the Richmond Times-Dispatch, spoke realistically of the European situation when he addressed students of Madison College on November 16. Mr. Dabney concluded that the United States must do careful planning to avoid becoming the next objective of Germany, Italy, and Japan.

Miss Bonnie Lane, graduate of the Farmville State Teachers College and of Columbia University, from which she went as an exchange student to Germany, addressed the Madison student body recently on “The European Situation—Socially, Economically, and Politically.”

Presenting the viewpoint of youth, Miss Lane stated that there is no doubt in her mind but that the aggressive empire built up by Hitler will fall.

“Hitler’s attitude is triumphant now,” she stated, “because he has made Germany more powerful than any other European empire, accomplishing this by his propaganda, his strong army, and his powerful personality. But it is merely a matter of time till a failure in this propaganda will result in the downfall of his empire.”

Explaining that Hitler’s weakness lies in his program of restricted education and his policy of withholding money from food and clothing industries to build up a strong army, Miss Lane concluded, “The German people themselves are wonderful, but their dictator is monopolizing their lives.”

With Virginia Gordon Hall, Ashland, in the role of Madonna as a result of popular election, the annual Y. W. C. A. Christmas pageant written this year by Marie Walker, Kilmarnock, was presented December 8 in Wilson Auditorium.

Departing from the traditional procedure, the characters had lines to speak instead of enacting their parts in pantomime. Music was furnished by Corinne Shipp, Crewe, at the organ and the Y. W. Choir assisted by members of the Glee and Choral Clubs directed by Geraldine Douglass, Grottoes.

The cast of the pageant included: Narrator—Marie Walker; Joseph—Anita Wise, New York City; Inn Keeper—Mary Elizabeth Stewart, Roanoke; Shepherds—Jane Dingledine, Harrisonburg, Shirley Major, Alexandria, Betty Lou Toone, Arlington, Mary Clark, Brooklyn, N. Y.; Wise Men—Ruth Peterson, Charlottesville, Sue Boles, Spartansburg, Margaret Hedges, Alexandria; Angels—Betty Lou McMahon, San-
ford, N. C, Olive Johnson, Carrsville, and Dorothy Fawley, Broadway.

At the last meeting of the Executive Council of Kappa Delta Pi, national honor society in education, Dean W. J. Gifford, of the local Alpha Chi chapter, was appointed to a committee to formulate criteria for the selection of faculty members to active membership and honorary membership in local chapters. This committee will carry on work by correspondence in order that a report may be prepared for the Executive Council meeting in Cleveland on February 28, 1939, at the time of the meeting of the American Association of School Administrators.

Marie Smith, Chief Scribe of Scribblers, honorary society for creative writers on campus, has announced the following students whose try-outs were accepted as meeting the qualifications for membership: Julia Ann Flohr, Marjorie Pitts, Vern Winkelston, Evelyn Reade, Mary J. Wright, Gene Bodine, Frances Wright, and Kitty Moltz.

Stratford Dramatic Club recently initiated the following new members: Shirley Major, Margaret Davies, Judy Brothers, Kay Coupar, Aileen Brilhart, and Evelyn Murrell.

New members of the Curie Science Club are Ella Adams, Helen Bell, Olivia Carter, Jean Collier, Judy McCue, Perry Darner, Julia Mae Murphy, Blanche Kelly, Ruth Pettit, Eloise Lumsden, Virginia Lee Fitzhugh, and Marjorie Pitts.

The Choral Club held its formal initiation of eighteen new members recently: Kathryn Frye, Betty Whitelegg, Martha Lee Martin, Jeanette Donohue, vice-president; Dorothy Jacobs, treasurer; Winkie Schmidt, secretary; Blanche Lazenby, chairman constitution committee; and Kay Coupar, music chairman.

Comprising the newly formed dance group which is sponsored by the Athletic Association are eighteen girls who have successfully passed the try-outs. Under the direction of Letitia Holler and Miss Helen Marbut, of the physical education faculty, the group hopes to foster natural dancing on campus. Work will begin after the Christmas holiday.

Charter members of the club are Anne Chappell, Marguerite Clark, Betty Coupar, Alla Jones, Shirley Klein, Ann Kolburg, Yvette Kohn, Jean Lawrence, Betty Akers, Libby Martin, Margaret Montgomery, Libby Morrison, Billie Powell, Doris Radskin, Sybil Rosenbloom, Susanne Smith, Mary Lee Utley, and Martha Harville.

Under the direction of Miss Edna T. Shaeffer and Mr. Clifford Marshall, one hundred and fifty students in the music department gave a recital in Wilson Auditorium Friday night, December 2.

The Freshman Chorus, consisting of approximately one hundred students sang “The Linden Tree,” by Schubert. The orchestra offered two selections, “In Tientsin,” by Domenico Serino, and Gustav Klemm’s “Amourette.”

Among the piano students who performed were Marie Walker, Geraldine Douglass, Kathryn Walker, and Edith Snidow. Solos were sung by Eleanor Nolte, LaFayette Carr, and Ellen Fairlamb. Margaret Eaton, Martha Carrier, and Louise McNair were the violin soloists.

Organizing under the name of the “Porpoise Club,” swimmers at Madison recently elected officers, Georgette Law is president, Jeanette Donohue, vice-president; Dorothy Jacobs, treasurer; Winkie Schmidt, secretary; Blanche Lazenby, chairman constitution committee; and Kay Coupar, music chairman.

Our Contributors
W. E. GARNETT is rural sociologist at the Virginia Agricultural Experiment Station at Blacksburg, Virginia.

GEORGE B. WYNNE is principal of the high school at Willis Wharf, Virginia.
ALUMNAE NOTES

The Alumnse Association had a room at the John Marshall Hotel for the use of Madison College Alumnse during the meeting of the Virginia Education Association in Richmond Thanksgiving week. The room was open on Wednesday and Thursday, with members of the Richmond chapter in attendance at all times. Alumnse registering included:

Mary Brown Allgood, '30, Richmond; Henrietta Blanton, '31, Richmond; Carrie Dickerson, '30, South Boston; “Tommy” Dickerson, '32, South Boston; Jeanette Duling, '29, Portsmouth; Lucille Eubank, '32, Bedford; Rachel Brothers Eure, '32, Richmond; Catherine Falls, '38, Richmond; Evelyn Wilson Gunter, '31, Richmond; Anna Haley, '37, Front Royal; Catherine Howell, '32, Low Moor; Delphine Hurst, '31, Norfolk; Piercy Williams Lassiter, '33, Richmond; Margaret Mackey, '32, Harrisonburg; Nannie Mallory, '37, Mineral; Catherine Manke, '33, Hampton; Ruth E. Miller, '33, Harrisonburg; Marion Nesbitt, '20, Richmond; Bernice Nicholson, '29, Keller; Geraldine Selby, '38, Chincoteague; Ola Deane Smith, '25, The Hollow; Martha Jane Sneed, '36, Etna Mills; Mary F. Sowers, Riverton; Mary R. Spitzer, '34, Waynesboro; Bessie Swartz, '15, Mt. Jackson; Rachel Weems, '17, Harrisonburg; Mrs. J. E. Williams, '27, Disputanta; Peg Willis, '25, New Castle.

Madison College faculty members who registered were: Dr. W. J. Gifford, Dr. Paul Houchell, Dr. M. A. Pittman, and Miss Ruth Thompson.

MARRIAGES

Class of 1933: Bertha Driver, of Weyers Cave and Washington, to Mr. William M. Gassett, of Alabama and Washington; at the home of her parents. The maid of honor was Irma Driver, '36. Following her graduation from Madison College, and as technician from the University of Virginia, Mrs. Gassett was a technician in the Central Dispensary, Washington, D. C. Mr. Gassett is a pharmacist at the Central Dispensary. They are now living in Washington.

Class of 1934: Emma Henry, of Lynchburg, to Mr. Samuel A. Martin, of Farmville, in the Methodist Church, Farmville, Virginia, on December 3. Her attendants included Ettie Henry, Jo Sowers, and Carrie May Turner, all three of whom attended Madison College. For the past few years, Mrs. Martin has been demonstration agent for Prince Edward County. The couple are making their home in Farmville.

Class of 1937: Ellen Eastham, of Deerfield, Virginia, to Mr. Frank Gregory, of Dinwiddie, Virginia; at the home of Mr. and Mrs. George S. Harnsberger, Harrisonburg on September 3. Mrs. Gregory taught in Elizabeth City during the past year. Mr. Gregory is a graduate of V. P. I. in Blacksburg, and is now instructor in vocational agriculture in the high school at Holland, Virginia. He was stationed at Fort Monroe the past year on active duty in the U. S. Army as second lieutenant. Mr. and Mrs. Gregory will make their home in Holland.

Class of 1937: Alice West, of Salem, to Mr. Charles Richard Dorrier, Jr., of Richmond.

Class of 1937: Nellie Catherine Fauls, of Harrisonburg, to Mr. Leroy S. Cline, of Mount Sidney; in the Methodist Episcopal Church, Harrisonburg, on October 14. Mr. Cline, a young business man of Mount Sidney, is a graduate of North River High School. The couple will reside in Harrisonburg.

Class of 1938: Evelyn Bywaters, of Winchester, to Mr. Richard Goode, of Winchester, at Toms Brook on October 22. Mrs. Goode has been teaching in the Williamsburg public schools. Mr. and Mrs. Goode are making their home in Winchester.
FILM ESTIMATES

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.

ANGELS WITH DIRTY FACES (Cagney, O'Brien, Dead Enders) (Warner) Finely produced and acted, but mere glorified gangster film. Slum toughness made very amusing, with heartless killer-hero as its idol. Grim climax, with utterly futile "gestures" by hero, further distorts values. Bad ethics and misdirected sympathy.

(A) Good of kind (Y) Unwholesome

BROTHER RAT (Wayne Morris, Priscilla Lane) (Warner) Merry stage play of military school life becomes heavy on screen with antics of overgrown "cads," absurdly exaggerated episodes, crazy conduct by officers, and constant effort at "louder and funnier" dialog. Thorough distortion of reality is poor publicity for fine school.

(A) Disappointing (Y) Doubtful value (C) No


(A) Excellent (Y) Mat. good (C) Beyond them


(A) (Y) Very good (C) Good but strong in spots


(A) (Y) Very good of kind (C) Beyond them

HARD TO GET (Dick Powell, Olivia De Havilland) (Warner) Thin, lively, slightly yarn about filling-station hero with big idea and big financier who won't buy it, until his daughter, posing as maid, smooths way for hero. Hilarious role by Winninger and less singing than usual by Powell.

(A) Fair (Y) (C) Fairly good

JUST AROUND THE CORNER (Shirley Temple, Farrell, Robinson, Pangborn) (Fox) Shirley, busy and prankish in gay comedy, coaxes prosperity around corner for father and friends, delights rich, crusty old man, father's foe, by mistaking him for "Uncle Sam," and organizing gala benefit to solve his troubles.

(A) Pleasing (Y) (C) Very good

LISTEN DARLING (Bartholomew, Garland, Pidgeon) (MGM) Simple, engaging, human, sufficiently probable little comedy about two 12-year-olds earnestly trying to keep their adored widowed mother from marrying wrong man. Bumpy trailers, Judy's songs, Freddie's foibles and understanding grown-ups are story ingredients.

(A) Pleasing (Y) Good (C) If it interests

LITTLE TOUGH GYS IN SOCIETY (Boland, Horton, Auer) (Univ) Fake psychiatrist induces wealthy widow to import young ruffians to country estate to give indolent, spoiled son an interest in life. Rowdies smash everything, effect cure and are finally reformed themselves! Rather burlesque treatment of social gospel.

(A) Amusing of kind (Y) Amusing (C) Doubtful

MARRIAGE FORBIDDEN (Pedro de Cordoba) (Special) Frank "documentary" on syphilis as national peril, from great Briexx play, "Damaged Goods," Acting dull save Cordoba's role of Doctor. Dignified story, of honest intent, nothing risque, wholesomely thought-provoking, but publicity is cheap, offensive and false.

(A) Good of kind (Y) Mature (C) Unwholesome

MARS ATTACKS THE WORLD (Larry Crabbe, Jean Rogers) (Univ) The fantastically absurd "Flash Gordon" newspaper strip-thriller, made more vividly preposterous by motion and trick photography, tries to cash in on recent radio scare. Wooden acting, clumsy dialog, meaningless mechanics, absurd "science." (A) Stupid (Y) (C) Very doubtful value

MEN WITH WINGS (MacMurray, Milland, L. Campbell) (Para) Absorbing chronicle of development of aviation, stirring in action, beautifully photographed in Technicolor. Held together with episodic but interesting, human story of three childhood playmates. Sweeps of film belong to planes themselves as chief actors.

(A) Notable (Y) Very good of kind (C) Excellent

PROFESSOR MAMLOCK (Russian, very full English titles) (Amkino) Strong, vivid, well-acted story of growth of anti-Semitic outgrowths by Nazis. Powwow arraignment by Soviet Russia of Fascist doings in Germany, likely to stir any audience that sees it. Decidedly startling documentary film.

(A) Notable of kind (Y) Mature (C) No

THE SINGING BLACKSMITH (Moishe Oysher) (Jewish, English titles) (Collective) Carousing, philandering, likable blacksmith lives his merry career in Russian village from boyhood up, meeting adoration and criticism gaily and winning out over scandal. Slow, gentle, picturesque. Hero's singing and heroine's charm, features.

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

THE SISTERS (Bette Davis, Erroll Flynn) (Warner) Oldest of three Montana sisters, in splendid background of Suez Canal building, desert storm, and overthrow of Republic. Historical value, despite compression and distortion. Pine in action spectacle and scenic effects.

(A) Notable of kind (Y) Good (C) Perhaps
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APPLY TO THE PRESIDENT