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Wasting Time on Chaucer, by Jess H. Jackson, of the College of William and Mary • What Is Important in the Schools? A summary of magazine articles arranged by Paul Hounchell of Madison College • Influence of Trifles, by Jane Eliason, of Madison College Training School.
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WASTING TIME ON CHAUCER

The subject in hand admits of two interpretations.

One is that any attention to Chaucer at all is a waste of time. It can be dismissed with an example or two. Between classes one day last week, I sat down for a minute in the vestibule of the Wren Building opposite two freshman girls. I said, "I must make a speech on Chaucer next week. What would you say?" One replied, "We had just a few lines of The Canterbury Tales here, and a short passage there; and on examination we were supposed to know what they meant. They were in translation, but I couldn't remember them." No wonder. Two other girls, sophomores, giggled darkly in class when I assigned the first eighteen lines of the Prologue for memorizing in sophomore survey last year. I discovered that they had come from a Washington high school where they had had to commit the first one hundred and twenty lines. The laugh was on me. I will presently express an opinion as to what consideration of Chaucer the under schools should demand. With the remark that, as a teacher of Chaucer, I feel constantly forced into clearing away the bias of younger students against one of the greatest of English poets, I now pass over the first interpretation as not germane to my purpose.

A second interpretation will profit by borrowing a page from Dean Swift. One may recall that, in writing "A Project for the Advancement of Religion, and the Reformation of Manners" (1709), Swift abandoned, for the nonce, his "admirable fooling," in order perhaps not to over-shoot the comprehension of Queen Anne. His sovereign understood his direct intention so well that she refused him advancement in the service of the state, and hence abandoned him to gloomy Saint Patrick's in Dublin. I issue warning, then, that, if I seem to be admitting that serious study of Chaucer, properly begun and assiduously prosecuted, is waste of time, you are to understand that my purpose is as unmistakable as Swift's usually was—that I am, in short to be suspected of treating a grave subject lightly. This is my belief.

And if I believe this, you will require me to assign adequate reasons for the belief, or else graciously acknowledge my place in the most magnetic of intellectual categories. Frankly craving your indulgence in adopting the inductive method of exposition, I come immediately to the point, and to this question: In the realm of letters, how must any thoughtfully-serious person regard a writer, of whatever language, age, or race, whose main achievements are to be enumerated under these several heads?

1. The greatest English poet from the beginning of English literature (ca. sixth century) to Spenser (died, 1599), or perhaps to Shakespeare
2. The "Father of English poetry"
3. Author of the best-told story of the Middle Ages
4. Author of the most-famous English frame-story
5. Author of "the first novel, in the modern sense, that ever was written in the world, and one of the best"
6. Drawer of the best gallery of pen portraits in English
7. A supremely good poet
8. A superb humorist
9. The founder of modern English metrics
10. The most important establisher of the tongue that you speak
11. Translator (in part) of the most popular mediaeval romance
12. Translator of the best-known and most highly-valued medieval work on philosophy—in company with the Venerable Bede and Queen Elizabeth
13. A man whom the greatest English poets have loved and called master—Spenser, Shakespeare, Milton, Dryden, Pope, Tennyson
14. The most learned man of his time, of whom record is kept
15. A man who brought home his own private Renaissance, and underwent it himself
16. A purveyor to his age of the literary learning of the world, and its antecedents
17. A busy man of affairs, who found time to write himself to fame after office hours
18. A man who has made his ideas live five hundred years
19. A shrewd observer and a deft depicter of men and manners and times and conditions
20. A lover of nature and of men
21. A detractor of abuses
22. A worshiper of genuineness
23. A confidant of kings
24. Withal, a good friend, companion, master, teacher.

This is an imposing roster, I think; and every item of it is amply demonstrated in Chaucerian documents. I hold the query answered to some such effect as this: A person with these distinctions cannot be regarded as without recommendation in the particular realm to which they appertain.

Now it is in the realm of literature that Chaucer is to be recommended—particularly in the realm of literature. This is not to say that he is not a rich mine of linguistic matter for those elected to philological investigation, a study that might well be reserved to specialists. But as literature he is to be approached by the average, if he is to be approached by the average at all.

What is the use of Chaucer, then, as literature? It would be just as obvious to ask what is the use of the Bible, the Alkoran, all mythology—pious consideration aside; of Virgil, of Wordsworth, of Keats, of Ibsen, of Goethe. The question is, What is the use of literature? Can it set to a leg? or an arm? or take away the grief of a wound? Has it skill in surgery? Falstaff might have answered no to these inquiries, and so have ended this catechism. I add, with solemn warning, that literature is not completely useful even in winning a livelihood (I have professed the teaching of it some twenty years); nor will it necessarily make one a better hewer of wood, artisan, surgeon, captain of industry. It is not a trade; it is one of the fine arts. And its use (except to the poor, harmless drudge known as college professor) is for enjoyment. Frankly, literature is, to the many, far removed from utility.

If I had a boy of sixteen, four years too young to begin apprenticeship to the superintendent of my factory (if I had a factory), I would put him into the factory at sixteen in preference to sending him to your college to learn literature and the rest of your curriculum—so far as the factory might be concerned. I should expect him to be better trained for factory duties with four years of factory experience than with four years of college. Of course, I would do nothing of the sort: I would send him to college for four years to study that useless (non-utilitarian) subject known as literature—and a good deal else useless besides; then I would try to maneuver an increase of salary in order to send him to graduate school for three years, confident that, when he finished, he would not be trained for any job at all, except teaching, peradventure. And my reason for being so rash would be that I should want the boy capable of living with himself and with his cultivated confreres from the time of locking the office at five o'clock till nine the next morning. The uses of the trade school are not those of the liberal arts college.

Literature is for enjoyment—any literature, all literature, even Chaucer. Litera-
ture is likable, if you like it. And logic requires that the same dictum be applied to Chaucer. It would be hard to like literature without liking Chaucer.

Obviously, the scope of this paper precludes any elaborate demonstration of the attractions in Chaucer. Let me content you with an illustration of Chaucer at his best—from the last or English period, adding what I intend as a pointer to what one may find in him. You will concede that extending oneself beyond one’s immediate horizon is limited to travel, observation, conversation, reading, and the like. You will concede that knowledge of most times besides your own must be got by reading. You will not admit that all knowledge of the past is futile, or that all times might not have presented something interesting. Now no one here ever saw Edward III or Richard II or Henry IV (Bolingbroke). But one may know something of the men and the customs of their times through the work of an expert observer and chronicler of them. Even the history books go to such contemporary sources for their materials.

Here is one of Chaucer’s best pen pictures—that of a fourteenth-century student at Oxford University:

A clerk ther was of Oxenford also, That unto logyk hadde longe ygo. As leene was his hors as is a rake, And he nas nat right fat, I undertake. But looked holwe, and thereto sobrely, Ful thredbare was his overeste courtepy; For he hadde geten hym yet no benefice, Ne was so worldly for to have office. For hym was levere have at his beddes heed Twenty bookes, clad in blak or reed, Of Aristotle and his philosophic. Than robes riche, or fithele, or gay sautrie. But al be that he was a philosophre, Yet hadde he but litel gold in cofre; But al that he myghte of his freendes hente, On bookes and on lernynge he it spente, And bisily gan for the soules preye. Of studie took he moost cure and moost heede. Noght o word spak he moore than was neede, And that was seyd in form and reverence, And short and quyk and ful of _hy sentence; Sownynge in moral vertu was his speche, And gladly wolde he lerne and gladly teche. This is a portrait of full length and high merit. It affords an exact picture of an early student at a famous school—of his threadbare appearance as he rode on his lean horse to Canterbury; that is, it gives all the details required to distinguish him from the other pilgrims. It records his devotion to learning, his tastes, his habits, his manners, his moral purpose, his contempt for the gadgets and the ways of the world. It notes his progress in his studies and mentions the curriculum he was pursuing; it alludes to contemporary values in knowledge and to the economic and religious conditions of the period. With the sly humor characteristic of its author, and with commendable brevity and fullness, it provides enough of the man and enough of the background and the atmosphere of his times to occupy pages. And it preserves to the student of the present and of the future perpetually-sound precepts for study:

Of studie took he moost cure and moost heede... Noght o word spak he moore than was neede... And gladly wolde he lerne and gladly teche.

What more could one demand of a piece of writing?

But my remarks may be adjudged one-sided unless I add corresponding hindrances to the enjoyment of Chaucer. Here I list all that ever I heard, with brief answers to them:

1. Chaucer’s grammar and language are hard—even insuperable. The late Professor Greenlaw once asserted that any intelligent student could master these in two weeks. I am less optimistic; or at least my students are less proficient—or less well-taught. I presume Professor Greenlaw meant to exclude any other studious endeavor during these two weeks. I believe that a student who knows modern English grammar (may the tribe increase) finds enough similarity between it and Chaucer’s to facilitate learning the latter. A wiser resolution is to compare the cat that would have fish but would not wet its feet; or Macbeth, who wanted a throne but would not use the means to come by it. If Chaucer is good in
himself, this hurdle will not long impede the thoughtful student.

2. Chaucer is learned. So was Milton. So was Gray, of the Elegy. "If you would enjoy the conversation of the learned, make yourself learned."

3. Chaucer is ancient. So is the Golden Rule. So is truth. So is freedom. So is the doctrine of the Good Samaritan. So is love. The truth is, Chaucer was very modern. Of course, he delved in alchemy and astrology. But we moderns read our horoscopes in weekly journals, and toy with the idea of transmuting baser metals into gold. Even though we have substituted chemistry and astronomy for these pseudo-sciences, a portion of our vocabulary returns to the outworn conceptions, as witness alchemize, lunatic, and jovial.

4. Chaucer is dull and dry. That is not true. It is only that those who fear him are lackadaisical and desiccated.

5. Matthew Arnold denied Chaucer standing among the greatest poets through a formula: he lacked high-seriousness—spoudaiotés. Arnold was measuring him by Shakespeare, Milton, Homer, Virgil, Dante—fast company for anybody. And Arnold alleged that Wordsworth applied enough more of truth to life than Chaucer to make him superior. Nowadays nobody rates Wordsworth above Chaucer, Matthew Arnold ought to have known better.

6. Dryden thought Chaucer was a poor metricist. He said, "The verse of Chaucer ... is not harmonious to us ... There is the rude sweetness of a Scotch tune in it, which is natural and pleasing, though not perfect." The scholarship of the last eighty years has found out how to read Chaucer’s verse. Dryden would have been the first to praise, if he had known the truth.

7. Chaucer is smutty—Rabelisian. But his fabliaux are among the best-told of his tales. Chaucer’s age enjoyed some breadth. Chaucer was unmoral with his age rather than immoral outside of it.

8. Chaucer was naïf. “Whoever hugs the delusion that because the fiction and the metre (of the Duchess) are simple, it is easy to write like this, is humbly besought to try his hand at imitating The Vicar of Wakefield, or Andrew Marvell’s Song of the Emigrants in Bermuda.”

9. Finally, most other objections can be obviated by withholding from students all Chaucer until college. I would do the same thing respecting Shakespeare, Spenser, and Milton.

There is much newfangledness. English literature, which has already outlasted any other, continues the staunchest mark of civilization that any people has fashioned. Chaucer is still one of its noblest exemplars. We cannot change our literature. We could not change Chaucer.

Jess H. Jackson

WHAT IS IMPORTANT IN THE SCHOOLS?

A SUMMARY OF SOME LEADING MAGAZINE ARTICLES FOR GENERAL READERS BEARING UPON EDUCATIONAL TOPICS.

IN APRIL 1938 the Virginia Teacher carried an article entitled “What May the People Read about their Schools?” This was followed in May by a companion piece called “What Do the People Think about their Schools?” The basis of these articles was examination and analysis of magazine articles which appeared early last year in periodicals for general readers.

During the fall term of this year forty-five students in secondary education surveyed the magazines dated September through December. They listed and summarized about 150 articles that appeared in forty publications of non-technical nature, designed for general circulation. Of these, certain articles seem so important as reflections of public thinking that many students, faculty members, and others who read the Virginia Teacher may want to
look over some or all of them. With bound volumes of most fall numbers now appearing on library shelves and with this list in hand, the reading should be much simplified.

Eighteen articles are referred to below, with brief statements of the content of each article. It is thought the combined statements of the several articles give a fair cross-section of what is being written at present. It will be noted that there is wide distribution of periodicals, authorship, and topics treated. The list follows:

Education Isn't Patent Medicine, by Richard Fechheimer, Hygeia, September, 1938.

Education can not be taken in sufficient doses to overcome shortages of home and community training. Character is formed at an early age, most of it in out-of-school activities. Schools can not do the work of other agencies. Colleges are not amusement centers nor nurseries, but should teach to think and cause to think. Fine youngsters can be educated into fine adults.

Henry Ford, Schoolmaster, by Christy Borth, Readers Digest, September, 1938.

Ford's school at Greenfield Village is conducted with the intent of developing initiative, enjoyment, and good manners. In rich surroundings of historical background provided by the Ford collections children are stimulated to plan, experiment, and learn by doing. Usefulness of the products of learning and the motive of earning are features. School is made intimate with living for each child.

Hutchins Answers Hutchins, by Robert Maynard Hutchins, Saturday Evening Post, September 24, 1938.

President Hutchins comments on 900 letters received since his series of four articles last year. He feels sure people are thinking and that they are sincerely interested in education. Some main points are made: many failing pupils need only good teachers; bad teaching is the result of bad schooling; all youth should be in school until employed; opportunity must replace compulsion in education; colleges are to teach students to think, loafers have no place.

Don't Send Your Boy to Prep School, by Lew Morris. American Mercury, October, 1938.

Present-day preparatory schools are poor substitutes for the more vigorous and democratic public schools. They deal mostly in dates, theorems, and dry facts without sufficient interest in work or stimulation to learn. Fixed rules and a dictatorship atmosphere produce a planned society where personality stagnates. Distaste for learning, horror of discipline, scorn of religion, and perverted notions of many things result from unnatural, abnormal living in such schools.


The author sees much good in the schools that call themselves "progressive." The idea of developing, cultivating, drawing out, challenging pupils is contrasted with the other emphasis of cramming, absorbing, indoctrination, memorizing. Education centers in thinking, making choices, developing the best in each individual. Training in cooperation should replace competition. Democracy demands changes in schools to head off dictatorship threats.

Toward a New Design in Education, Grove Hambidge. Harpers, October, 1938.

Results of a Carnegie survey in Pennsylvania with 55,000 college and high school students show great need for recasting education. The writer condemns present scheme of units and credits. He suggests the futility of most college education. He proposes a new design of the total college offering from which pupils will outline a program with faculty guidance to accomplish a chosen individual goal. Class attendance, time limits, and credits should be abolished.


A business man sees many things in the schools out of line with the needs of youth. Vocation must loom larger as jobs are harder to get. More emphasis should be placed upon points which contemplate early marriage and use of time and money for recreation. The schools can do much about the matter of citizenship. The matter of cultural education is so important that vocation and other necessary things should be learned in a general type school rather than strictly vocational.


This well-known humorist seems to be serious in his contention that education takes so long it
uses up valuable years of life. It delays marriage and settling down—and what seems even more important—tends to become an end in itself, taking away the urge for creative work. The cost seems too great a sacrifice by parents and the time too long a wait for youngsters. Curricula are too extensive, courses are too padded, and many come out of school unprepared because they covered too much ground in an indifferent way.


A prominent superintendent of schools speaks for people in their relations to the community. He says teachers should mix freely with other people, take part in community life, and seek vital contacts in daily living. He admits that social relaxation and proper contacts are not easily solved, especially for the large number of unmarried women, but thinks patrons are ready to accept teachers as being people and living their own lives. Teachers must be understanding, tactful, tolerant, patient but should always give unbiased views so as to cause pupils to think.


Even if it were possible for a student to work out the $600 or so needed for a year in college, it is not advisable, the author thinks after trying it. Irregular hours and loss of time from college work are serious matters that prevent real education. Loss of social contacts and lack of recreation are likely to produce attitudes of envy, tendencies to be antisocial, or a flair for radicalism. The author thinks the tradition of self-help a delusion and that students who receive moral and financial support from parents are most fortunate.


Two authors debate whether radio harms children with arguments as follows: Yes! Programs contain too many nerve-racking accounts of robberies, murders, and other unwholesome matters. Elements of exaggeration and distortion give untrue pictures of life. Loss of time from reading and play is serious. No! Programs are a balance of good and bad, more wholesome than otherwise. Parents condemn because they are bored and do not understand children's interests. Programs are censored and result in much understanding and appreciation.


A teacher thinks aloud and anonymously about her place in life as thirty and unmarried. She feels teachers are competent people who live circumscribed lives and receive no more than a share-cropper's return of a bare existence without social benefits. She thinks so few teachers marry because they lack social contacts and because the prohibition against married teachers forces them to give up what they have spent a lifetime getting ready to do. This is a strong protest against the difficulties that hem in young women who teach.


The author commends the rapid improvement of educational broadcasting, especially programs of music, drama, science, and comment on current happenings. She predicts great improvement in appreciation and taste for good music as a result. School problems are discussed in a more significant manner and more broadcasts appear for teachers. Other features commented upon favorably are health and practical psychology talks, developments in industry, and suggestions that stimulate reading. Many valuable printed materials are offered in connection with programs broadcast.


Contrary to the former conception of professors as old fogies, bookworms, or theorists in a practical world, most college teachers are now just average people as varied and individual as any other group. Most of them are sincerely interested in their work and are refreshed with the constant contact with youth. They must trust in their own integrity and intelligence, since they are so little opposed or contradicted. Their greatest problem is to ward off the tendency to dogmatism.


This is a humorous account of the antics of youngsters who manage their elders and assert their growing characteristics at the adolescent period. An undercurrent of suggestion appears
that parents should fall in with their maturing offspring, not take the outcroppings of abnormal conduct too seriously, realize that things are greatly changed in these modern times. Teachers should learn that boisterous, noisy, restless youth are passing through a necessary stage of growth. Sense of humor and patience are recommended for smoother going.

Cubberley's Gift, in Educational Comment, Time, November 21, 1938.

Dr. Elwood P. Cubberley, emeritus dean of Stanford University, has produced a shelf of three dozen textbooks and turned out 2500 graduates as his contribution to education during his long tenure. His latest gift is a $335,000 school of education building at Stanford, planned by himself as amateur architect, for which ground was broken recently. At seventy Dr. Cubberly retires to his campus home next to Herbert Hoover to live on salary savings and retirement allowance, but turns over all his royalties, many times multiplied through shrewd investment, to be a permanent part of his college. This is a success story with a wallop.


Reading as a habit provides a fine basis for a child's living and learning, as well as a rich background through life. The answer to the avoidance of trashy reading in later life is contact with good books at early age. Dr. Bundesen quotes authorities to prove that children from homes with good books and magazines show superior intelligence at school. As a health authority the author recommends reading aloud and telling stories to children at home for normal living and mental stability.


Author sketches President Hutchins and his ideas at work at Chicago. Quotes him to the effect that college students are there to read, discuss, understand, and most of all to think for themselves. Says arts of reading, writing, and reckoning are still important, and that much that is valuable in education comes from great books of long ago. A review of the striking accomplishments of Dr. Hutchins as the youngest president of a great university, together with his reliance upon the classics, suggests the title of the article.

Arranged by Paul Hounchell, Assisted by 43 students in Education 331.

THE STATEMENT, "It is trifles that make children happy or unhappy," has proved to be true in the fourth grade at the Main Street School.

Early in September a child brought to the room a small desert cactus. This called for elementary research on the part of the group. While looking for this information, one child ran across a picture of a horned toad. The interest in the cactus having been satisfied, the toad drew attention. It was found that horned toads live in Texas. One child remembered that Miss Ratliff, a member of the Main Street School staff on leave of absence, is going to school in that same state. So all children were delighted to write, to the best of their abilities, newsy letters asking for a real live horned toad.

Martha wrote:

I hope you had a nice time on your trip home. Is the Texas climate hotter or colder than up here? We are having new bulletin boards put up in our room. We are going on a field trip September 29th. We are taking up nature study and wish you would send us a horned toad. I am getting along fine in school. I wish you could have stayed until I was in your room. I am in the fourth grade now.

On October the twentieth the replies were received. Miss Ratliff had been most generous. She wrote one letter to the group as a whole and to each child was sent a picture postcard of some scene around Texas with a note of explanation on the back.

Jack read the letter aloud to the group:

Dear Boys and Girls:

What a nice surprise to get so many letters at once. I surely enjoyed them and am sorry that I can't answer each one separately. I'm writing all of you so that I may answer your questions and shall send each of you a postcard.

And to think that you want a horned toad! I'm sorry that I can't send him now. Will some time later be as good a time? I'm sure that I can catch one when I go home, but I'm afraid that I'll be unable to get one here. Just remember that if I get a chance to get one I'll send it to you.
Some asked about my trip to Texas. It was through lovely country, over good roads, and nice except for one thing. Miss Thompson came with me to Nashville, Tennessee. After she got out I drove for about four blocks and stopped for a red light on a street car track. My car went dead and would not start. Can you imagine how helpless I felt sitting there and not able to do a thing? The street car motorman got out and called a Negro from the sidewalk to help him and they pushed the car to the curb. I was then able to get it fixed and come on. You may guess that I didn't enjoy any such experience.

You can see from the postcards that Texas is very much like Virginia. We do have less rain and a warmer climate. It rained hard the night that I got to the state and I haven't seen another good rain since. We are still going without coats, even at night.

Yes, I'm having a good time. I'm going to school and I suspect that I'm studying more than any one of you. What do you think?

Yes, I'm planning to be back in Harrisonburg when you get to the sixth grade and shall expect to have at least some of you in my room. Maybe it's because I'm expecting to teach you, but anyway I especially noticed what nice letters you wrote. Of course you will do an even better job in two more years.

I'm always glad when we get something new at Main Street School. I know the halls look better and I hope they don't get a lot of dirty marks on them to spoil them. Enjoy all the new things enough for me, too, please.

Sincerely yours,

LAVADA RATLIFF

Each child read his own card silently first, and then shared it with the group. One post card showed a picture of a horned toad smoking a cigarette with the following message on the back, "This is the nearest that I can come to sending a horned toad now." Another showed the nine-mile bridge at Fort Worth with the following message on the back, "Isn't this a pretty scene as well as a good bridge?"

On the back of a card showing the huge stadium of the University of Texas was: "Wouldn't you like to see a game here? It's fine if your team wins, but mine didn't."

The children were happy to write letters thanking Miss Ratliff for the letter and post cards. Bill expressed his thanks as follows:

Thank you a lot for sending us the post cards. I think the horned toad is right small to be smoking. We would like to have a horned toad any time you can get it.

The buildings in Texas are larger than the ones in Harrisonburg. If you go to another baseball game I hope your team will win. I think if you would go on the nine-mile bridge you would feel dizzy.

Jacqueline Dovel brought a big white rabbit to school and we enjoyed it very much and wish you could see it. Its name is the Flemish Giant.

Our pictures didn't turn out so good when we went on the field trip, but we are sending you the best one.

I hope you will and are having a good time. I guess that is all I will say.

Both children and teacher await with pleasure the horned toad they know will come. Until then they simmer in happiness with the spontaneous learning all got through a few trifles.

JANE ELIASON

HOW DO WE GET CHARACTER?

CHARACTER is not made by one person for another like a garment fitted and sewed. It is wrought out in the processes of growth and learning by every individual for himself. It is the sum total of all his attitudes and habits. His way of behaving at any given moment affords an index to it—the quality or qualities revealed. We cannot bestow character on our children in the home and the school—they must acquire it for themselves. Grown-ups have tried to preach children into virtuous lives or to spank them into being good; but these methods have defeated too often the ends for which they were designed. The child himself with what guidance we can humbly offer must find for himself "the way, the truth and the light,"—he must discover, as he goes along, the art of living.

There has been much discussion and many studies in the last few years to answer the question as to what to do and what not to do in the way of guidance for character development, and although more problems have been unearthed than have been solved, there are a few simple suggestions that may be given, a few rules of the road that are of great importance.

Modern hygiene and the pediatrician have stressed the importance of regularity and system in the life of the infant and small
child. They have pointed out the value of definite times for feeding, sleep, elimination, bathing and play; and the physical and mental well-being of the young child has greatly profited through their teaching. We do have “bigger and better” babies, and to the extent that careful regulation of time continues throughout childhood and youth, we have finer specimens of manhood and womanhood. Another contribution of the pediatrician and the nutritionist is concerning the necessity of pure food, a selection of all the essential food elements, the careful preparation and serving of food to build strong bodies and to secure better emotional and intellectual development.

The present emphasis upon housing has brought to our attention the need of wholesome environment from a new angle. All the specialists interested in the care of the young child have pointed out the desirability of a clean, sanitary environment with good lighting and heating, with furnishing and equipment of a size and character contributing to independent living and happy activity. Regularity in taking care of the functions of the body, the right food and good housing do provide the foundation in a healthy body and mentality for the acquiring of all other habits and attitudes, and are the first essentials, therefore, in developing character.

Purposeful activity is the keynote of modern education and there is no goal of development in which it is more essential than for character forming. In purposeful activity a child learns to be physically independent, to be useful, to think for himself, to solve problems, to complete what he undertakes, to be accurate and dependable, provided, of course, that wise guidance is supplied when needed. When the activity is engaged in for social ends or in working with his fellows, he may acquire techniques of cooperation, sharing, helpfulness to others, fairness and generosity in taking turns and carrying responsibility. He may learn to appreciate his own abilities and those of others, to be grateful, to be truthful, and to be honest.

Activity which has a purpose for the child will unavoidably often be creative in character. To find the gifts with which nature has endowed him, and to develop those talents through self-expression, a certain amount of freedom is necessary as well as the tools and skills to make progress possible. Such development often changes a child’s total behavior and, as if by a fairy wand, gives his life motive and joy, as when a child finds the musical instrument adapted to his use or discovers that he can make pictures with a brush and paint.

In guiding behavior, the grown-up should not be “too lax or too strict.” It is necessary to require obedience in some situations promptly and without question, as in the case of fire or a sudden emergency in crossing the street; but these occasions should be few and the child should have some signal to which he gives instant attention so that he will be prepared in advance for such occasions. In general the opportunity to choose one of two or three enterprises or outlets for energy at a given time should be accorded every child for the best interests of the developing character. Such choice and the bearing of resulting consequences is one of the best ways to secure discrimination and good judgment on the part of a growing child and sportsmanship in facing and accepting such disappointments, deprivations, and temporary failures as may come to him.

For all children a certain amount of responsibility for the group of which they are a part, is advisable whether that group be the family, the class in school or Sunday school, the neighborhood crowd, or the Boy Scout troop. The principle of child participation in making the regulations, in planning the activities and enterprises, and in actually carrying a fair share of the working load, can be safely applied in every group to which a child belongs. Such experience together with some opportunity to
lead is an invaluable aid in becoming responsible, dependable, and alert to the needs of a situation—in short, a good citizen.

Grown-ups can help children acquire character by remembering that one act does not condemn a child, that he may rise from temporary defeat a stronger individual, that he may learn by his mistakes. Confidence in the child, and again confidence, and yet more confidence is needed for successful guidance in this most difficult art. No sitting-in-judgment and no laying-out-the culprit should be permitted. Admission of mistakes—yes; pointing out needs—certainly; but no condemnation. "I may do the wrong things," said a child of three, "but I'm the right girl." And so are they all, the right girls and boys.

**Edna Dean Baker**

**IS RADIO DRAMA SIGNIFICANT?**

WHAT significance has radio drama in our culture? The program in dramatic form ranks second in frequency of those broadcast by American radio stations, music, popular and serious, ranking first. The popularity of soap serials and theater hours indicates the widespread appeal of this form as entertainment. Indeed both educational and commercial broadcasters have accepted wholeheartedly the notion that ideas and sales messages can be conveyed best when cast in play form. What attitude is the discriminating listener to take toward this type of program? Is he to deplore this as a pandering to the debased taste of the mass public?

Of course, all programs in dramatic form cannot be lumped together for praise or blame. They vary tremendously from one to another in form itself. Some, for example, are serials which follow a stereotyped pattern. They begin each episode by extricating the characters from a crisis set up in the previous program and carry them steadily onward to another crisis at the end of the episode. To the listener who follows breathlessly from day to day, life appears to be a precarious existence amidst a succession of horrible incidents. On the other hand, another series consists of individual plays adapted for radio, each following more or less the accepted conventions of drama. The continuity from one program to another is provided by the master of ceremonies, who introduces the guest stars and works in a testimonial for the advertised product.

Again, programs are vastly different in the significance of their content. One drama may plunge the listener into a harrowing world of make-believe, taking him as far as possible from the realities of his everyday existence. Another may make him aware of the poverty in the next block and its significance to the welfare of his community. The content may promote escape, or it may develop a heightened sensitivity to social, economic, and political problems.

The purposes for which radio dramas are broadcast also differ greatly from one program to another. An educational broadcaster, intent on "getting over" to school children important information, may put these facts into conversational form, believing that thus the facts will be better remembered. Another may be more concerned with the shaping of attitudes and utilize drama because in its semblance of reality it catches up its listeners so that they respond emotionally as well as intellectually. An advertiser may be concerned only that he hold his listeners steadily from day to day so that his sales messages may be heard. The most fantastic melodrama may be utilized like a drug, so that the listeners will be unable to "leave it alone." Another merchant may take a long-time view and seek, over a period of several years, to build good will for his product by presenting high-type dramatic entertainment in the be-
lief that discriminating listeners to such programs can be developed and that their number can be increased.

No, radio drama cannot be condemned because it has been exploited, nor should it be lauded on the basis of the small minority of programs of high quality. Instead, the discriminating listener will be specific in his criticism and in his praise. But he will do more than that. He will seek, also, to obtain more dramatic programs which in content, form, and purpose have social and artistic significance, and will lend his efforts to enlarging the number of discriminating listeners. It is particularly important that this group become vocal now. Broadcasters are experimenting with dramatic programs written for the critical minority. The response to such efforts will determine pretty largely which way the broadcasters will go.

Advertisers and broadcasters are convinced that there is a large and appreciative audience for mediocrity as represented by the host of fifteen-minute serials. The public reaction to superior programs is not so clear. The commercial dramatic hours, such as Cavalcade of America and the Lux Radio Theater, do have a large following which is held pretty steadily from week to week. The more experimental series, however, such as the Columbia Workshop and the Mercury Theater, have not as yet built up large mass audiences. One reason for this is that the individual broadcasting stations cannot be depended upon to carry these programs consistently. It is almost impossible this year to receive the Columbia Workshop in Columbus. The local station does not carry it nor does the Columbia station in Detroit. Broadcasters do not yet appear to believe that such programs are important enough to their listeners to warrant carrying them when to do so would involve either the shift of a local commercial program or the possibility of losing it altogether.

Another reason for the lack of large mass audiences is that these programs are not highly advertised and many listeners are not aware that they are on the air. Probably the publicity given to the Mercury Theater as a result of the presentation of "The War of the Worlds" will increase the audience for that series very materially, in spite of the fact that it is scheduled at the same time as the most popular program on the air.

It is important, then, to tell your friends about significant programs which you have discovered. Steady, dependable audiences are built up by just such personal testimony. In addition, write letters of appreciation and criticism to the broadcasters, particularly when the programs are sustaining rather than commercial. The advertisers gauge public response by mail, by sales, and by impartial telephone and interview surveys. They can arrange contests and special offers to encourage listener reaction. The sustaining program, however, usually offers no such bait, and letters from listeners are given real consideration. Let the broadcasters know that their significant programs are being heard and appreciated.

There is another very real threat to the increase of programs of educational and cultural value. This threat is due to the sensitivity of broadcasters to criticism. Organized pressure groups can exert a telling influence unless they are counteracted by other pressures. The threat is to programs involving controversy and those dealing with material of social significance. When a program deals with housing in a realistic manner, there are apt to be criticisms from certain business groups interested in maintaining the status quo. Rather than offend such groups, the broadcaster is likely to delete such programs in the future. If criticism comes when a program deals with poverty, or war, or race relations, or labor, or any of the other significant and important controversial issues, then such a program is not likely to be broadcast again. The danger is that American radio drama may become perfect in form and sterile in content.

This is a real danger. Whatever may be
said about the public reaction and the mass hysteria caused by Orson Welles' presentation of "The War of the Worlds," it would be a tragedy if there resulted a ban upon the presentation of any social commentary in the series. If the Columbia Workshop should abandon all plays dealing with fascism, or war, or economic inequalities, and content itself with experimentation in sound effects and dramatic form relating to innocuous material, then the subsequent loss to American radio would be a major one.

If radio stations supported by universities were not to be permitted to present dramatic programs dealing with festering social problems, for fear of inciting criticism of the university from powerful pressure groups, the situation would be black indeed. If school broadcasts presented by educational groups were to be prevented from dealing with controversial issues because such broadcasts might bring reactions from influential minorities, then leadership in school broadcasting would assuredly be at a low ebb. But these things will happen unless discriminating listeners with real concern for the development of significant programs become vocal in their support of such programs. They must counter pressure with pressure, insisting that if education and culture mean anything at all, they are concerned with content as well as with form. They must make clear to educators, to broadcasters, to parents, and to high-school boys and girls, that the contemporary world is equally as important as the past and deserves just as skilled and effective a presentation.

Those who constantly harp on the merits of the "American system of broadcasting" should realize that the strongest element in this "system" has been its relative freedom in dealing with controversial material and with content of social significance. Unless radio drama is to become separated from life as a museum piece, it, too, must be vitally concerned with the contemporary scene. And because drama is an effective educational technique we must boldly declare our conviction that it shall be used in the treatment of all the important concerns of human living, regardless of those who would emasculate it. Potentially, radio drama has immense significance; let the discriminating listener help it to realize its possibilities.

I. Keith Tyler

A UNIVERSITY DEAN ON THE MEETING OF MINDS

Important questions of educational policy, which are properly the scholars' care, can not be satisfactorily settled without a meeting of minds. It takes time for minds to meet—even quick minds, which all are not. There are dangers in any choice between the scholar's right to be let alone and the University's right to ask his aid in matters administrative. I have sought to steer a median course. I have avoided and abbreviated committee meetings whenever that seemed possible. I feel confident, however, that nothing has been done without the agreeable understanding of those concerned and that no one has been deprived of the opportunity to say his say and to have it considered with respect. Unlike legislative assemblies, a democracy of scholars does not draw the breath of its life from an invitation, not to say a compulsion, to palaver, however human it may be to indulge this weakness whenever and wherever men gather.

Jobless teachers have been employed by W. P. A. and have taught more than a million adult Americans to read and write the English language, among other phases of the educational program.

When anyone has offended me I try to raise my soul so high that the offense cannot reach it.—Descartes.
THE TEACHER'S JOE MILLER

'TWAS THE DAY AFTER NEW YEAR

The teacher said to her class: "Words ending in 'ous' mean 'full of,' as joyous means full of joy and vigorous means full of vigor. Now give me an example of such a word."

Tommy raised his hand and said, "Pious."

Football Coach: "And remember that football develops individuality, initiative, and leadership. Now get out on that field and do exactly as I tell you."

Teacher: "Why did you spell pneumatic 'neumatic'?"

Pupil: "The 'k' on my typewriter isn't working."

KITCHEN AIDS

Tours for teachers are going to Sweden this summer, because that is where matches are made.

NO TIME FOR FRENCH

Crawford: "So you can't understand why your boy in college flunked in all the foreign languages?"

Crabshaw: "No; it's a mystery to me. He picked up all the college yells in no time."

POSITION IMPORTANT

Teacher: "What is half of eight, John?"

John: Which way, teacher?

Teacher: What do you mean, which way?

John: "On top or sideways?"

Teacher (bewildered): "What difference does it make?"

John: "Well, the top half of eight is zero, but half of eight sideways is three."

"And what was the principal course at Barber's College?"

"Public Speaking."

Teacher: "When was Rome built?"

Percy: "At night."

Teacher: "Who told you that?"

Percy: "You did. You said Rome wasn't built in a day."

PHILANTHROPIST

A well-known speaker lectured to the members of a literary society, and at the end of his address the secretary approached him with a check. This he politely refused, saying that it might be devoted to some charitable purpose.

"Would you mind," asked the secretary, "if we add it to our special fund?"

"Not at all," said the speaker. "What is the special fund for?"

"To enable us to get better lecturers next year."

THAT GOLFER

Two men had just finished an interesting round of golf, and as they were leaving for home one asked:

"How about playing again tomorrow?"

"Well," answered his friend, "I was supposed to get married, but I guess I can put it off another day."

Employer: "My boy, I started out of college on the theory that the world had an opening for me."

Office Boy: "And you found it, sir?"

Employer: "I did. In fact, I'm in the hole right now."

Little Doreen had just received a new doll from her aunt. "And what are you going to name her?" the aunt asked.

"Sirshe," said the child.

"Sirshe?" said auntie. "I've never heard that name before."

Little Doreen looked aghast. "Don't you remember that song you taught me—"Where are you going, my pretty maid? I'm going a-milking, Sirshe said?""
EDUCATIONAL COMMENT

WHAT THEY SAY ABOUT EDUCATION

Significant lines from addresses and articles by educators during the last few weeks:

President Robert Hutchins of the University of Chicago: "The purpose of education is not to settle your minds or fill you with unnecessary information or righteous dogma, or reform you, amuse you, teach you a trade, or give you social prestige. You come to college to learn to think—think straight if possible, but to think, always for yourselves—to learn to read, discuss, and understand—and to do this the old disciplines are needed—grammar, rhetoric, logic, and mathematics—but don't let that scare you—for these are only the arts of reading, writing, and reckoning."

Dean John A. Chase, Jr., of the University of South Carolina: "Requests for physical improvements, as important and urgent and worthy as they may be, cannot approach the necessity that exists for a very special consideration of the welfare of our faculty and students."

President Henry A. MacCracken of Vassar College: "I deplore the low level of legal ethics today. Legal ethics have fallen from their high stage. This has become not only the land of the grafter, but the land of quackery in medicine. How can we explain it except by the secularization of our training, which has taken away our ideals?"

Dr. John Erskine: All subjects should be taught in the same way as athletics, and the system of giving grades in school subjects should be abolished since, as in athletics, it is only the results that count.

Dr. John W. Studebaker, U. S. Commissioner of Education: "Educators today are challenged as never before to deal realistically with this iniquitous blood theory which poisons the springs of civilization. The answer to barbarism has always been enlightenment. And this is still the answer."

Dr. Luther H. Gulick: "America cannot be governed satisfactorily or administered industrially in the days that lie ahead, on the basis of the kind of schooling 80 per cent of the boys and girls now receive."

DEFINITION OF AMERICAN DEMOCRACY

Not published in newspapers, but heard by millions over the radio, was the eloquent definition of democracy given by President Frank R. Graham in his citation of President Roosevelt for the degree of doctor of laws at the University of North Carolina on December 5.

The definition: "The America for which you gallantly speak, inclusive of factions and parties, stands for the freedom of open and wide discussion of all issues and a fair hearing to all sides; for the ways of peace and democracy rather than of war and dictatorship; for a new hope to youth and a more equal educational opportunity to all the children in all the states; for the right to honest work whether in private industry or on public works; for humane nationwide minimum standards of hours, wages, and
conditions of fair competition in justice to workers and business men; for money as the medium of exchange rather than as master of labor and enterprise; for the saving of our soils, minerals, forests, and water-power; for the security of banks, farms, industries, and homes; for farmers as equal partners in our economic society; for the advancement of American democracy by more equality of bargaining power through the organization of workers, the cooperation of farmers, and information of consumers; for social security against old age, unemployment, sickness, and the hazards of modern society; for intelligent production as a way of abundance and decent consumption as a way of life; and for a more abundant distribution of the good life for more people in the eternal adventure toward the kingdom of God.”

THE READING TABLE
WITH THE EARMARKS OF A CLASSIC

For his Flowering of New England: A Literary History, 1815-1865, Van Wyck Brooks has just been awarded the gold medal of the Limited Editions Club periodically conferred on “the American author of that book, published in the three years previous to the making of the award, which is considered most nearly to attain the stature of a classic.” This volume also received the Pulitzer award for history in 1937. This is the second award of the Club, the first going to Donald Culross Peattie in 1935 for his Almanac for Moderns.


The report criticizes the Smith-Hughes and George-Deen Acts, under which federal aid for vocational education is now provided, as hampering proper development of training for jobs in the schools of the country by discouraging local initiative and experiment.

“On the basis of the study now published and information received directly through other inquiries,” says Dr. Reeves, chairman of the Advisory Committee, “the Committee reached the definite conclusion that many of the provisions of the Smith-Hughes Act are unnecessarily restrictive and in some cases obsolete. That Act was adopted in 1917 and should now be reconsidered for amendment. So far as possible, control over the program should be decentralized to the states.”

The number of students in federally aided vocational education classes increased from 164,183 in 1918 to 1,344,644 in 1937, according to the report, and the number of students in full time day classes increased in the same period from 42,485 to 591,131. Nevertheless, the report states that the number of students reached is much smaller than the number that should be receiving vocational education.

For further development of the program, Dr. Russell recommends that it should be tied in with a wider plan of federal aid for all public elementary and secondary education, as recommended in the report of the Advisory Committee on Education to the President last spring. Dr. Russell writes, “Vocational education and general education are inseparable and not clearly distinguishable in a soundly conceived program.”

The amount of federal funds provided for vocational education is $21,776,000 for the current fiscal year. The allocation of funds for use in Virginia amounts to $483,000.


In 1915 Professor Winans, then at Cornell University, wrote the master textbook in speech, called Public Speaking; in 1924, then at Dartmouth, he revised it. No other
book in Public Speaking has ever been so popular or so widely used. Mr. Winans had charmingly said the definitive word about the still little understood conversational quality in speaking. With his textbook had come a completely new concept of Public Speaking, one that at a blow outmoded the old books on formal oratory. In nearly twenty-five years, however, the textual allusions and illustrations became less forceful and applicable than they once were, though the principles of extemporaneous, conversational speaking remain the same. The new revision, actually a complete rewriting of the original text, now called Speech-Making, has been eagerly awaited by teachers of speech all over the country. It is still the perfect text for courses in Public Speaking.

The best of the old material has been retained, now arranged in better order than it was in the earlier book. The stress is still on gathering and organizing material rather than on formal techniques in speaking. The eighteen chapters of the old book have been increased by four (and some have been changed), including an excellent chapter on voice and speech by C. K. Thomas, of Cornell University. There is still much on the psychology of audience and speaker attention and interest, but a little less apparent dependence on the naturalistic system of Edward Titchener. Professor Winans's style is lucid and relaxed. He writes as he teaches others to speak, conversationally. Many of his illustrations and quotations are new and always vividly apt. That so scholarly and delightful a text is available for courses in speech is an honor to the youngest of academic departments.

ARGUS TRESIDDER

Careful attention to one thing often proves superior to genius and art.—Cicero.

We can cut down on almost anything without permanent injury—except sleep.

NEWS OF THE COLLEGE

Rev. Dr. J. J. Rives, pastor of Centenary Methodist Church, Richmond, was guest speaker at the formal convocation exercises for the winter quarter, held on January 4.

Dr. Rives prefaced his remarks by saying that the customary New Year's greetings suggest doubt and uncertainty. "But," he said, "life is fundamentally certain, secure and predictable. Life is a matter of supreme law.

"There is within man an intellectual imperative which drives him out to seek the truth," continued the speaker, "a moral imperative which leads to a quest for goodness,—an aesthetic imperative which causes him to seek beauty.

"We must align ourselves with the great fundamental truths of life if we would live radiantly and abundantly. The ultimate reality of life is spiritual truth," concluded Dr. Rives.

The Madison College Glee Club will represent the state of Virginia at the National Federation of Music Clubs' Convention in Baltimore, Maryland, next May. The club was designated for this honor by a committee composed of members of the State Federated Clubs in the student division. They will participate in the Student Day Program. While in Baltimore, under the direction of Miss Edna T. Shaeffer, head of the music department of the college, the club plans to give a program consisting of seven numbers, several of which the club will introduce to the public for the first time.

As a climax to the convention in Baltimore, the Glee Club has been asked to sing in the mass chorus there under the direction of Dr. John Warren Erb, nationally famous director who will accompany the entire chorus to New York City where they will sing at the World's Fair.

With the announcement of Charlotte Beville, Petersburg, as captain of the 1939 varsity hockey squad, the annual hockey
season was brought to an end at a picnic supper given January 14 at the college camp.

Those girls receiving varsity emblems are Martha Fitzgerald, Crewe, retiring captain; Billie Powell, Hopewell; Faye Quick, Staunton; Frances Wright, Goodview; Eloise Lumsden, Clifton Forge; Janet Wimer, Crabbottom; Anna Jane Pence, Arlington; Nina Sproul, Middlebrook; Jane VanLandingham, Petersburg, school sports leader; Charlotte Beville, Petersburg; Yvette Kohn, Brooklyn, N. Y.; Marjorie Pitts, Smoots; Blanche Lazenby, Bluefield, W. Va.; Jane Pridham, Glen Burnie.

Miss Helen Marbut, coach, awarded the emblems and toasted the players receiving them.

George Bernard Shaw’s “Candida” and Hendrik Ibsen’s “Ghosts” will be presented in Wilson Auditorium on February 9 by the Hedgerow Theatre Company as the fourth attraction in the college entertainment course.

Under the skilled direction of Jasper Deeter, the Hedgerow’s founder, the group traveled 17,500 miles throughout the Middle-West and South two years ago, playing in 41 cities and presenting nine plays, the largest repertoire to be carried on the road by any company in recent years.

With one hundred and thirty plays on its list and an international reputation for integrity in the theatre, Hedgerow has drawn into its company actors from all over the country who recognize the opportunities offered by a theatre which operates twelve months of the year and has a change of play in rotation nightly. This company was so named by Ann Harding. Its productions include the works of Shakespeare, Shaw, Ibsen, O’Neill and other playwrights. No other American company during the past decade has offered such a varied and comprehensive list of productions. All of their achievements may be attributed to group-work for the past fifteen years.

What is hoped to be a new incentive for constructive academic work and outside reading on campus—the new library—is progressing satisfactorily. The outside walls of the building have been completed up to the first floor where a five and one-half inch concrete floor slab has been poured. As soon as the weather permits, the stone will be set for the second floor. The erection of steps to the building has already been started.

The Harrisonburg Building and Supply Company, general contractors for the building, expect to complete the project by the middle of August. When finished the library will house 80,000 volumes; the three reading rooms in the building will seat 350 students at one time.

The $72,000 heating plant which is also being constructed on campus is completed up to the roof line and is expected to be ready for use soon. The contract for the plant is let to the Nielsen Construction Company of Harrisonburg.

Bluestone Cotillion Club announced the following new members at the beginning of the winter quarter: Kitty Dawson, Frances Drewery, Virginia Ann Switzer, Nellie Leather, Eleanor Brock, Mary Bailey, Virginia Laird Conrad, Cecil Harville, Martha McGavock, Jane Henderson, Kitty Moltz, Betty Sanford, June Mackay, Peanut Uhlin, and Libby Martin.

German Club, newly formed dance organization on campus, announced its new members at the same time. They are Kitty White, Margaret Weil, Frances Alexander, Winnie Rew, Claire Bricker, Dot Fleischer, Clara Vawter, Dot Grove, Evelyn Reade, Madelon Jesse, Fay Mitchell, Lois Burnett, and Bobby Haverty.

Kathryn Walls, first alto, and Barbara Tillson, second alto, were recently selected to become members of the College Glee Club.
Mrs. Althea Johnston, coach, held the first varsity basketball practice recently. Those making the squad are Billie Powell, Martha Fitzgerald, Faye Quick, Lorraine Fisher, Jean VanLandingham, Hazel Dunkerke, Linda Padgett, Senora Hurt, Frances Wright, Elizabeth Higginbotham, Nancy Lee, June Fravel, Virginia Woodard, Carolyn Brown, Frances Brown, Lee Schaaf, Jean Smith, Barbara Anne Carter, and Marjorie Mann.

Marguerite Bell, former varsity guard who is unable to play this quarter, will serve as business manager.

With Skeets Morris and his Auburn Cavaliers from the University of Alabama furnishing the music, the Bluestone Cotillion Club will sponsor its annual Mid-Winter dances February 4.

Morris will furnish the music for the tea dance in the afternoon as well as the card dance that night. These dances will be open to members of the senior and sophomore classes and members of the Cotillion Club.

Mildred Abbitt, Victoria, president of the club, will lead the figure with her escorts Travis Dupriest, Crewe. The rest of the members of Cotillion with their dates will complete the figure.

The German Club’s dances are scheduled for February 18 with Virginia Hull, Goshen, president of the organization, and her escort Buck Griffis, Goshen, leading the figure. An orchestra has not yet been secured for their affair.

Madison College students laid down books, pencils, and other academic paraphernalia a week before Christmas Eve. Final examinations were over and 1098 students and faculty members were free to take a holiday from classes until January 3 when they returned for the winter quarter.

Faculty members, in search of professional enlightenment as well as visits with the “home folks,” reported interesting trips.

Mrs. Althea L. Johnston, head of the Department of Health and Physical Education, sailed from Brooklyn, New York, on December 22 to visit friends in the West Indies.

Dr. Ruth L. Phillips, Professor of Biology, and Miss Myrtle L. Wilson, Associate Professor of Home Economics, took an extended automobile trip through Florida. Miss Noetzel, Miss Aiken, Miss Hoffman, and Dr. and Mrs. Pittman also spent the holidays in Florida.

Miss Walker, Supervisor of the Kindergarten, and Miss Boje visited in Ohio. Miss Turner, college dietician, traveled to her home in Quebec, New Brunswick, Canada.

Dr. Sawhill attended the conventions of the American Philological Association and the American Institute of Archeology, which convened at Brown University, Providence, Rhode Island.

Dr. Tresidder delivered an address at the convention of the National Association of Teachers of Speech at Cleveland.

Dr. Pickett, Mr. Chappelear, Dr. McConnell, Dr. Phillips, Dr. Showalter, Mr. Hanson, Dr. Weems, Dr. Gifford, Miss Anthony, and Miss Seeger attended meetings of the American Association for the Advancement of Science, in Richmond.

Miss Palmer and Miss Anthony attended a preview exhibit of contemporary Southern paintings being assembled at the Virginia Museum of Art in Richmond in preparation for the New York World’s Fair.

ALUMNAE NOTES

The Alumnae Chapter of Charleston, W. Va., held a banquet at the Kanawha Hotel, Charleston, W. Va., on December 12. Mr. Raymond C. Dingledine, professor of history in Madison College, was the guest speaker. He reports a fine meeting with
much enthusiasm and interest on the part of the alumnae. Those present were:

Mary Louise Venable Beury, '28; Eleanor B. Cook, '35; Eleanor Davis, '33; Mary Lawson DePue, '32; Mary Farley, '37; Margaret Fielder, '33; Ellen Gordon, '31; Virginia Field Hutchinson, '28; Clarinda Mason Kernect, '31; Jaqueline McCown Lowman, '19; Marjorie Morris, '33; Genevieve Smith Orr, '32; Gertrude Blake Roll, '32; Rebecca Holmes Rothgeb, '30; Sarita Byrd Seward, '33; Audrey Slaughter, '35; Alice Thompson Smith, '36; Dorothy Spencer, '32; Anne Stern, '28; Dot Murphy Thompson, '29; Kathleen Watson, '29; Martha L. Way, '37; Janice Emerick Young, '32.

MARRIAGES

Class of 1928: Cameron Phillips, of Gloucester and Charlottesville, to Mr. Hubert Douglas Bennett, of Chatham; in the Presbyterian Church, Harrisonburg, on December 30.

Mrs. Bennett taught in the Harrisonburg Public Schools after her graduation from Madison College. She received her M.S. from the University of Virginia a few years ago and has taught in the Charlottesville Schools.

Mr. Bennett is a graduate of the University of Virginia. He is trial justice of Pittsylvania County, with law offices in Chatham.

Class of 1931: Nancy Carter Lambert, of Bridgewater, to Mr. Toler Lemley McNeill, of Harrisonburg; in Emmanuel Episcopal Church, on December 26. Katherine Wilson, '30, was one of the soloists and Margaret Thompson, '31, was maid of honor.

Mrs. McNeill attended Hollins College and Intermont, before attending Madison College. Mr. McNeill attended the University of Virginia. They are making their home at Penns Grove, New Jersey.

Class of 1933: Eloise Sloan Thompson, of Crewe, to Mr. Frank Kirby Jenkins, of Silver City, North Carolina; in the Crewe Methodist Church, on December 30.

Mrs. Jenkins taught in the Amelia and Nottoway County schools. Mr. Jenkins is employed in the Public Works Administration in Washington, and they are making their home in that city.

Class of 1934: Margaret Sangster James, to Mr. James Judson Booker, Jr., of White Stone; in the White Stone Baptist Church, on December 27.

Mrs. Booker has been a member of the Wicomico High School faculty for the past four years. Mr. Booker is a graduate of the University of Richmond and is principal of the White Stone High School.

The engagement of Clarice Guthrie English of Emporia and Baltimore to George Hunnewill Quinby of Wellesley Hills, Mass., has been announced by her mother, Mrs. Charles C. Guthrie.

Mrs. English was graduated from Madison College in 1916 and has done graduate work at Johns Hopkins University. Mr. Quinby is director of dramatics and professor of English at Bowdoin College. The wedding will take place in June.

Helen Ward, '37, who has been head of the home economics department in the Chester High School for the past twenty years, has been appointed head of the State Project in school lunchrooms. Her office is in the State Office Building in Richmond.

OUR CONTRIBUTORS

JESS H. JACKSON is head of the department of English at the College of William and Mary. The paper published here was presented before the sectional meeting of English teachers at the Virginia Education Association in Richmond last Thanksgiving week.

PAUL HOUNCHELL is professor of education at Madison College and assistant director of the training school.

JANE ELIASON is a fourth-grade supervisor in the Madison College Training School.
ARTISTS AND MODELS ABROAD (Benny, J. Bennett) (Para) Rollicking farce about penniless American theatrical troupe in Paris, which rich heroine and father join because Benny mistakes girl for damsels in distress. Incredible adventures but good fun. New feature—Jack gets girl! Lavish fashion-show sequence.

(B) Very good of kind (Y) (C) Entertaining

BREAKING THE ICE (Breen, Costello, Ruggles) (RKO) Sombre Pennsylvania Memphis background of stern life lightened by Bobby's singing and efforts to earn money to free his devoted mother from unhappiness. Fine skating sequences, and Ruggles as tricky peddler, Bobby's friends, adds queer ethics, many laughs.

(B) Good of kind (Y) (C) Mostly very good

CAMPUS CONFESSIONS (Betty Grable, Hank Lusitani) (Para) Ridiculous "college" story with basketball climax. Students busy at play, eats, puppy romancing, razzing rich President who opposes athletics, and his queer son, till both become heroes! Inane, misleading but laughable travesty. Another "first of a series"!

(A) Mediocre (Y) (C) Probably amusing

CHRISTMAS CAROL (Reginald Owen, Gene Lockhart) (MGM) Fine screening of Dickens that is Dickens, done with dignity and truth in character, action, dialog and settings. Tempo slightly fast at times and one or two Hollywood "effects" are the only flaws in otherwise excellent film.

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

COWBOY AND THE LADY (Gary Cooper, Merle Oberon) (UA) Artificial social-contrast comedy. Sheltered, inhibited heiress breaks from selfish father and marries, inognoto, a enlightened cowboy. Complications end as expected. "Action" slight and character values suffer from narrow-gauge acting. Fine role by Davenport.

(A) (Y) Fairly amusing (C) Little interest

DOWN ON THE FARM (Jones Family Series) (Fox) Home burns, so family go vacationing to auntie's farm. Farcical doings, puppy love, cheap politics, crazy kidnapping, till Jones wins cornshuking contest with quite unsportsmanlike outside aid. Corn liquor figures large. Laughable stuff of doubtful taste.

(A) Hardly (Y) Perhaps (C) Doubtful

DRAMATIC SCHOOL (Rainer, Goddard, Alan Marshall) (MGM) Stage ambition drives heroine through factory-work by night, dramatic school by day, dreams and disillusion, to final triumph. Some trivial and unconvincing stuff combined with much drama of real power. Notable role by Rainer and Sondergaard.

(A) Very good of kind (Y) Prob. good (C) No

KENTUCKY (Loretta Young, Richard Greene) (Fox) Expert Technicolor film of great pictorial charm in story about fine horses and fine people. Simple, appealing romance, genuine human values and character interest. Notable role by Young as grand old Southern colonel. Authentic, colorful, suspenseful Derby race climax.

(A) (Y) Excellent (C) Probably mature


(A) Excellent (Y) Very good (C) Beyond them

NANCY DREW, DETECTIVE (Bonita Granville, Frankie Thomas, John Litel) (Warner) Engaging little thriller. Lawyer's keen, irresistible, teen age daughter, bent on being detective, runs down villains with aid of staunch boy friend. Pleasantly puzzling, without undue violence. Another "first" of rather promising "series"

(A) Good of kind (Y) (C) Rather good

SAY IT IN FRENCH (Milland, Bradna) (Para) Frothy, sophisticated comedy of complications. Hero and French bride keep marriage secret to help his family out of financial difficulties, she masquerading as maid while he pretends engagement to wealthy girl. Forced situations, some in bad taste. Ridiculous chase at end.

(A) Inane (Y) Unsuitable (C) No

SPRING MADNESS (M. O'Sullivan, L. Ayres) (MGM) Light, amusing, rather enjoyable comedy of college youth. Despite some farcical exaggerations, wholesome serious underlying romantic element. Clever dialog, smartly produced, well acted except for Burgess Meredith's overdone eccentric role.

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

STABLEMATES (Wallace Beery, Mickey Rooney) (MGM) Strong, appealing picture of low-level life with racetrack purses as sole aim. Drunken veterinarian, of crooked past, regenerated by affection of boy pal whose discarded rachorse he saves for victory. Human and convincing despite some false notes.

(A) (Y) Mostly fine of kind (C) Doubtful

THE SHINING HOUR (Crawford, Sullivan, Doug拉斯, Young) (MGM) Oldest son brings cabaret dancer wife to ultra-gorgeous "farm" home. Married brother falls in love with her. Tense situation till two wives restore status quo in startling style. Convincing triangle drama, fine in acting, dialog and character interest.

(A) Very good of kind (Y) Too mature (C) No

TRADE WINDS (Frederic March, J. Burnett) (UA) Unique, clever detective-murder-mystery with philandering hero-detective chasing love, liquor and supposed murderess-heroine around the world. High comedy by Ann Sothern as drunken secretary, and Bellamy as dumb detective. Deftly sexy throughout.

(A) Depends on taste (Y) Unwholesome (C) No

YOUNG IN HEART (Roland Young, Gaynor, Burke, Godard, Dupree, Fairbanks) (UA) Engaging, chronically crooked family of four, firmly averse to work, find sweet, rich old lady an easy mark. But her faith in their "goodness" brings convincing reform. Slow, whimsical character comedy finely done, intelligently amusing.

(A) (Y) Very good (C) If it interests
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