one, our schools served their purpose. With the advance of modern means of transportation and communication and increased production, a different type of instruction is demanded. The writer has used the Experience Unit as a means to meet this need.

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

G. B. Wynne

MOVIE APPRECIATION IN THE FOURTH GRADE

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

Whatever may have been the motive of the magazine or of the Twentieth Century-Fox Studio, the classroom teacher had definite aims in turning this glowing interest into desirable channels.

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

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

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

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

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

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

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

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

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

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

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

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

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

JANE ELIASON

THE CLOISTERED LIFE

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

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

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

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

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

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