

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 \$535,000 school of education building at Stanford, planned by himself as amateur architect, for which ground was broken recently. At seventy Dr. Cubberley 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.

What Reading Does for the Child, Dr. Herman D. Bundesen. *Ladies Home Journal*, December, 1938.

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.

Young Man in a Hurry Backwards, J. P. McAvoy. *Readers Digest*, December 1938.

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.

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INFLUENCE OF TRIFLES

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