

—Each year a world-wide network of scientific expeditions is thrown out by the Smithsonian Institution to round up new knowledge of our earth and its inhabitants. Highlights of 1938 will be broadcast in this program.

*APRIL 23—FIRST LADIES' FASHIONS—Gowns worn by Presidents' wives, daughters, sisters, and nieces—from Martha Washington's handpainted reception gown to Mrs. Coolidge's short velvet dress—illustrate the fashion of the day. Dolly Madison's stubbornness saved her yellow brocade from British soldiers. Mary Todd Lincoln wore her pansy velvet to the Ford Theatre. Mrs. Pierce's inaugural gown—black because of the death of her son—contrasts strikingly with the white wedding dress of President Buchanan's niece. Here is the life and the gay talk and the music of the White House through generations.

*APRIL 30—NEW FRONTIERS OF PHYSICS—What discovery—by Galileo about three hundred years ago—was one of the most important achievements in the history of human thought are marked the beginning of the science of physics? How has our picture of the universe changed since then? What clew—brought to this country only a few weeks ago by a notable scientist—started a feverish activity in several physical laboratories here and may result in the most important discovery in science in this generation? Listen to the answers on this program.

*Consult your daily newspaper for change of schedule to daylight saving time.

WIT AND WISDOM

Professor Joseph Wood Krutch of Columbia University: "Too many men are becoming increasingly willing to die for too many different ideas, and the worse the idea is the more eager they seem to be to die for it. In the publications of the Modern Language Association... I have never come across an idea which I, or I think

anyone else, would want to die for; and that, under the circumstances, seems to be decidedly a point in its favor... As I see it, the Modern Language Association... does not aim to do anything to anybody. Its only object is the accumulation of useless knowledge, and of useless knowledge at least one thing may be said—it never did anyone any harm."

Dr. Frederick G. Keyes, of the Massachusetts Institute of Technology: "The great state universities will be cited as examples of politically supported institutions. But does anyone suppose that they would stand at their present level, in serious activities, were it not for the example, performance, and competition of the independent universities that still serve as models?"

SUGGESTIONS FOR READING IN EDUCATION

A SUMMARY OF CURRENT MAGAZINE
ARTICLES FOR GENERAL READERS

OUR OVERPRIVILEGED CHILDREN, by Rose Y. Anderson. *Readers Digest*, February, 1939.

One of the blights upon today's normal childhood is the abundance of privileges and advantages our children are showered with. "Give more of your own time and interest to your children's affairs." They are quick to appreciate the difference between lavish gifts and your companionship. Many children get the idea at home that physical work is degrading. From earlier years they should be given regular household tasks and made to carry them through. Of course, children should have warm clothes and proper play equipment, but the most precious experience of a child's life—the opportunity to yearn for something—should not be taken from him by giving him unasked-for gifts.

HOW CHILDREN LEARN, by Helen Bolt. *Parents' Magazine*, March, 1939.

Learning is a reciprocal relationship between child and parent. This also applies to learning with one another. Successful child training results from this "two-way learning," as it is called. We live to learn and learn to live. As long as we live, so long do we learn. A need, a situation, and a relationship built up between need and objective make up learning. Learning is based upon a satisfaction of basic needs.

ARE FIREDRILLS A FARCE IN YOUR SCHOOLS? by T. Alfred Fleming. *Kiwanis Magazine*, February, 1939.

This article stresses the poor organization and inadequacy of fire drills and states that ninety percent of our schools are firetraps. In America there is an average of five fires a day in schools. The hazards and dangers of fires should be studied in schools, and students should be prepared to meet the fire emergency that sooner or later comes to every school. "A decent fire drill twice a month costs nothing and is the best device yet invented for getting children out of a 'quick burner' in time."

UNCLE SAM'S CHILDREN, by Robert M. Hutchins. *Saturday Evening Post*, January 28, 1939.

By request, President Hutchins reviews the arguments and states his position with regard to the report of the President's Advisory Committee on Education made last February. He deals especially with the arguments against federal support of education in the states, over control of education in the states through a Washington bureau, and with the time-honored principle of separation of church and state. Dr. Hutchins overcomes to his own satisfaction all the arguments against the recommendation for federal subsidy to carry on education in the states. His main argument centers around the inability of the southeastern states to support an adequate program for education and the fact that all the people in these states are Uncle Sam's children.

COLLEGE IS NO PLACE TO GET AN EDUCATION, by Albert Jay Nock. *American Mercury*, February, 1939.

Since the students of a certain college have started to voice their dissatisfaction with their professors, the author debunks all colleges for having professors who are "not men of all around culture" or of "first-rate intelligence." Ninety percent of our secondary and college pupils are not capable of education in the right sense of the word. Students will not attend college for fun and amusement when those institutions are run to accommodate only those capable of education. The writer quotes George Bernard Shaw, "Those who can, do; those who can't, teach," and agrees with Shaw that the colleges are too democratic and equalizing in effect—that education is no longer regarded as an end in itself, but as a mechanical job getter.

WHAT DO THE WOMEN OF AMERICA THINK ABOUT EDUCATION? by Henry Pringle. *Ladies Home Journal*, March, 1939.

It is the belief of American women that parents should make real sacrifices to send their children to high school and even to college. A degree of homework is wise for both elementary and high school pupils. For high school children not

planning to attend college, vocational training should be increased. Children should have instruction in music and painting. Discipline in today's school is about right. In giving employment, American women feel that too much stress is laid on a college education. If servants were given decent hours, attractive uniforms, and called "Miss," more girls would enter domestic service.

THE NEW DAY AND THE NEW EDUCATION, by James Edward Rogers. *Hygeia*, February, 1939.

A new day demands a new education. A new America demands a new progressive system of education. Change is the keyword to this age, and the human body must be able to adjust itself. The Three R's are no longer sufficient; we must think in broader terms to prepare our children to meet the coming conditions of life, to prepare our children for complete living.

FOR ALL WHO WISH TO LEARN, by Marc A. Rose. *American Legion Magazine*, February, 1939.

"For all who wish to learn" is the motto of the Denver Opportunity School. This amazing free school takes students of any race, age, or color who may study whatever they want to learn. There are no rules, grades, admission requirements, diplomas, or graduations (except in the accredited high school), but a card from this school is as good a recommendation as one can get. Its creed is a noteworthy one: "Unlimited faith in the capacity of every human being, if given a fighting chance, to become a self-sustaining, self-respecting, happy member of society."

Taken from current reading of students in Education 332, and arranged by the following as committee members:

ELAINE HARRISON
NELL LONG

NEWS OF THE COLLEGE

Dr. Theodore H. Jack, president of Randolph-Macon Woman's College, Lynchburg, was the speaker at Madison's convocation exercises on Monday, March 20, when the officers of Student Government were installed.

Marguerite Bell, Suffolk, succeeded Lafayette Carr, Galax, as president of the Student Government Association. Other officers for the coming session are Marion Killinger, vice-president; Marlin Pence, secretary-treasurer; Eleanor Shorts, recorder of points; and Marie Smith, editor-in-chief of the Handbook.