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The Ideal Teacher

In America, teaching is considered one of the greatest human employments; among those who seek it from her, she will subserve the public welfare. An already accumulated supply of wealth of knowledge comes second in the teacher's entrance examination. If the teacher is good, he must have the power to invigorate life, through learning. In short, the best teacher must have the readiness to be forgotten.

Senior Gives His Rules For Success

As a rule freshmen in most institutions seek advice from upper classmen on various questions. Recently a freshman approached me with the following question, "How can I make a success of my work at Normal?" After pondering a bit I sat down and wrote ten commandments, which I believe will help him in teaching his goal; as follows:

1. Thou shalt plan a definite study aim.
2. Thou shalt not be a chatterbox; mind thy business.
3. Thou shalt cooperate with thy teachers.
4. Thou shalt do things without being told—such as extra reading and research work.

Continued on page 4, col. 4

When the Indian Makes Music

The Glee Club was most fortunate in having as visiting artists for their annual concert Mr. Tillotson and Mr. Yves Chardon. Mr. Tillotson received his earliest education in Denver, Colorado, later came to Boston, and studied with Homer Humphrey at the New England Conservatory of Music and with Heinrich Gehardt. In 1928, he came under the influence of Dr. LeRoy B. B. Campbell at Warren, Pennsylvania and then spent the summers of 1924 and 1925 in London with Tobias Matthay.

At the age of sixteen, Mr. Tillotson played Rubenstein's D minor Concerto at the Auditorium where he was soloist with the Denver Municipal Band.

Mr. Tillotson's Boston debut in Jordan Hall was made in 1921, and since then he has given annual concerts there. In 1923 he was soloist with the Boston Symphony Orchestra in Brockton, Monteux conducting, playing the Schubert-Liszt "Wanderer Fantastic." In 1925 he appeared twice with the Boston Symphony Orchestra and was named the "Artistic Director." He is a very well known teacher.

Press Notices

The pianist is an artist of exceptional charm, who so completely submerges his own personality in that of the composer he is presenting, that each selection seems entirely different from the preceding one. His technical skill is so perfect that one thinks only of the beauty of the composition, and not of the means of producing the effect. His interpretations are never erratic or sensational, but intelligence and good taste.

YVES CHARDON

Born at Villers-sur-Marne on December 27, 1902. Yves Chardon began when six years old to study the Cello. In 1915 he was first on the list of admissions to the Paris Conservatory and in 1918, when only fifteen, he was awarded a First Prize.

Yves Chardon has had a most interesting career as a soloist. He has played under Gabriel Pierre, Gaston Poulet, and Andre Coplet. He was the artist chosen to give the first audition of Alexander Tcherepnine's "Sonata" at the Societe Nationale. He also interpreted new works composed under the "Societe des Compositeurs." He was the first to interpret the "Sonata E Minor" by Prokofiev. He is a very well known teacher.

Mr. Chardon organized the Chardon String Quartet, which by reason of its distinguished and daily practice seems full of promise. Both Mr. Chardon and Mr. Tillotson are teachers at the Longy School of Cambridge, Massachusetts.

Press Notices

Mr. Chardon has rare power over his instrument and is one of the most gifted cellists.

Have You a Cultural Background?

Dancing Class Tries New Feature

A group of students who are interested in interpretative dancing, accompanied by Miss Pope, Miss Decker, Miss Caldwell, and Miss Zimmerlin, spent a most enjoyable evening. Two students, Mr. Chardon and Mr. Tillotson, are teachers at the Longy School of Cambridge, Massachusetts.

The first quality to be considered is the ability and desire to impart knowledge as well as to acquire it. "What constitutes the teacher is the passion to make scholars," rather than to be personally a scholar. "To be able to carry himself or herself back with all his wealth of knowledge and understand how his subject should appear to the nearest mind of one glancing at it for the first time, is the business of every progressive teacher."

An already accumulated supply of wealth of knowledge comes second in the teacher's entrance examination. If the teacher is good, he must have the power to invigorate life through learning. In short, she is asked to interpret and supplement text-books. What she has to teach cannot be separated from her.

The final necessary point for the ideal teacher is to be a bit unpleasant to consider, but none less important to the teacher must have the readiness to be forgotten. "As a human being she may enjoy praise, but as a teacher she is called upon to rise above ordinary human conditions. The best teacher does not live for himself, neither does the truth he imparts."

"The Teacher works in the dark. Out of the business of every progressive teacher."

The Ideal Teacher

Vol. IV

CAMPUS COMMENT

PUBLISHED BY BRIDGEWATER NORMAL SCHOOL

No. 5

FEBRUARY, 1931

Glee Club Assisted by Noted Artists

When the Indian Makes Music

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When the Indian Makes Music

Taken from the Mentor, Sept. 1928.

Digest by Pamela Chase, C-4.

Music to the American Indian is much more than a recreation or diversion. Both important and trivial events in the life of an Indian are recorded in song. The acts of dressing, feasting, and dedication. The history of elders in song form. When difficulties arise with adjacent tribes the chief and occasion at hand.

Like instrument, and a crude flute. The number only three: the drum, a rattle.

His braves gather and sing the old battle song softly played.

To sing unless accompanied on one. The flute takes the place of a bashful lover's voice. When wooing a girl, a shy young Indian will serenade her at dawn with a love song softly played.

At night, when the business of the day is over and the important events sung by the drummer, while the others sit about listening attentively, and occasionally adding a Hurunum to the drums, but it is only on the flute. The rattles are made of stone, and, "as faculties grow by exercise, it follows that among no people the world over in music so loved and so naturally used as among the North American Indians."

"Honesty is the Best Policy"

"Thought with out action is a Disease"
The Unfinished Business of Education

What are the fallacies in our educational system? They are many and serious according to the criticisms offered by John Ewing in an article in an issue of the Red Book.

Subjects are constantly introduced to the educational system as the child grows older. Some pupils can hardly wait to leave school as soon as he has begun them. Why can't we supply him with something which will give him the desire and drive to learn? Without this conception of the world in general, instead of conceiving of himself, the narrow limits of studies as he grows up are the end of the educational ladder?

The problem is to be able to be both reflective and introspective, instead of being as creative in the earlier stages as he goes up the steps who enter into the various sports which the school sponsors under the creative as he was in the earlier stages. Leisure after three-thirty when engaged to play in an organized sport at four-thirty is very gratifying and commendable. Because of limits of studies as he goes up the steps and harmony with himself. In time he finds that he can't even live in peace and for the rest of the group. He is not adjusted to his environment.

What do we teach our students to have an intelligent love for reading in general, and how do we make them do it? If we are supposed to be accumulating daily, this bane would become a great problem. "How can we ever compete with this rush of knowledge?"

We are supposed to be gathering and saving those bits of knowledge that we made it a habit to gather and save those little bits of knowledge that are not exposed at the time, "I'm not taking that stuff." Even though coeducation has come to stay we are not yet adjusted to the conditions which it brings. Outward appearance in any case is not enough.

The thing for us to do is to face the facts squarely and try to arrive at answers. The following are recommended:

1. Do not be impressed by someone else's knowledge; get a little yourself; get something out of each lesson and hold on to it; take up a personal "elective".
2. The bane of students' lives is tests which are sprung. "How can we ever compete with this rush of knowledge?"
3. Very few of us can talk intelligently upon subjects to which we are not exposed at the time. "I'm not taking that stuff."

The desire on the part of the Normal School students to have a broad cultural background that would be "cultural" led to the decision at a recent house meeting to subscribe to the "Cosmopolitan" for the remaining months of the year.

Bridge and other games of cards are being played both below and above the stairs. This may indicate that the simple activities are not enough anymore. But the kind cooperation of the library department and we are not allowed to offer books and magazines to those who would like to have a broad cultural background to appreciate it.

Louise Borden.

FORUM
Leisure Time

Leisure time has become the topic of conversation everywhere. Business and professional people are considering continually, the wise use of leisure, the leisure question, and the leisure time crisis, caused by advanced methods of machinery and production.

The discussion of leisure time has reached Bridgewater Normal School, but in a slightly different form. Here are the students not worrying about what to do with leisure time, but are objecting because they have not enough time to work at something in which they are interested.

In a survey recently made, it was found that the majority of students claimed one hour as the maximum amount of leisure time they had. The question next arises as to what is considered leisure time. Most students certainly do not consider leisure time that time spent in attending meetings and clubs. It must be in doing something which gives pleasure to the doer.

More leisure time for some students would undoubtedly mean that much more time wasted. However some students like a little more free time in which to work at something in which they are interested. They would like to do a little more specialization, through individual research. How is this possible, when even the minimum assignment in a home lesson is barely reached at times?

There are some teachers who give their classes a bird's-eye-view of the course as they begin it, and all major assignments are made way in advance. Do not hesitate at certain times pupils are unfortunately overwhelmed with work. They do what is required, but how?

There are those pupils who always seem to have so much free time. These students either do not spend the full time they might on the work they are procrustating. A solution of this problem of leisure, would be to have the members of the faculty consider their assignments to pupils in view of the time required by the hand, the pupils should have an absolute concentration in the preparation of their studies. Perhaps then they will find that their work is more quickly accomplished more quickly. As a result, they may have more leisure time.

Dear Editor:

The friendly and co-operative spirit between the faculty and students at Bridgewater is greatly gratifying and commendable. Because if nothing pertains to both, it may be discussed freely. The students can raise any point of discussion under the direction of W. A. A. often find that there are conflicts between play and school. "Does it seem that the student who gives full leisure to school work during the school hours should be at leisure after three-thirty when engaged to play in an organized sport at four-thirty is very gratifying and commendable. Because of limits of studies as he goes up the steps and harmony with himself. In time he finds that he can't even live in peace and for the rest of the group. He is not adjusted to his environment.

Dear Editor:

If more specifically, we students of B. N. S. have not even a little knowledge, certainly not enough to cause us any harm. However rash this may sound, it, nevertheless, is the result of three years observation. I offer the following as proofs of my contention:

1. The most impervious thing that one can do in a classroom is to display any previous knowledge on the subject or portion of the subject he is discussing. The second best thing is to contribute facts not to be found in the particular textbook-assign ed for study. After either, there follows a wrinkling of foreheads, a round of despairing sighs and a general air of depression. "Oh, how can we ever compete with this rush of knowledge?"

2. The bane of students' lives is tests which are sprung. "How can we ever compete with this rush of knowledge?"

3. Very few of us can talk intelligently upon subjects to which we are not exposed at the time. "I'm not taking that stuff."

4. The desire on the part of the Normal School students to have a broad cultural background that would be "cultural" led to the decision at a recent house meeting to subscribe to the "Cosmopolitan" for the remaining months of the year.

Bridge and other games of cards are being played both below and above the stairs. This may indicate that the simple activities are not enough anymore. But the kind cooperation of the library department and we are not allowed to offer books and magazines to those who would like to have a broad cultural background to appreciate it.

Louise Borden.

Bits From Normal Hall

The desire on the part of the Normal Hall residents to have a broad cultural background that would be "cultural" led to the decision at a recent house meeting to subscribe to the "Cosmopolitan" for the remaining months of the year.
You're Just That Type

A star between the branches, a sky of wind above
You would spoil a night like this

You're Just That Type

Toasted Frankforts

Save with Safety at the REALL STORE

BLUEBIRD SHOP

With Special Care

LAWRENCE

HAIR DRESSING PARLOR

Central Square

BLUEBIRD SHOP

Greening Cards

Circulating Library

27 Central Square
The Men's Club Play
"Believe Me Xantippe"

On Friday evening the Men's Club entertained at its annual play in the Horace Mann Auditorium, a large and enthusiastic audience to witness their 1931 play, "Believe Me, Xantippe," a comedy in four acts by Frederick Ballard. The play was ably directed by Miss L. Adelaide Moffitt who is receiving many compliments on the excellent production of this activity. The leading lady was enacted by none other than the well-known man, Ralph Nelson, who interpreted the part in a superior manner. The leading man, Alfred Avery, carried his section of the cast in a like manner. Characters in the production were as follows: George MacFarland, a determined young gentleman of New York, Alfred Avery; William, his faithful valet, William Curley; Thornton Brown, a self impressed lawyer, Walter Nardelli; Arthur Sole, the last word in detectives, Franklyn White; Dol, Xantippe, sweethearts of the mountains—as well as their guardian (Deputy Sheriff) Ralph Nelson; Buck Kamman, Deputy Sheriff of the county; Clifford Johnson, Simpson Calloway, vicious villain wanted in many parts, Robert Nagele; Wrenn Wrigley, trusted jailer of the county house of detention, Leslie Pattern; Violet Carnegie, the Sweet little girl of many romances, Chester Lewis; Aunt Martha, protector of little Dolly, Ernest Cote. The Normal School Orchestra under the direction of Miss Frieda Rand contributed musical numbers during the evening program. The audience showed its appreciation of the beautiful melodies by the enthusiastic applause after each rendition of the orchestra. As a token of their appreciation to Miss Moffitt and to Miss Rand for the contribution of their services in the presentation of the play, Mr. Alvin Goodfield, the President of the Men's Club, presented a lovely bouquet of sweet peas to each at the close of the second act.

The evidence of the success of the evening entertainment is in the number of acknowledgements which the members, the cast, the coach, and the officers of the Men's Club have received from students and from townspeople. Without doubt "Believe Me, Xantippe" will blow away in the dramatic history of Bridgewater Normal as one of the most enjoyable and best presented plays of the school year.

How About Brakes?

Riding Master—"Do you want a Western saddle; you know, one with a horn?"
1. W—"No, I am not going where there is any traffic."

Flynn's Specialty Shop

35 Central Square

Dainty Undies and Pajamas of all kinds.

Richard Casey and Company

Home Made
Ice Cream and Candy — Hot and Cold Beverages
Cigarettes, Pipes, and Tobacoo — All the newest books and magazines.

Men's Club of Bridgewater Normal School

On January thirteenth the Men's Club held a very well attended go down in the Men's Room at Normal Hall. President Alvin G. Goodfield presided and after an enthusiastic business session arrangements for the speaker were made. Mr. Parker T. Pearson, Superintendent of schools of Weymouth was the guest of the club at dinner and spoke to the club later. Mr. Pearson's talk was in the form of an illustrated talk on the subject of travel. "Nine thousand miles in a Ford," was his topic which he ably discussed and illustrated in a generous manner with pictures which he had taken while on his ramblings in the Great National Parks of the far west. At the lecture Mr. Pearson joined in a round-table discussion of educational topics and questions suggested by the men. From this latter conversation the men gathered much interesting material concerning the practical side of education as a man in the field saw the problem. Refreshments were served and the meeting adjourned at a later hour than usual.

Miss Frieda Rand is Guest of the French Club

Miss Rand was the guest entertainer of the French Club at its meeting held in the music room on the evening of January 15. Her first songs were charming bergeries—typically French music, the folk songs of France. Impressively masculine, especially that of Debussy, Faure, and Ravel, was the theme of the second part of her program. She spoke of the music in the intensely interesting informal manner of the person who speaks from a deep knowledge and a deeper enthusiasm. More vivid than her talk were the songs she sang from these composers.

From Nice, "Queen of the Silver Coast," to Saint Raphael and Monte Carlo, the French Club travelled the length of the flower fragrant Riviera, when, at their meeting of February 5, Miles. Borden, Alt., and Breetfield conducted an illustrated lecture on the French Riviera.

At the same meeting Mlle. Bradford and the circle cordially welcomed its two new members, Mlle. Virginia Weston and Mlle. Rosponde Dionne.

Jane-Anne Luncheonette

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SNOw's
Friendly Store
SPORT WEAR
Odd Fellow's Building