1934

Campus Comment, November 22, 1934

Bridgewater State Teachers College

Volume 8
Number 6

Recommended Citation

This item is available as part of Virtual Commons, the open-access institutional repository of Bridgewater State University, Bridgewater, Massachusetts.
Record Attendance Features Annual Alumni Function

A record attendance of nearly two hundred alumni marked the 1934 Annual Graduate and Alumnae meeting at the college November 16-17. The Dramatic Club presentation of "Big Hearted Herbert," on Friday evening, the elementary and junior high school group demonstrations on Saturday morning, and the luncheon, soccer game, and tea-dance Saturday afternoon were the highlights of the week-end.

The innovation of a play with a mixed cast packed the auditorium to capacity on Friday evening; noted among the cast of the dramatic club members present were Garnor Hendricks, Dorothy Itton, Barbara Randlett, and Dorothy Chatton. Several of the old members expressed the view that the mixture improved the general tone of the play greatly and added remarkably to the general appreciation.

Dr. Scott Addresses Group

On Saturday morning the conferences opened with the assembly program and address by Dr. Zenas E. Scott. Dr. Scott brought to the alumni points of interest in "Teaching Situations." After this general assembly, the alumni scattered according to their interests; some to the grade-school demonstrations and conferences in the training school, others to general group, and individual classes in Boyden Hall. These classes appropriately demonstrating the work done in each, were: German, history, and the other in deep red, required approximately eighteen stuffing families. Because the audience was small, some details were left out.

Using the good drawing, the design was transferred to stencil paper. Cutting out the parts through which the color would be sprayed was the next task; this being done with a razor. As the stencil was used over and over again, a coat of shellac was put on.

Choose Period

Selecting the period for the design was to represent was the first step. The period was chosen from the Romanesque and the Italian Renaissance. After a brief survey of the art of those periods, the students made tentative drawings.

Individual Teaching Varied

Edna Royster teaches field ball to two freshman classes, finding that the skill of the majority must be greatly improved. Learning the hockey rules and practice on individual weaknesses speed up and better the game. Phyllis Ryder instructs a freshman and senior class. Her problems are much the same, so together, they form an efficient unit.

As Anne Chestna has an entirely different group that is comprised of junior high school girls who are interested in playing every Thursday afternoon. She is concerned mainly with the cultivation of that age of human beings.

New Course in German Popular with Students

The popularity of German among the students may be accounted for in several ways; reasons given for electing German are varied. Some are for a man literature or German music. The men started in the usual aggregate group that is comprised of junior and senior classes and at noon.

The University of New York organized a German course, while the freshmen receive valuable instruction in the supervision of education, took the seniors practical experience in the elementary and junior high school. The games are dramas given to the seniors practical experience in teaching presentations which will prove beneficial in their future teaching while the freshmen received valuable instruction in addition to their required course with Miss Moffet.

Junior Paces

Miss W. E. Ross, although gifted in the supervision of education, took the seniors practical experience in teaching presentations which will prove beneficial in their future teaching; while the freshmen received valuable instruction in addition to their required course with Miss Moffet.

Game Ends Season; "Jinx" Broken

That the Bridgewater soccer team could carry on throughout the season, was definitely proved at Soldiers' Field on Wednesday, November 14, in the game with Harvard Junior Varsity.

The men started in the usual aggregate group that is comprised of junior high school girls who are interested in playing every Thursday afternoon. The Harvard boys were unable to make a goal throughout the game, and the final score went on record in favor of Bridgewater, 3-0. Great was the rejoicing of the latter team to think that the old "fourth quarter jinx" was broken.

The Crimson team seemed a bit lacking in coordination, but the gameauthority, scoring twice early in the game. There followed a period in which Harvard seemed rather evenly matched, but in the fourth quarter the Teachers College team came through with another point.

The Harvard boys were unable to make a goal throughout the game, and the final score went on record in favor of Bridgewater, 3-0. Great was the rejoicing of the latter team to think that the old "fourth quarter jinx" was broken.

The Crimson team seemed a bit lacking in coordination, but the gameauthority, scoring twice early in the game. There followed a period in which Harvard seemed rather evenly matched, but in the fourth quarter the Teachers College team came through with another point.

The Harvard boys were unable to make a goal throughout the game, and the final score went on record in favor of Bridgewater, 3-0. Great was the rejoicing of the latter team to think that the old "fourth quarter jinx" was broken.

The Crimson team seemed a bit lacking in coordination, but the gameauthority, scoring twice early in the game. There followed a period in which Harvard seemed rather evenly matched, but in the fourth quarter the Teachers College team came through with another point.

The Harvard boys were unable to make a goal throughout the game, and the final score went on record in favor of Bridgewater, 3-0. Great was the rejoicing of the latter team to think that the old "fourth quarter jinx" was broken.
The Rotunda

To the Rotunda:

Our association with the individual popularly designated by the term "course cracker", and also with the person loudest in condemning him: both are to be criticized.

The wonderful attitude of those who decry the efforts of classmates to attain a respectable level of college work are a low motive. The scoffers will not or cannot reach the same level, either because of the much higher level of knowledge; or through sheer lack of mental ability; nevertheless the scoffers must be held responsible. Those capable of willing to work are sometimes deferred from useful study habits by fear of scorn.

On the other hand, the "course cracker" invites justification, not because he devotes considerable time and energy to intellectual pursuits, but because he neglects those social and athletic interests necessary to a well-developed personality. Aimless devotion, for knowledge as an end in itself, he endeavors to acquire a considerable store of information of no importance. Too often he fails to make use of his knowledge in life situations. However, it is the fact that he finds little time for social contacts and recreational activities.

George Jacobsen

Note: After a careful reading of this dissertation, I am inclined to ask: What?

Associate Editor.

EDITORIAL COMMENT

EDUCATION FOR THE FUTURE

"Education for the Future" was the subject of an address delivered by Dr. Harold G. Campbell, superintendent of schools of the city of New York, before the Plymouth County Teachers' Association on October 3.

Education for the future, stated Dr. Campbell, must be determined by child interest and ability. It must be education with a view toward the social good as well as the individual good, and educators must be correlated with the plans and interests of the federal and other agencies that are part of the structure of modern society.

Those educators have lived too much apart from life and while they have known the history of the past, we have over-looked history in the making. Education in the future must contain more than the three 'Rs'. It must include a search for discovery, the interests and potentialities of each child. Those interests and capabilities when discovered, we must do our best to develop to the fullest possible extent.

If education fifty years ago had been as broad as it is today and if educators then had integrated their knowledge of child psychology and industry and the emphasis in education had been upon character and motive, the need for the depression, the crash of 1929 and the trouble that has followed would perhaps never have occurred. It was a failure that contributed most largely to this economic collapse and it is a failure to which most of the world's ills may be attributed today.

Education for the future must be a failure, it must make clear that successful living depends upon cooperative effort by the individual as one of a group.

Education must not subscribe to the popular fallacies of the closed frontier and over-production. You and I have

Ruth P. Anderson, Associate Editor.

EDUCATION FOR THE FUTURE

"Education for the Future" was the subject of an address delivered by Dr. Harold G. Campbell, superintendent of schools of the city of New York, before the Plymouth County Teachers' Association on October 3.

Education for the future, stated Dr. Campbell, must be determined by child interest and ability. It must be education with a view toward the social good as well as the individual good, and educators must be correlated with the plans and interests of the federal and other agencies that are part of the structure of modern society.

Those educators have lived too much apart from life and while they have known the history of the past, we have over-looked history in the making. Education in the future must contain more than the three 'Rs'. It must include a search for discovery, the interests and potentialities of each child. Those interests and capabilities when discovered, we must do our best to develop to the fullest possible extent.

If education fifty years ago had been as broad as it is today and if educators then had integrated their knowledge of child psychology and industry and the emphasis in education had been upon character and motive, the need for the depression, the crash of 1929 and the trouble that has followed would perhaps never have occurred. It was a failure that contributed most largely to this economic collapse and it is a failure to which most of the world's ills may be attributed today.

Education for the future must be a failure, it must make clear that successful living depends upon cooperative effort by the individual as one of a group.

Education must not subscribe to the popular fallacies of the closed frontier and over-production. You and I have

Ruth P. Anderson, Associate Editor.

In speaking of attending Dr. Scott's inaugural address before the Teachers College, an older graduate says:

"I felt like a cat in a strange garret—or a Mrs. Rip Van Winkle—nevertheless, along with the sadness of the wonderful future for "dear old Bridge-water" I think one must include a sense of the amazing wonderful future for "dear old Bridge-water." I am teaching in Stoughton at the Kimball School, which is run on the junior high school plan. It is an absolute English and Music in grade six. Of course I took a music course last year, and plan to have some day to have a third music class this year. I really do not feel that I have gone to the same school, surrounded by teachers who are Bridge-water graduates. Dorothy Hixon has just recently been admitted to the faculty of the Kimball School. It is very gratifying to find that the college is held in such high esteem by its graduates considered the best preparer teachers.'"
Staggering Truths

Elaine Skidmore ("Pocohontas")

Gives Interview

"Pocohontas," the petite Miss Elaine Skidmore, has an effervescent spirit which, by means of her role of Pocohontas in the follow-up picture of the same name presented by Culture Fund, December 14, to the Bridgewater audience a most receptive one.

It was a pleasure playing to such a marvelous audience. The people were enthusiastic and enjoyed the performance. So many audiences exhibit no such degree of pleasure as they did today," she said.

The Like Northeners

Miss Skidmore was born in the South but attended the Rogers Hall Faculty. At the time she was attending the Leland Powers School of Expression in Boston. The fact that she was a Southerner accounted for her comment on the rather contrary situation. The audience was impressed by the play. When she was asked how she liked us Northerners, in her unflappable manner, outstretched with both hands and raising her eyebrows, she said, "This was very civilized. I was a little too incite the next question of liking: "Are you in love?", she was asked. She failed to answer this because her system had given its last chance at love.

Boston, Gotham Differ

She then continued her comment on the appreciation of plays, "Boston gives no such encouragement, equally, I should think. Equally, a play that is a success in New York is sure to be a flop in Boston and just the opposite is true. This is accounted for primarily by a difference in humor." Boston is not to be confused with reception accorded The Farmer Takes a Wife, she feels. "The Boston, a failure, is but now playing in New York and is a decided success."

"The audiences' laughs make a big difference," she commented. "Whether it is known to the students or not, their laughs changed the pace of the performance. Sometimes it quickened it and sometimes slowing it up. Their appetite of the play was great, and bed acts was quite appealing."

She referred to a time when the audience was not properly interested before a group of students and teachers at the chemistry building. "I lost the audience. Fortunately, such was not the case in Bridgewater," she remarks.

"'Pocohontas,' continued on page 4"

CONFERENCE—

(Continued from page 1)

The north room of the Training School drew the interest of many. A new formation of the Training Hall over three hundred and fifty guests, students, faculty, and students were served, during which the students, led by Grace Jacobs, welcomed the graduates, F. C. Curran, and50 others who gave appropriate songs, while the alumni, led by Elizabeth Stroudmire, responded.

Ends Tea Dance

Group activity on the part of the graduates was started by a great con- ference game between the men, in which the varsity won with a score of 1-0, the tea-dance held in the music room, from 3:30 to 6:30, where the graduates mingled and enjoyed the social activity of meeting their many new friends of the past and making new ones.

After the tea-dance the majority of the graduates gathered in the offices of Mather, with the firm resolve to return next year. But all did not go; many, by means of the unspoken word of praise, stayed in the dormitories until Sunday, the next day, thus having an added opportunity to discuss and re-discuss their adventures since leaving their former home. In spite of the fact that the seniors and underclassmen have

Mixed Cast in Play

by Dramatic Club

Well Appreciated

"Big Hearted Herbert," adopted by Smith College, Miss Anna Stevens Richardson from the Saturday Evening Post story "Chin, Chin," was presented recently in the two-hour production of L. Adelaide Moffitt, to a full house in the Horace Mann Auditorium last Friday evening, at 7:45 o'clock.

On the whole the play was well done, and the audience were shown by the moving moments as far as dialogue and acting was concerned. The stage was at times well balanced. Each character tried to portray the role he was playing with the utmost possible ability. Through their combined efforts the players brought the desired atmosphere.

The stage was decorated in a way that might be the tendency of some of the minor male characters to be a bit stilled at times. Clarence Blair as Herbert caused great bursts of laughter from the audience. His interpretation of the man seemed natural. Members of the audience, while leaving, remarked of the character, "He has a voice, a voice, and good acting."

Dorothy Gleason lived the part of Edna. When she revolved near the play's end from the gait to the enthusiasm, perking her mother to the eminence of the home, the contrast was great. Girls, numbering over two hundred, were given with clearness. Her acting was done with moderation and song with the light and rapid rounds.

Robert M. Woodward as the boy of the family found a generous response from the popular antics and sayings. Herbert Robertson, as the laundress, is to be commended for the brogue.

Miss French's F. E. R.

A newcomer in our editions with a most amusing story is Miss French's F. E. R. assignment. Miss French's F. E. R. is the easiest way to describe the relation of the sweet potato to the white potato.

The easiest way to describe the relation of the sweet potato to the white potato is by a mixed cast under the direction of Samuel French.

The play was produced by special arrangement with Samuel French.

As one alumnna aptly expressed it, "It is so encouraging to find that something we have in common is the same difficulties to meet in the real teaching situation. I had thought that my children were Restaurants and restlessly because I was not sure until I found that the situation was the same.

The characters in order of appearance are as follows: Herbert Kalness; Claire Clifton; Robert Kallness; Doris Woodward; Elizabeth Kalness; C. F. Chris; Mrs. Kalness; Mrs. Alton; Alton; Mrs. Madison; Mrs. Alton; Mrs. French; and the Post story by Mrs. French.

The play was well received with the applause it deserved. The entire cast worked together as a whole, and the play was received with enthusiasm. The characters were as follows: Herbert Kalness; Claire Clifton; Robert Kallness; Doris Woodward; Elizabeth Kalness; Chris; Mrs. Kalness; Mrs. Alton; Alton; Mrs. Madison; Mrs. Alton; Mrs. French; and the Post story by Mrs. French.

The equation: Sweet potato + white potato = good eating

The easiest way to describe the relation of the sweet potato to the white potato is by a mixed cast under the direction of Samuel French.

As one alumnna aptly expressed it, "It is so encouraging to find that something we have in common is the same difficulties to meet in the real teaching situation. I had thought that my children were Restaurants and restlessly because I was not sure until I found that the situation was the same.

The characters in order of appearance are as follows: Herbert Kalness; Claire Clifton; Robert Kallness; Doris Woodward; Elizabeth Kalness; Chris; Mrs. Kalness; Mrs. Alton; Alton; Mrs. Madison; Mrs. Alton; Mrs. French; and the Post story by Mrs. French.

The play was well received with the applause it deserved. The entire cast worked together as a whole, and the play was received with enthusiasm. The characters were as follows: Herbert Kalness; Claire Clifton; Robert Kallness; Doris Woodward; Elizabeth Kalness; Chris; Mrs. Kalness; Mrs. Alton; Alton; Mrs. Madison; Mrs. Alton; Mrs. French; and the Post story by Mrs. French.
Unanimous Approval 
Of Mixed Dramatics 
Voiced by Seniors

What do you think of a mixed cast for our dramatic productions? This is the much discussed question in our halls. To the seniors, who for three years have paraded about the stage with hair out of sight and girls laying down their wigs to run across the stage in men's trousers, girls making frantic dashes at their kosher, truly Jewish ways, it is much the same as a theatrical engagement. She considered the new plan appears as much needed change. Various leaders of the senior class, who among the most vocal on this subject, waxed most eloquent, and sang the loudest odes of praise to the pro­gressive-minded dramatic club.

Individual Opinions

The president of the student Co­operative Association, a member of Dramatic Club, said, "Since the num­ber of men attending Bridgewater has increased, it is the only fair thing to do as regards college dramatics. It is a progressive movement that should have been started a long time ago."

The secretary of the student coop­erative association said, "This new plan arouses more interest in the students than used to be evident when there were only girls in the cast. It certainly was a relief to see men tak­ing men's parts."

The president of the senior class said, "Since we have men in this school and men with dramatic ability, the only logical thing to do is to have men and women in our college dra­matics. We should make our students talent in our masculine faction."

The general opinion of the senior girls was that they were happy over the new plan. They think it a pro­gressive step that should have been started long before.

The seniors take their hats off to you, Dramatic Club! What a history — and I do enjoy eating!, she emphasized with little thought to diet.

"POCO"—

(Continued from page 3)

Of the legitimate stage she said that it was fast returning to its right­ful popularity in the world. For a time the movies overshadowed it, but the stage has certainly come into its own again, and especially in this direc­tion is the Little Theatre movement. At this point in the interview she had by 11:30 successfully hit the top of the goal posts. Captain "Mack" Knapp, "Frank" Fanning, "Ned" Denton, and "Tubber" Horton was a feature of the game. Hancok, B. T. C. reserve, played a fine game (for the alumni), "Brute" Fanning as referee, and Ned Denton, as head linesman also helped the alumni whenever the chance arose to the distaste of B. T. C. linesman. The uniformity of alumni uniforms should also be noted. The alumni colors are green and khaki; orange and black; blue and khaki; maroon and white — take your pick.

The general opinion of the senior girls was that they were happy over the new plan. They think it a progressive step that should have been started long before.

The seniors take their hats off to you, Dramatic Club! What a history — and I do enjoy eating!, she emphasized with little thought to diet.

"POCO"—

(Continued from page 3)

Of the legitimate stage she said that it was fast returning to its right­ful popularity in the world. For a time the movies overshadowed it, but the stage has certainly come into its own again, and especially in this direc­tion is the Little Theatre movement. At this point in the interview she had by 11:30 successfully hit the top of the goal posts. Captain "Mack" Knapp, "Frank" Fanning, "Ned" Denton, and "Tubber" Horton was a feature of the game. Hancok, B. T. C. reserve, played a fine game (for the alumni), "Brute" Fanning as referee, and Ned Denton, as head linesman also helped the alumni whenever the chance arose to the distaste of B. T. C. linesman. The uniformity of alumni uniforms should also be noted. The alumni colors are green and khaki; orange and black; blue and khaki; maroon and white — take your pick.

The general opinion of the senior girls was that they were happy over the new plan. They think it a progressive step that should have been started long before.

The seniors take their hats off to you, Dramatic Club! What a history — and I do enjoy eating!, she emphasized with little thought to diet.

"POCO"—

(Continued from page 3)

Of the legitimate stage she said that it was fast returning to its right­ful popularity in the world. For a time the movies overshadowed it, but the stage has certainly come into its own again, and especially in this direc­tion is the Little Theatre movement. At this point in the interview she had by 11:30 successfully hit the top of the goal posts. Captain "Mack" Knapp, "Frank" Fanning, "Ned" Denton, and "Tubber" Horton was a feature of the game. Hancok, B. T. C. reserve, played a fine game (for the alumni), "Brute" Fanning as referee, and Ned Denton, as head linesman also helped the alumni whenever the chance arose to the distaste of B. T. C. linesman. The uniformity of alumni uniforms should also be noted. The alumni colors are green and khaki; orange and black; blue and khaki; maroon and white — take your pick.

The general opinion of the senior girls was that they were happy over the new plan. They think it a progressive step that should have been started long before.

The seniors take their hats off to you, Dramatic Club! What a history — and I do enjoy eating!, she emphasized with little thought to diet.