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CAMPUS CRIER

CENTRAL WASHINGTON COLLEGE OF EDUCATION

Vol. No. 10

ELLENSBURG, WASHINGTON, THURSDAY, JULY 1, 1937

No. 34

Paul Parker Talks on Advertising at Assembly

"The Artist As An Individual" Proves To Be Interesting Topic at Tuesday Meeting

by Lois Jean Olson

Thursday morning Paul Parker spoke on "Why People Believe in Advertising" at the assembly which was opened with an organ selection by Miss Davies.

The purpose and technique of advertising has changed but little in the past two centuries. People believe in advertising because they want to. Advertising is to sell goods, but the steps to do this are somewhat roundabout. The writer of the copy doesn't pretend to make it literature, for his standards are not aesthetic in nature. A pitiable thing about this business of copy writing, the speaker said in passing, is that the man so employed long enough eventually comes to believe his own stuff. Most national advertising appearing with reading material seems so ridiculous when separated from its context. Examples of some were read by Mr. Parker which substantiated this statement.

The best kind of advertising is the kind that sells a large amount of goods.

People who buy these products are really paying for their advertising. It is so successful because the public believe whatever they see in print, forgetting to take into consideration from what source this printed material may have come.

The idea of creating a unique product is a common ruse of advertisers much resented by intelligent people. No matter how similar his product may be to many others, the copy

BALL LEAGUE GETS ORGANIZED

Three Teams Competing With the Giants in the Lead

Kitty ball has begun! Last Friday saw the beginning of the most heated battle on the campus. The Cards, the Cubs and the Giants started their crucial series which will keep each team occupied working for the championship.

Captain Hicks, believing that a good start is half the fight, started his Redbirds on the wing to set back the Baby Bruins 4 to 5 in the opener. Rolph working under the old adage that a bird in the bag is worth two in the tree, brought his Giants out to bring his feathered friends down to earth with a victory of 6 to 4.

It's too early in the season to predict any outcomes, but the teams are well-matched, and there will be many a heated battle to decide who shall be king of the ball park this summer. If you doubt the part about the heated battle, talk to any of the fellows who have umpired—even the unerring Johnny Hunter who can back his decisions with might. The hitting power looked mighty fine in the first two games, with five players topping over 500.

Covering the first two games, the "big five" stand as follows:

Name	AB	H	R	Pct.
Chiotti (Giants)	3	2	2	.666
Ozertich (Cubs)	3	2		.666
Schieler (Giants)	3	2	1	.666
Eschelman (Cubs)	3	2		.666
Melanowski (Cards)	5	3		.600

The lineup for the rest of the quarter:

Giants—Rolph, Capt., Parker, Chiotti, Heintzman, Ernst, Buesch, Waldron, Wellenbrock, Gattiker, Schlien, Ernst.

Cards—Hicks, Capt., Wiley, Melanowski, Lentz, Granville, Lind, McKay, Burnett, Hall, Roundtree, Fowler.

Cubs—Akam, Capt., Jensen, Hunter, Keeling, Taylor, Carr, Stedham, Vanderpool, Eschelman, Ozertich.

Standing of the various teams:

	W	L	Pct.
Giants	1	0	1000
Cubs	1	1	500
Cards	0	1	000

writer must prove his contains an ingredient that the rest lack. When he has so convinced his readers, he is on the way to success.

The emotional factor with a large dash of flattery is also employed in advertising. In it is created an ideal world where the human figure is used to establish intimate contact between the situation in the ad and the reader. Good advertising, continued the speaker, must not only conjure up the ideal world but must also show the magical means for access into it.

A group of conventional figures are used in all advertisements. A certain type denotes the scientist, another the successful business man, still another the mother and so on.

"Substitution of tenses" is a mechanism that is also employed as a bait. The person in the ideal world has been in the same dilemma as the reader is supposedly in at the present moment. He, however, has tried

(Continued on page 4)

SCIENTISTS TAKE TRIP SATURDAY

On Saturday, June 26, members of Mr. Beck's science classes made a field trip to the Swauk Creek area for the purpose of collecting flowers and insects and to dig fossilized leaves. The party left Ellensburg at eight o'clock, spending a larger part of the morning stopping at various spots on the highway to collect different specimens of flowers, or to capture insects, particularly butterflies. At Liberty, the group ran into a school of swallow-tail butterflies, and several unusually fine ones were caught. Picnic lunch was eaten at a spot several miles above Liberty by one of the numerous mountain streams. Several in the party feel themselves quite fortunate in having found a number of blossoms of a particularly rare type of lady slipper, and at the same location also collected an edible species of mushrooms, which were growing there in abundance.

In the afternoon, the group went farther up into the mountains, and stopped at a place several miles on the eastern side of Brown's Cabin. The hills in this vicinity are particularly rich in fossilized leaf deposits, and the party climbed up to one of these deposits near one of many gold mines. Several nice prints were obtained. Of particular interest was the cast of a stem or trunk of some plant. The cast is several inches in diameter, and about a foot and a half in length.

For a part of the group, the return trip was even more eventful than all the preceding hours. On the way home, some of the party chose to come over a rarely used, but nevertheless scenic piece of highway, and they chanced to meet a rattlesnake. The battle was a short one, and one of the students took him to add to her collection of pelts from which she hopes to make a belt and purse.

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McConnell to Go to Stanford Conference

President Will Serve As Chairman of the Forum Group

President Robert E. McConnell will lecture at Stanford University during the Stanford Education Conference which is to be held the week of July 7 to 11, inclusive. The conference will emphasize mental and physical health and curriculum development for teachers, guidance workers, curriculum workers, supervisors, administrators, and other educational specialists. The conference program will include both general sessions and forum sessions. Dr. McConnell will serve as chairman of the forum group which will discuss "The Program of the University of Minnesota General College." On Friday Morning, July 9, he will speak on "Teacher-Training Appropriate for the Modern School" at a forum meeting, and in the afternoon, Dr. McConnell will serve on the panel dealing with "The Proposed National Investigation of Teacher Education."

SCHMOE TO TALK ON SEA LIFE

Prominent Naturalist Will Speak Tuesday in the New Auditorium

Floyd W. Schmoie, director of the Marine Museum of Seattle and a member of the faculty of the University of Washington, will speak before the all-college assembly on Tuesday, July 6, on "I Live Under the Sea," and will show films illustrating sea life. Mr. Schmoie was for a time park naturalist with the National Park service. He has spoken on natural history subjects before many educational institutions and other organizations.

ATTENTION CRIER STAFF!

Meeting to be held at 4:00 p.m. Thursday in Crier Room and again Tuesday at the same place and time. All interested are invited to attend.

SOBER REFLECTIONS ON THE CURRICULUM CONFERENCE

by E. E. Samuelson

Now that the sun has returned to grace our beautiful Kittitas valley, it is to be hoped that some of our stored-up tensions generated during the recent period of unusual humidity will be dissipated in the bright sunshine. A change of atmosphere may be a most wholesome antidote for "edginess." One is tempted to allow nature to pursue its alleviating course, for perhaps enough has been said already, and every one cannot have the "last word." On the other hand, as time enables one to gain perspective on past events and to evaluate them more clearly and with less emotional bias, it often becomes desirable—even necessary—to register some sober reflections.

I refer, of course, to the recent Curriculum Conference and to the many shades of expression which were brought forth in criticism or commendation of the event. If I may, I should like to desert the role of chairman or mediator for the moment and make some observations regarding points that have been raised in the hope that some blue fog and green glare may be dispelled from the immediate foreground. Let it be frankly admitted and freely understood that

Cheney Training School Adopts Progressive Methods

E.W.C.E. Discards Conventional Grouping and Eliminates Grades, Flunking and Competition From Its Laboratory School

STUDENT BODY TO SEE SHOW

"Prince and the Pauper" to be Free to All Students Attending C.W.C.E.

Carrying on the tradition of past summers with the arrangement and presentation for our benefit and pleasure "The Prince and the Pauper" the A.S. announces that Thursday, July 1, students will be admitted to this fine picture at the Ellensburg Theatre on the presentation of their student body tickets, or if you wish you may get your theatre tickets at the student P. O. Wednesday.

Although this story is known to most of us, having read it in our more tender years, it takes on new color and dash when photographed in its proper setting with villains and heroes dashing madly across the scenes in an attempt to unravel the mystery of "Who Is the King?" The superb acting of Errol Flynn as the dashing and at times romantic Soldier of Fortune is a highlight long to be remembered as he rescues and returns the prince to his throne with the aid of his flashing rapier and biting wit.

The title roles are played by Billy and Bobby Mauch, and which one plays which is known only by them, for they mixed up the roles and had a fine time in the filming of the picture by trading roles indiscriminately. This nearly drove their director to tears for when he tried to question them so that he might cut and shoot it over they were a bit hazy as to the times they had traded, and when. However, you needn't allow this to bother you for it is impossible to tell them apart, for they are more alike than the proverbial peas in the pod.

This picture leaves one with a feeling of well being and satisfaction, knowing that the throne of England is in the best of hands, four in fact, each having been both a Prince and a Pauper and fully aware of the responsibility resting on their curly locks.

CHENEY, Wash., June 3, 1937.—The Laboratory school of the Eastern Washington College of Education is the center of much interest and speculation this summer. Methods courses are filled to capacity with teachers curious about progressive education. How many know what the school represents? Are its theories passing fads or progressive movements?

Grades have been eliminated. Grouping according to age, ability, social maturity, or other criteria has been discarded. Pupils of the sixth, seventh and eighth grades have been placed together. Various ages have different contributions to make for the benefit of all. Social experiences can best be gained by children of various period durations of schooling.

Eliminates Old-type Instruction This makes the teaching of specific grade subjects impossible. Emphasis necessarily falls on providing the child with desirable social experiences and developing his interests through making his environment as life-like as possible.

"The school is an attempt," said Mr. Fraser, "to eliminate the last formalistic link with the conventional 3-R type of instruction."

There are no failures. Thus the only incentives are offered through appeal, encouragement and individual consideration. The challenge of competition and struggle to beat one's fellows is largely eliminated.

Meets New Needs Many fail to comprehend the adequacy of such a program. Some are entirely out of sympathy with the experimental attitude of the program. True, it is new and untried. It is a venture into the unknown, but it represents the efforts of the foremost educators to meet new needs and achieve new ideals.

To those who have worked with children and grasped the full meaning of democratic education, it represents the effort of man so to adjust educational procedures that they may meet the needs of even the most lowly. Whether its goals can ever be realized remains for time to reveal.—The Cheney Journal.

PYLE TAKES LEAVE FOR STUDY NEXT YEAR

Will Return to Rochester to Continue Work on Doctor's Degree in Music Composition

Five minutes after the benediction following the commencement exercises which will close the summer quarter, Mr. Pyle hopes to be on his way east.

For some time he has been looking forward to continuing his work under Dr. Howard Hansen and Bernard Rodgers, both noted instructors of the Eastman School of Music in Rochester, N. Y. Mr. Pyle has been studying there for his Doctor's Degree in Music composition, and hopes to complete the requirements within twelve months.

The Eastman school is one of the finest of its kind in the country and is known for its high standard of work.

KAPPA PI MEETS

Kappa Pi held its first meeting June 25 in the faculty room in the New Ad Building. There were nineteen members present.

The following members were elected to offices for the summer session: Velma Bloom, president; Calla Whiteley, secretary and treasurer; Ruth Weed, social commissioner.

During the summer we are holding meetings every Tuesday at 7:00 o'clock in the faculty room.

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CAMPUS CRIER

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GIVE OUR BUILDINGS NAMES

Any student of Social Science has become acquainted with the term "cultural lag" and its application to human beings. Our campus today is suffering from a "lag" of an entirely different nature, the naming of the various buildings around the campus.

We have come to know the terms Old Ad, New Ad, Library, so well that one would almost conclude that they might be found in Webster's Dictionary. Those names, of course apply to the type of building and what phases of academic work are carried on there.

When we consider other colleges and universities in the United States, we find this same situation treated in an entirely different manner. Let us look at the University of Washington, since it is the nearest. There the buildings on the campus are given proper names — usually names taken from certain men prominent in the University history, as in the case of Meany Hall and Parrington Hall. There are other outstanding examples too numerous to mention.

Let us return to our own campus. There are only two buildings here that are named after personages dear to the hearts of faculty and alumni and those are Munson Hall and Sue Lombard. Our school has had in the past and even at present individuals who have rendered this school invaluable service. They should be commemorated in some way.

Today the only visible evidence that they ever existed is a small monument or plaque placed in some obscure place and covered with dust. Why cannot we, as a group of progressive students, live up to our ideals and give the buildings on our campus suitable names?

—The Editor

A CLASS IN JOURNALISM

Many students, not intent upon taking journalism as a career, have frequently pondered over the thought of having a class in this subject. It so happens that we have a school paper like other colleges and many students desire to write for this paper who are completely ignorant of journalism both in form and technique. Why then can we not have a class in this subject for those interested in this type of activity and possibly, as a result, have a better paper.

WRITE FOR THE PAPER

Some people, like H. L. Mencken, have a tendency to criticize, and criticize they will on any subject that comes within their scope of learning. Various criticisms have been printed. If those persons who have these views would show a little cooperation the paper could be improved. At the present time we are short of writers, both feature writers and reporters, and would gladly accept any additions to the staff. If you have something on your mind, or see something happen, write it down and hand it in.

FOR YOUR CONVENIENCE

Just in case you should be in Seattle with nothing to do but wring your hands, you might go and see at the Seattle Repertory Playhouse, 41st and University Way:
"Ethan Frome" by Edith Wharton
"Autumn Crocus" by S. N. Behrman
"The Sea Gull" by Chekov
Or you might go and see at The Penthouse Theatre, 42nd and University Way:
"Ladies of the Jury"
Or, if you don't like the sound of those, try and see at The Studio Theatre, 42nd and University Way:
"A Scrap of Paper" by Sandou.

DEPT. OF PROGRESS No. 1346

HARROGATE, England.—An astrologer in every school is the ambition of leading figures in the British astrological world. "If parents would register the hour of birth of their children it would be of great value in deciding their future," said Mrs. Sudbury Hurren, one of the astrologers. "I hope in the future to see an astrologer attached to every school for the purpose of studying birth signs of children in relation to their training, and that on this ground astrologers and psychologists will meet."

Mary Lou Stritzel who left school at mid-term this year to teach at Chelan, seemed to have an Orville good time because bells are in the offing.

MRS. HOLMES PROPOSES ACTIVITY CALENDAR CHANGES

By MRS. O. H. HOLMES

"Should students study?" we ask. "What is the place of a student activity program?" "Should the hard working girl also be in the thick of activities and also carry a full academic load?"

These are some of the questions that concern Mrs. Holmes.

Last Spring the Student Welfare Committee became very much interested in the problem of student activities from the standpoint of an overcrowded social calendar. Students are subjected to a more or less three-ring circus program with academic studies representing one ring, working on part-time jobs another, and the activities the third. Mrs. Holmes corresponded with several deans of women throughout the country at this time and the Student Welfare Committee consisting of Mr. Whitney, Mr. Holmes, and Mrs. Holmes worked out these regulations. Later on Charles Trainor attended a Student Activity Convention in California and came back with many pertinent suggestions along the line of the activity program. The following program has been drawn up and will be presented to the student body as a whole next fall. The Student Welfare Committee feels that this is a great step in accord with the modern trends.

General Provisions

1. In the Spring Quarter, at a meeting of the president of A. S., Women's League, Dormitories, Off-Campus, Social Commissioners (A. S. outgoing and incoming) and the Board of Deans, the fixed dates for the coming year shall be made out, including also general club dates. This meeting shall be called by the Dean of Women and a record of the calendar kept in her office.

2. Athletic dates and concert dates shall be added as soon as they are known.

3. Any other dates, and any unavoidable changes in dates should be recorded in the office of the Dean of Women at least two weeks in advance.

4. Requests for places of meeting are filed in the office of the registrar as well as listed with the Dean of Women for the social calendar.

All School Events

1. All school events naturally take precedence over any club or sectional event.

2. There shall not be more than three formal dances during the regular college year, notably:

(a) Fall Quarter—Snowball, sponsored by the Women's League (women's invitation).

(b) Winter Quarter—Colonial Ball, sponsored by A. S. (men's invitation).

(c) May Prom—Sponsored by Off-Campus club (women's invitation).

3. There shall not be more than two informals each quarter sponsored by various clubs.

4. In addition there shall be informal A. S. Dances not oftener than every two weeks, and only when some other dance is not scheduled. That is to say, if there are formal or informal dances scheduled, no other dance shall occur within a two weeks' period.

5. There shall be the usual Wednesday night after-dinner dances alternating among the dormitories for an hour after dinner on Wednesday nights.

6 (a) One stunt night a year, at homecoming, is considered sufficient in view of the hurried and full lives that our students live. (b) All acts must be submitted in full to the faculty committee appointed to review it at dress rehearsal. (c) This committee shall be appointed by the Board of Deans.

7. Not more than one all school social program, dance, dramatic event, concert, or any engagement (except athletics) shall take place each weekend (except Freshmen week, Homecoming Weekend, and Mothers' Day Weekend).

Club Regulations

1. All clubs shall file constitutions

and lists of members and officers each fall in the office of the Dean of Women.

2. All clubs, not already accepted by traditional usefulness on the campus must file a written application for establishment on the campus, giving purpose, number of students interested, faculty member adviser, etc., with the Board of Deans for their consideration.

3. Dues shall be limited to a nominal amount, and no expensive equipment, such as pins and other insignia shall be required of the members. This does not include nationals or honoraries.

4. Clubs are classified as (a) academic or study club (b) non-academic or non-study club, and (c) residence groups. The study clubs are: Kappa Pi, Herodoteans, Whitbeck, Art, Music, Poetry, Maskers and Jester. The non-study clubs are Press, W.A.A., Intercollegiate Knights, Crimson W. The residence groups are Kamola, Sue Lombard and Munson Hall, and the Women's Off-Campus club.

5. (a) Each student is limited to membership in one study and one non-study group.

(b) All students are automatically members of the Associated Students and one residence group.

(c) All women students are automatically members of the Women's League.

6. (a) Study and non-study clubs must meet regularly once a month (see schedule).

(b) Meetings of study clubs shall be on specified Tuesday evenings at 7:00 o'clock.

(c) Meetings of non-study clubs shall be on Thursday evening at 7:00 o'clock.

(d) Meetings of the campus residence groups are customarily held on Monday evenings and the off-campus club on scheduled Thursday mornings at 10:00 o'clock.

(e) A. S. and Women's League and class meetings are on scheduled Thursdays at 10:00 o'clock. Such Thursday morning meetings must be scheduled ahead in the office of the Dean of Women.

7. Each club shall have a faculty adviser who shall assist in all council meetings and decisions involving calendar events or finances.

8. A formal application for dates of events sponsored by the various organizations should be made before mid-term of the Spring Quarter in order that the committee may draw up a tentative calendar for the coming year.

9. Students on probation shall be obliged to follow the recommendations of the personnel committee in regard to club memberships and activities as well as their academic programs.

10. No student shall hold more than one office at one time in campus organizations.

11. Students earning \$15 or more or working for their board and room, are expected, if their grade average falls below "C", to carry less than 15 credits.

Club Schedule

Club meetings, 7:00-8:00 p.m. on Tuesdays and Thursdays as follows:
First Tuesday evening of each month, Kappi Pi, Herodoteans.

First Thursday evening of each month, W.A.A., Crimson W.

Second Tuesday evening of each month, Art, Whitbeck.

Second Thursday evening of each month, Press Club, Intercollegiate Knights.

Third Tuesday evening of each month, Music, Poetry.

Third Thursday evening of each month, open for emergency meetings.

Fourth Tuesday evening of each month, Maskers and Jesters.

Fourth Thursday evening of each month, open for emergency club meetings, council meetings, etc.

NEW BOOKS IN LIBRARY

Andrus, Ruth—"Curriculum Guide for Teachers of Children from 2-6 Years."
Dougherty, J. H. — "Elementary School Organization and Management."
Blanchard, Raoul—"Europe."
Lobeck, A. K.—"Airways of America."
Kittredge, George L.—"Witchcraft in Old and New England."

Bos, Conraad — "Dutch Folk Songs."
Calverton, V. F.—"The Liberation of American Literature."
Spurgeon, Caroline—"Shakespeare's Imagery."
Pound, Ezra—"Eleven New Cantos."
Lahey, G. E.—"Gerard M. Hopkins."
Chamberlin, W. H.—"Collectivism: A False Utopia."

Open Forum

To Forum Editor:

The editor of the Forum invites communications. Dr. Samuelson asks for suggestions for the next curriculum conference. I should like to offer the following suggestions for consideration:

(1) It is suggested that if the visiting speakers would send for publication in advance brief abstracts of their chief addresses or at least statements of their chief theses it would tend to aid understanding, to improve discussion, and advance constructive thinking.

(2) It is further suggested that if the visiting speakers, or the local committee in charge, would state in print or in a first general meeting just what are the ideas of procedure and scientific method which they wish to see approximated by speakers and participants in the conference such an understanding could hardly fail to promote progress in problem solving.

Because in many parts of the field of the social sciences of which education is a branch scientific techniques are less definite than in the primary sciences, because terminologies are still rather fuzzy it becomes especially important that workers and thinkers in those fields shall be not less but more careful and more explicit in their understandings of methods to be followed than is necessary for a group of men trained in one or more of the primary sciences.

The program of utilizing a variety of specialists is difficult and complex. It calls for planning and practice, but the small college of education has certain advantages that are not easily found elsewhere. As H. G. Wells clearly pointed out shortly after the war, as Comenius showed magnificently in the seventeenth century, the curriculum problem is a fundamental world problem. It is too important to be treated with anything less than the full resources of modern science. This institution has an important opportunity in this matter, it seems to me.

—SELDEN SMYSER.

FLASHES from the FACULTY

By BOB WHITNER

Mr. Barto has just completed a questionnaire survey of state courses of study in the field of the social sciences. The purpose of this survey was to determine the emphasis placed on the various social studies. Of the 48 questionnaires sent out, 41 replies were received of which 36 were usable. Mr. Barto said that they revealed some interesting things in regard to social studies in the various states.

Dr. McRae has announced several changes in the English course of study for next fall. The title of the present course called "Great Books" will be changed to "Ancient European Literature and Translation." The reason for the change in the name of English 51 is that the present title does not apply. Dr. McRae says that most students enrolling expect to start with "Anthony Adverse" and finish up with "Gone With the Wind." Mr. Mathew's present course in "Modern Poetry" will be a regular part of the curriculum.

Apology: We announced in this column some time ago that Mr. Mathew's poem, "Deeper Than Atlanta," would appear in the July issue of the American Mercury. However, due to conditions beyond our control, the poem did not appear. We humbly suggest that those interested look for it in the August issue.

Six members of the faculty spent the day Sunday at Coffin Ranch, riding. Four of the six members are still suffering from the effects. Those not suffering are Mr. Parker, who did not ride, and Mr. Holmes, who is just plain tough. The high-light of the day was Mr. Trainor finding a cigarette he had lost, smouldering in the mane of the horse he was riding. Fortunately, he found it before the horse did.

A wager: That the more musically cultured students and teachers are still tearing their hair over the excellent organ accompaniment at the show Friday night. We even bet that if Shakespeare was able to kick the lid off, he was "truckin'" on his tombstone.

THE FINE ARTS

SECOND IN SERIES OF FILMS ENJOYED

The two German films shown in the auditorium last Friday evening were a version of "Hamlet" done in 1920, and "The Last Laugh" (1924) with Emil Jannings as the principal actor.

Of these the "Hamlet" was a little too outlandish to be taken seriously in 1937. The version of the story was strange to those who expected Shakespeare's; and the 1881 denouement in which Hamlet was discovered to be a woman, in spite of its special fitness for the actress Asta Nielsen, was perhaps just a little shocking. These and other oddities were of course exaggerated by the stiff jerky impression we now get from the stationary camera.

However, such pictures will never become a plain bore so long as we can keep Mr. Trainor at the organ to insert his incisive melodic commentaries, and raise the latent humor in them to the pitch of laughter. This he did on Friday evening time and again by leaving the prepared score and breaking into Auld Lang Syne or Horses, Horses.

This "Hamlet" was used only as an introduction to "The Last Laugh" to show the real revolution in the use of the camera which the latter picture illustrates.

The peculiar dramatic powers of Emil Jannings could perhaps never have been fully delineated by the stationary camera, and he was a force in the development of the new technique by means of which the camera could follow him through long, unbroken sequences, sequences that had to be unbroken to gain the intensity that Jannings wanted to put into his work.

And here I come to the chief objection to the picture, and that may be an objection to Jannings himself. His action now seems far too slow. Is it because of the stepped-up tempo of life in 1937? I doubt it. Is it because all Hollywood pictures move fast? Is it a real fault in Jannings acting? Is this one of the reasons why Jannings left us and went back to Germany?

At any rate Jannings was a great actor, and "The Last Laugh" is still technically interesting, is still a good picture, and is still worth seeing.

—A. J. MATHEWS.

FLASH! LIBRARY DERBY UNDER WAY

They're off! With the report of the gun still ringing in my ears, I watch them leap for the library steps, tear for the door, and open up once it is gained. Too bad, the one in the pink dress fails to make the first mat in the hall way and stops by the announcements, pretends she had intended to read them in the first place. Through the hall and head on to the desk they tear, hands outstretched, ready to take the book first. Impatient they stand, waiting for the signal to tear to the first empty and therefore quiet table. A bell—the second lap. Grab your books—run quickly. Careful you don't slip. Come on, red—don't let that gray suit beat you. You can make it. There. The book's yours. Worth the trouble? Flushing from the exertion, you turn to face the rest of the competitors, triumph gleaming in your eyes. Crest-fallen, your rival makes his way slowly to the door, defeat showing in every hesitant step. Poor fellow.

But look. Here in this ring we have a relay. She takes the book, pores over it, hands it to the next person who runs to the desk, touches it, runs back, pores over the book, hands it to the next person, who repeats this procedure. Look at 'em go. Oh—he dropped the book. Precious seconds gone to waste while he runs back, picks it up and gallops toward the desk, the librarian smiling at him with pitying, yet understanding sympathy.

A bell—and they round the curve into the second stretch. Winded, several drop out, their places eagerly being taken by fresh recruits, purpose shining from their eager eyes, hands reaching, grasping, pushing. Hurry—precious time is slipping! Sad indeed the lot of the poor cuss who has been waiting in line for five minutes only to find that the peanut in front of him is after, and gets, the one and only copy of a certain little-read book. Sitting down, he waits, restless, eyes on the clock, then on the fortunate retainer of the book, resolved to make up for lost time in the third lap. Five minutes, three minutes, one minute. Breathless, tense, he watches, poised, like a cat waiting for a mouse when its whiskers protruding through the

hole give a faint suggestion of a crucial moment to come up soon. The bell—he leaps, head up, eyes gleaming. He catches up with the blue, passes him, pulls up beside the yellow haired doll, sails past in a blaze of glory, over-takes the white linen, rather-crushed, suit, and passes an idly wandering professor in a sudden burst of speed, reaching the desk first. Leaning frantically over the rail, he hurriedly whispers the name of his book in the waiting assistant's ear, watching from the corner of his eye to see how many others wanted the same book.

His goal attained, he struts back to his place like a banty rooster. Hurry, hurry, restless movement, eyes on the clock. They're rounding the corner, here they come—the bell and they race into the home stretch. Pencils scurry, minutes fly like seconds. If I want my book, I'd better get in line. Hope the fifteen people in front of me don't want the same one. Around chairs, past tables, I fly in my hurry to reach the end before it becomes the tail end. Just time to catch my breath—then make a dive for the desk. All that work and the girl in purple got there first!

What I can't understand is why people are in such a hurry. After all, the books were here yesterday, are here today, and will no doubt be here tomorrow (we hope). Therefore, let us be patient, if that has anything to do with the question at hand, and bide a wee. If you are seriously interested in improving track techniques, we suggest that you interview either Mr. Barto or Mr. Nicholson. Applications for track are handled through their department. As for the library and hour reserve books, I hope you get the point.

—Katherine Beck.

PICNIC FRIDAY PROVES SUCCESSFUL

With softball, swimming and eating as diversions, the summer school students had more fun than a picnic at the City park last Thursday afternoon from 4 to 7 o'clock.

The picnic, an annual affair of the summer term, was well attended with about 150 being present. After the athletic contests an appetizing lunch was gobbled by the hungry picnickers.

In the swimming races, Woodrow Epp won in the men's division, and Katherine Riggs copped first for the ladies.

Those in charge of the get-together were Woodrow Epp, social commissioner, and Neil McKay.

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"DAVID HARUM"
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"THIS IS MY AFFAIR"

OUR PRIVATE LIVES

By NORMA ERICKSON

How much of a teacher's life is private? How much should be private? These are questions which are always of interest to teachers, both old and young, and in several personal interviews the following conclusions were arrived at:

First of all—it depends upon the community, and whether it be strict or lenient adjust yourself to it. Adopt a friendly attitude. They, the community, not the superintendent alone, are your employers.

One teacher enrolled here this summer received a complaint for roller skating in one community while in another the following year skied and coasted with high school students and received a grin from the superintendent when caught in the act.

Another found it necessary to join the grange—attend its meetings and social functions. And still another attended the weekly dances where she found it most easy to meet the members of her community. She found there even the children she taught at school for they were "family affairs."

One resided in a community where she was allowed to go "outside" the community once a month, and yet several lived in districts where they felt they were perfectly free to come and go.

Your place of residence will also help to determine the amount of privacy you receive. Many teachers lived in hotels and apartments houses where they felt they received privacy, but those who lived in private homes felt that a private life in that community did not exist. They were the constant victims of gossip. But there were others who found that their

adopted family life was delightful and they appreciated being one of them.

The question of church attendance was discussed, but that, too, depends upon the community. Some did. Others didn't. There were more who didn't.

One teacher said your life was never private unless you were in the company of other teachers. Another suggested that the only privacy she received was when she deserted her community for the weekend and mingled with the crowds elsewhere—where she could not encounter the faces of the school board or the P.-T.A.

Is your life as a teacher private? All answers differ, but they all lead to the answer that it depends upon your community.

PLACEMENT OFFICE GOES AHEAD

Placements have been going ahead rapidly for the last week. Five new teachers have signed contracts. They are:

Ethel Karvonen, third and fourth grades at Glenoma.

Pauline Martin, first grade at Buena.

Harriet Castor, Fifth grade and music at Castle Rock.

Leona Mae Bell, fifth grade and music at Onoalaska.

Betty Brown, third and fourth grades at Nespelem.

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SOBER REFLECTIONS

(Continued from page 1)

of action is a sure way to shortcircuit cooperative endeavor—and "cooperation" should not here be construed as meaning blind obedience to authority, either. What I do mean is that there is such a thing as cooperative thinking and the basis for this type of thinking is the willingness to consider many different points of view, to weigh each view carefully, and to pool desirable thought contributions into at least a tentative plan of action.

One wonders, too, about "subject matter." Who started that misnomer anyway? Candidly, there never can be a debate on the question of subject matter versus no subject matter. How could an educational program be devoid of all subject matter? For what do we mean by "subject matter?" Subject matter, reasonably defined, is any experience data in organized form and may consist of art forms, concrete data in the scientific laboratory, organized language data in books, or even the direct data of natural science. But shift the argument to books if you please: Will the new school use books in furnishing child learning? Why not? And if the new program has any real validity it should be easy to prove that more books will be read and utilized than was ever true in the traditional school. Boiled down the only question is the one of method—and here the opposition has nothing concrete to propose, for workers in the various fields of organized thought have customarily given little or no thought to the ways in which subject matter in their fields should be utilized by growing boys and girls. Or perhaps they will maintain that willy nilly it must be forced down the throats of unwilling subjects who haven't the fragment of an idea of what it is all about. At least it would seem to be sensible to secure some degree of cooperation from the learner himself.

And then, planning. Whoever supposes that the teacher in the new school will not plan must be, in substance, the reincarnation of Ponce de Leon, but the Fountain of Youth is as mythical as ever before. Actually the new teacher must plan much more carefully; she must know much more for she must be keenly sensitive to the needs of all children under her guidance and planning must become a process of charting the progress of all the individual personalities with which she must deal.

The question regarding the validity of social change is indeed a basic one; perhaps we are wrong in assuming fundamental changes where none are actually in process. Or perhaps, if we believe Spengler, it would be much better to do nothing since apparently we are going to the dogs, anyway. But if it is true that no basic social changes are occurring, then it is apparent that all modern educators and at least some eminent historians (e. g.

Charles Beard) and social scientists (e. g. Ogburn, Mitchell, Merriam) are off the track. At least it would seem reasonable to suppose that the patterns of living are different in a swiftly moving machine economy than in the placid hand-power agrarian society which our fathers and grandfathers knew. But the interesting thing is that it isn't necessary to get into the toils of academic debate; for we can spend our time thinking more of adaptations and controls. Is our machine-driven society getting out of hand? Are adjustments necessary for individuals to live worthy lives in the present social framework? These are problems that the school must ever be considering—else why should society support the institution of the public school?

It must be obvious, of course, that in training for democratic living our methods of thinking and acting should be essentially democratic. Which raises another "red herring"—indoctrination. Now, no person who really understands what goes on in any learning situation will maintain that indoctrination is or can be absent from the educative process—even in a medocracy. But it does seem a bit strange that we adults still constantly engage in two-dimensional thinking necessitating a technique of "believe or be damned." And it doesn't ring quite true that we adults continue to use autocratic methods to put across an educational program which is to make boys and girls more democratic.

But we must avoid unreal dualities, too. We are constantly aligning reason on one side (the most desirable side, of course) and emotion or feeling on the other. Now actually no such duality exists for emotional tone accompanies our thinking even when it is most reasonable and our convictions very definitely bear the stamp of an emotional element. No one should deplore the expression of a point of view because it has evidence of an emotional content; but we should all of us guard against too narrow, hide-bound thinking to change which evokes a tremendous discomfort, to say nothing of fear or anger.

Which leads me to conclude by saying that our guest speakers were hired to spend the week with us; they did not come to convert us but accepted their commission in good faith and as prima facie evidence that we are progressive in our thinking out here. As one who until five years ago had always lived in the more populous midwest, I might add that the brand of thinking in evidence in these parts seems to me to be of a sound and seasoned quality. Why protest so much? Would it not be better to listen to differing points of view graciously and tolerantly—even willingly—for others have had their unique experiences too and we may be able to profit from them.

—E. E. SAMUELSON.

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PARKER ASSEMBLIES

(Continued from Page One)

the magical product and gained his desire. Therefore the reader is supposed to be convinced of the validity of the product. In his concluding statement, Mr. Parker asserted that advertising is a sort of mirror of our contemporary life thus making our materialistic society easy to visualize and to study.

At the assembly in the college auditorium Tuesday, June 22, Mr. Paul Parker, visiting instructor in the Art Department, spoke on "The Artist as an Individual."

Following Miss Mae Bell's piano selection "Waltz in E Flat" by Chopin. Mr. Parker told of various types of personalities in the field of art. The technical approach, the speaker said, is one way to study an individual. In each period of art are found certain persons who stand out more prominently than the rest. However, when an overview is taken of that era, their personalities merge back into the group, for their work inevitably will possess various elements which are characteristic of that period. And so, when a scholar examines a painting, he first puts it into the period in which it belongs, then assigns it to the country it is from, the date, the particular school, and lastly, the individual artist. Mr. Parker said men have fought battles over whether a certain piece of classic sculpture is of the Renaissance period or of fifth century B. C. Greek, as they both were classic in style.

One can approach the individual from the historical point of view. Through the writings of others he realizes the different types of artists. However, Mr. Parker remarked, it is a question whether a biography expresses the personality of the artist it is about or that of the author. Vasari is considered one of the first outstanding modern biographers. As he was interested mainly in telling a good story, though, his best biographies were those of artists he knew little about. The personality of Leonard da Vinci, who is thought of as a prototype of the Renaissance, is felt in his own books. To bring out this fact, Mr. Parker read passages from works written by the former.

Another type of artist is the defiant individual, who feels obligated to dress and act as eccentric as he is

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said to do. He has an inimical attitude toward society, which is somewhat necessary as a modern artist has no patron. He uses his personality as a shield to protect himself from the thrusts of society. This artist is encouraged by critics to take no interest in subject matter but, rather, in design. He maintains that nature has been entirely explored, so therefore he searches his inner self for material for his painting. The speaker explained the difference between professional and amateur artists, the difference lodging partly in pecuniary factors.

The last type of artist mentioned in the lecture is the ordinary, naive individual whom one would mistake for a "county superintendent." It never occurs to him that there is any friction between the artist and society. When one visits an art show where his work is displayed, one is struck by the sanity of his paintings, which annoys the critic as they can unearth no past about which to write.

Fine art, Mr. Parker concluded, is not as important as it formerly was, but it will be prominent again when the individual artist finds something above and greater than himself for subject matter.

KITTYBALL SCHEDULE

Cubs vs. Cards, Thursday, June 24.
Cards vs. Giants, Monday, June 28.
Giants vs. Cubs, Tuesday, June 29.
Cubs vs. Cards, Wednesday, June 30.
Cards vs. Giants, Thursday, July 1.
Giants vs. Cubs, Friday, July 2

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KAMOLA HALL

With ninety-seven girls already registered and nearly every room occupied, Kamola Hall promises to have an active summer.

The first house meeting was held Monday night, June 14, in the East room. Mrs. Holmes welcomed the new girls and also read and explained the rules and regulations of the hall. Officers for the summer were elected and are as follows: President, Jane Fuller; secretary, Edna Lenhart, and social commissioner, Gwen McDowell. As yet, no definite plans have been made for the social activities of the hall, but will be announced later.

Among the new girls who are entering the school for the first time are Virginia Bacheider and Muriel Henderson from Hoquiam, who both attended Gray's Harbor Junior College in Aberdeen; Doris Condegeorge, who attended W. W. C. E. at Bellingham, and Emily Folley.

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