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Nila Banton Smith on Trends in Reading Instruction

Leroy Lewis on Speech Education in the Modern Curriculum

Dean William F. Russell of Teachers College, New York, Explains How to Beat Communism
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TRENDS IN READING INSTRUCTION

All fields of education are undergoing change at the present time. The field of reading instruction along with other fields is taking new directions, assuming new functions, developing new techniques. The purpose of this article is to sum up a few of these new trends and point out their practical applications in the classroom. But before embarking upon a discussion of these modern trends, I should like to review briefly some of the great movements which have taken place in reading instruction in the past.

American reading instruction has been marked with a series of emphases, each of which has been sufficiently strong to have controlled both content and method during the period of its greatest intensity. These changes have often come about as the result of the changing social, economic and political conditions of our country.

Our first period of reading instruction was marked with a religious emphasis. The earliest settlers in America were actuated with religious purposes. They had come here to seek religious freedom. Religion was the one big controlling motive in their lives and it was only natural that we should find religion permeating and directing instruction in the schools of the time, and that is exactly what it did. Let us see how this religious emphasis affected reading instruction.

There were certain religious selections which it was deemed necessary for all children to learn while their minds were "green and tender." These selections consisted of "The Lord's Prayer," "The Ten Commandments," "The Apostles' Creed," "The Catechism," and certain religious verses. As a natural corollary of the intent to acquaint children with these selections as a part of their religious life, we find the same selections in their readers. So we see how this out-of-school goal controlled the content of reading instruction.

What about method? Well, if these selections were to serve their purpose they must be memorized, learned "by heart." Consequently, the teacher spent the most of her time having children "learn" the reader selections.

Oral reading played an important role in the lives of these people. There was a great dearth of reading materials during the colonial period. The Bible, generally speaking, was the only book which the home libraries contained, and many families did not even have a Bible. Furthermore, illiteracy was highly prevalent, so it was customary for the uneducated members of the family to gather in little groups in the evenings and on Sabbaths to listen to the oral reading of the scriptures by one who had mastered the art of reading. Thus, we find memorization and oral reading both meeting a real need in the lives of the colonists outside of school; therefore, memorization and oral reading were the order of the day in teaching children in the classroom.

So we can understand why we had the kind of reading instruction which we did have in the first 150 years of life in America.

All readers ran along under this religious influence until about 1776, when they experienced their first radical change in content and method. By the latter part of the eighteenth century the vividness of the early strife for religious freedom had been dimmed in the birth of new generations who had learned of the bitter struggles of their forebears only through hearsay, and whose...
own hearts and minds were completely occupied with the new struggle for political freedom and the task of developing a young nation, strong, unified and harmonious. While the greatest concern of the church had been that of instilling religious convictions, the foremost goal of the state was that of building national strength and making good citizens, thus the content of readers was now given over to selections which would instill patriotism. With this new goal of building a strong young nation, the whole content of readers changed. They now came to contain the fiery speeches of patriotic orators, informational selections on American geography and history, patriotic poems, etc.

The new emphasis affected method also. Eloquent oral reading came to be the order of the day. If these selections were to be effective, they must be read in a way which would move the listeners to tears or laughter or exalted heights of patriotism, as the case might be. Hence, we find all of those rules about inflection, pause, accent, cadence, etc.; and the big objective in reading method came to be that of developing elocutionary expression.

Readers went on under this patriotic influence from 1776 until about 1840 and then suddenly all was changed again, as the result of certain educational principles which were undergoing much agitation in Germany at that time. German schools were doing a lot of experimentation with Pestalozzi's ideas. Horace Mann and others were taking trips to Germany to study education and then coming back here and diffusing the information that they had gleaned through addresses, magazine articles, etc.

I won't take time to explain what changes entered into reading instruction at this time, but will merely state, in the interest of brevity, that changes did take place as a result of these German-Pestalozzian influences.

Then at about 1880 reading instruction changed again with a strong emphasis upon literature and literary appreciation as a result of Herbartian influences. It was about 1918 that we departed sharply from this cultural influence and became obsessed with a strong, sometimes exaggerated emphasis upon the utilitarian type of reading and silent reading techniques. Then in 1925 the Twenty-Fourth Year-book of the National Society for the Study of Education appeared, and was one of the strong influences in bringing about a new era of reading instruction marked by broader objectives than those toward which we had previously striven. Education has changed so rapidly during this last decade, however, that the Twenty-Fourth Yearbook seemed no longer to gear in with new trends, and so a committee of the society prepared another yearbook on reading which was distributed last year.

Now with this brief background in mind, let us consider some of the strong new trends which are reshaping reading instruction at the present time, and which will probably guide and direct its course during the next few years. We have been making progress all through the past, but we have also been making mistakes. What are these mistakes? What is the outlook for correcting them? What are the coming trends?

**TRENDS IN READING**

*As a Tool for Learning:* Reading has no subject matter of its own. It is simply a tool to be used in getting and understanding the content of geography, history, civics, science, literature, art, music and arithmetic. To the extent that we understand reading to be a tool for learning, to that extent will we provide our pupils with content that is real or imaginative and satisfying to them.

*As a Continuous Growth Process:* We have come to think of reading as a continuous growth process extending throughout life. With this long-time view, more emphasis is being placed upon the building of
permanent interests and the development of life-time reading habits and tastes. Interests and tastes have assumed equal importance with the mastery of skills—the three go on simultaneously.

Children's interests and activities in the elementary school are centered primarily upon people—how and where they live, what they do and what they have—and the natural and physical world about them. Therefore, the practical application of this trend of reading as a continuous growth process means that for much of their reading content we may turn increasingly to the social, natural and physical sciences which form the basis of children's activities and interests. As a child matures and develops, so do his interests and activities. His reading content must keep pace with his expanding interests. His skill in the use of the reading tool will be developed through the reading of his expanding interests and experiences and will therefore help him better to understand and appreciate these interests and experiences. To this end the reading program is being enriched.

The increasing practice of giving children many first-hand experiences, based upon their many interests, is calling forth hitherto untapped possibilities, thus enriching their reading. A wealth of reading materials grows out of and accompanies these experiences, planned by the children under the guidance of their teacher. They record on charts or in notebooks the plans for their undertakings; the questions for which they wish to find the answers; lists of books to which they wish to refer; accounts of experiments in science; stories—group and individual—which they prepare for booklets; plays and songs; labels for construction work, exhibits, posters; items of class or school or world interest for the newspaper; recipes for cooking; directions for making things.

Materials which may be procured in no other way are written by teachers or students for their particular groups. Sometimes materials from more difficult sources are re-shaped to fit the age level which is ready to delve into them. Sometimes it is necessary to put together original source material concerning pioneers of aboriginal inhabitants. At other times, teachers prepare accounts of particular sectional developments—geologic, industrial, social, cultural, economic. Sometimes teachers rewrite accounts in dramatic form for children who are following through their own group interests and activities.

In addition to these reading materials created by children and teachers, the practice of organizing reading instruction around child interests calls for wider and more varied reading from books. In carrying forward activities growing out of group interests, children search for information to answer their questions; for realistic stories having a bearing on the subject of study; for folk tales of the people or country, and for poems having to do with the interests of the group. The activity may not only provide a need for wide reading, but it may call for work with different types of materials; magazines, newspapers, encyclopedias, as well as books containing informative and literary selections. All of these help to build new concepts and practices which give ever-increasing momentum to an enrichment of the reading program.

As a Medium for Developing Social Concepts: The social significance of reading in our changing civilization is one which is giving concern. The radio, the sound picture, the forum are probably exerting a much greater influence in molding public opinion and in acquainting people with social issues than is reading. We could use reading very much more effectively than we do in giving information, developing broader vision and understanding, and in building right social attitudes.
Perhaps one of the most important needs at the present time is that of developing individuals who are thoroughly acquainted with the society in which they live. Certainly, a responsibility devolves upon the primary teacher to begin to orient her pupils to life about them. Children need to know about the various life activities which provide the family with its food, clothing, shelter, and recreation; to know something of the ways in which men earn their living, and to become aware of the natural and physical world.

Meeting the need for developing right attitudes toward our changing civilization is part of the responsibility of the new reading program. Teachers should select reading materials which tell about workers in different fields; which tell about inventors and inventions; which tell about primitive peoples and their society; which tell about methods of preparing food, clothing and shelter in the olden days. If reading materials are carefully selected, and if teachers keep themselves alert to opportunities for pointing out changes which are taking place in our civilization, much can be done through reading to develop awareness of and constructive attitudes toward a changing civilization.

There is another important need of society which our reading could serve much better than it usually does; that is the need for developing attitudes of tolerance and understanding of other points of view, other cultures, other peoples. The use of stories, plays, poems, and songs which describe customs and cultures different from our own is one medium through which teachers may develop sympathetic understandings of other peoples. Unfortunately, many stories, plays, poems, and songs simply point out the super-qualities of our own civilization as compared with the "queer things" which are done by other peoples.

We cannot achieve tolerance and understanding so long as we continue to point out the "queer" and "strange" things which are really ingenious adjustments that these peoples have made to their environments, and which should be recognized and commended as such, rather than held up to unfavorable comparison with modes of life in our continent where environmental conditions are quite different. Let us take great care to place before children stories and poems which contribute to tolerant understandings, not those that militate against them.

With these viewpoints in mind, perhaps we can provide a type of reading content which will make a direct contribution to our national and international life. In the earliest period of American history, reading materials were marked with a strong religious emphasis and served life outside of school only. Immediately following the period of religious emphasis (1776-1840), reading content was marked by a patriotic emphasis. It was used to build enthusiasm for young America, which was needed in developing the new nation. But after a time we became so concerned with the pedagogy of teaching reading, that we hid our heads in the sand and concerned ourselves only with the process of reading as an end in itself.

Many believe that there was never a time in our natural history in which the problems of American life were more crucial than now, not even when our Pilgrim fathers were struggling for religious freedom; not even when the patriots of 1776 were struggling for political freedom. Why shouldn't we, as well, use some of the reading content as a medium for helping to meet the needs in our present day society? As teachers, let us look over and beyond and above reading as a process, and glimpse its function in building a better America.

Nila Banton Smith
SPEECH EDUCATION IN THE MODERN CURRICULUM

THERE are at least three broad objectives of modern speech education. These three objectives in the order that I shall discuss them are the scientific, the aesthetic, and the practical. I hope there is no one in our audience this afternoon who thinks that speech education is a single elementary course in public speaking, and no one who thinks it is elocution. Neither constitutes speech education in the sense that we understand such training today. Speech education is much more than that. Speech education trains the abnormal as well as the normal person. It helps the stammerer and the stutterer to acquire something that approximates normal speech. It develops personality by taking the timid, the reticent, and the aggressive and readjusting those personalities to fit into the home and society. Speech education today trains individuals for more adequate self-expression. It provides training in citizenship that should make for a more effective participation in democratic living. Speech education today, through oral interpretation and dramatics, seeks to provide a greater appreciation of good literature. Through argumentation and debating, it seeks to train the mind in logical and reflective thinking. In fact, speech education seeks to train the whole man for the fullest development of all those faculties that make for complete living.

The supreme objective of all speech training is communication. It matters not whether we are thinking of the scientific, the aesthetic, or the practical. The objective of each is communication. The stutterer seeks to communicate his ideas. The oral interpreter of literature and the actor seek to communicate ideas. And the practical man too—the banker, lawyer, or salesman—seeks to communicate his ideas. That is why the elocutionist died twenty-five years ago. He did not seek to communicate ideas. Rather he sought to put on a show; we tired of him because of his artificiality and affectation. Today we teach speech skills not for the purpose of demonstrating our wares; but rather that we may more effectively communicate our ideas to our listeners. Our emphasis is on naturalness and sincerity. We say to our student, “Be yourself.”

The first general objective in modern speech education is the scientific objective. What is the “scientific” in speech? “Scientific” means roughly the remedial work done for speech defectives, sometimes referred to as the rehabilitation of speech. These teachers of speech are primarily concerned with the various causes and cures for stammering and stuttering; they are interested in the problem of voice; they are interested in the hard-of-hearing and the totally deaf. Two years ago, a twenty-year-old ministerial student enrolled in one of my beginning courses in public speaking. He stuttered. As a minister, speech was to play a definite part in his life. And he wanted something done about it. He worked hard for a full year, much of the time by himself. I think we accomplished something. This is neither the time nor the place to discuss the techniques and methods employed in the remedial work given him. The important point for you public school teachers, especially those of you in the elementary grades, is that you should know the basic techniques and methods of correction of these minor speech defects. I think it criminal negligence to be charged against elementary and secondary education that my young ministerial friend should have been allowed to go for twenty years with absolutely no remedial work.

“But who was there to do it?” you ask. And that is a fair question. Most doctors are not trained for such work. Neither are the teachers in our school systems. We have been told for a long time that stammering Mary and stuttering Johnny will outgrow their speech defects, and we proceed immediately to forget all about them.

But why all this excitement about speech
defectives? Aren't there only a few of them in comparison with other types of defective children? Well, I'm not so sure about that. Perhaps you would like to look over some figures released recently on handicapped children in the United States. I hope you will note particularly where the speech defective ranks on that list. The following figures are an approximate estimate of handicapped children of school age in the United States: 6,000 blind; 25,000 deaf; 50,000 partial sighted; 300,000 crippled; 300,000 mental defectives; 3,000,000 hard of hearing; and 4,000,000 speech defectives. This means that there are over seven and one-half million handicapped children of school age in the United States today, and over half of them are speech defectives.

What is being done about it? A very large part of what is being done is the remedial work done in our universities. Departments of speech have organized laboratories and trained technicians and are not only teaching stammerers and stutterers to speak intelligibly, but are also giving to the hard-of-hearing, and even to the totally deaf, a form of vocal speech. True, in the case of the totally deaf, the speech acquired is rough and not speech as we understand normal speech. But it helps. I know of a case in a university where a totally deaf young man of thirty years of age was taught enough vocal speech that he could order a meal from a restaurant menu. Why, even one of our students here in Madison College this summer has been telling me of her interesting experiment in teaching choral reading to students in a school for the deaf. And she does not teach choral reading by signs but by a form of vocal speech.

As a speech teacher who is proud of the work being done by our departments of speech, I am impelled to ask this question: How can higher education more effectively aid these departments of speech in caring for handicapped children who have speech disorders? Offhand, I would suggest three ways in which educators and administrators can render real assistance. First, they may set up speech laboratories presided over by men who are trained scientifically to treat cases of speech disorders. Second, universities should require that all prospective teachers be given a rudimentary knowledge of the common speech disorders that they may recognize and help correct them. Third, public school leaders should realize that the number of elementary and secondary students who have speech defects is appalling-high, and should employ trained teachers who can correct those problems. A great deal is being done now. For example, in the state of Pennsylvania, all of the teachers' colleges are required to offer a course called Speech Problems; the objective is to equip the prospective teacher with the knowledge and technique necessary to correct speech defects. It seems to me that the least we can do in our colleges and universities is to train the prospective teacher in this work, and then urge upon public school administrators the need for such specialized training in the elementary and secondary schools. I think there is wisdom in the move taken by the state of Pennsylvania. I recommend such action for other states that are considering an attack on this speech problem.

Our second objective in modern speech education is the aesthetic objective. And what can we mean by the "aesthetic" in speech? The aesthetic in speech ordinarily suggests dramatics, play production, oral reading, expression, or choral reading. I must warn you again that even the aesthetic in speech has nothing to do with elocution. We have a few, only a few, thank goodness, oral interpreters among us today who insist on those gorgeous dramatic effects of the elocutionist of yesterday. Shortly now, the elocutionist will be completely extinct. I am trying hard to make this point: that while we do teach our students to acquire skills in reading and acting, we insist that it is more important by far for them...
to communicate to others and to acquire an appreciation of literature for themselves. I have a feeling growing out of my experience of teaching teachers this summer at Madison College that practically all teachers of English in our summer session here are interested in this particular aspect of speech education. Many of you have asked me about the relation of our course in oral interpretation to your various courses in literature. More specifically, you are interested in how you can arouse in your students an appreciation of good literature. I suppose the one question that has been asked me more times this summer than any other question is, "How can I arouse in my students an appreciation of good literature?" Further evidence of your sincere interest in this question is the fact that twenty out of thirty-four students in my oral interpretation class are doing summer projects seeking an answer to that question. And I'll wager that a part, at least, of the answer to that question will be found when you learn the approaches of the teacher of speech in the oral interpretation of literature.

I have some notions on how you can teach literature effectively by employing speech techniques. Before telling you about them, however, I want to suggest a few reasons why high school students, and sometimes even college students, don't like literature as it is taught today. And I am confident that many students don't like literature. You have told me so yourselves. Why don't they like it? One reason may be scan-sion. Too many teachers are more interested in iambic pentameter or iambic hexameter than they are in real understanding and appreciation of the selection itself. A second cause of dislike is the emphasis sometimes placed on dictionary definitions. "Look up all the words that are new to you in the next twenty pages," says the teacher. How can the youngster enjoy the poem or prose selection? Another hurdle to literary appreciation is memorizing. Some teachers feel that a disproportionate amount of literature should be memorized. This becomes boresome and frequently destroys, rather than creates, an interest in literature. Another reason for lack of appreciation may be traced to the monotone voices of some teachers who read literature to their classes. These teachers may have voices that are harsh, shrill, strident, thin, flat, monotonous. Many of them merely pronounce words; they can't even read, let alone interpret literature. The final cause of dislike for good literature is silent reading. As a matter of fact, silent reading may be the worst cause of all. Silent reading may be the guiltiest of all offenders.

This Reading Institute is devoted, as I understand it, very largely to a thorough discussion of that problem. Silent reading is very good for giving the reader the intellectual content of a selection. Frequently a selection should be read silently several times till the intellectual content is clear to the reader. But I object strenuously to the teacher of literature who insists that all should stop there. During the last week, three teachers have told me that their supervisors would not allow any oral reading at all in their classes. Can you imagine that? Absolutely no oral reading! I should like to refer those supervisors and any others who share their view, to a recent statement of the U. S. Bureau of Education: "The opinion of experts is emphatically that oral expression is of first importance in our schools."

I am sure you see clearly that our teaching of literature has had its weaknesses. But how, you ask, can we teachers of literature increase the appreciation of our students in good literature through speech? What specific speech techniques could we teachers of English utilize that would materially improve it? I want to suggest some of the most popular and successful methods. First, through choral reading. This technique seems to catch the fancy of youngsters from the elementary grades clear through high
school. As a matter of fact, it works well in college and university. In one large public school system, choral reading was so popular in the elementary grades that one teacher was employed just to teach the technique of choral reading to other teachers in the school system. They found that the reading choir was the best way not only to create an interest in literature but also to discover speech defects. The aesthetic and the scientific objectives in speech thus became merged in the reading choir.

A second speech technique for teaching literary appreciation is dramatics. Shakespeare isn’t alive today because high school and college students study Shakespeare in the English literature class; Shakespeare is alive today because of the stage. The stage makes the play live. The movies today are bringing to life great authors, great plays, great historical events. It is the dramatic production on the professional stage, on the silver screen, and in the high school and college amateur theatre, that makes literature live again. Another method of teaching literature through speech is oral interpretation. One good interpreter of literature from the platform or stage will create more interest and appreciation of literature than a classroom of a thousand silent readers. Only teachers of speech or teachers of English, trained in speech, which gives special training in voice, voice control, variety, range, directness, pauses, contrasts, and other vocal effects, will be able to teach to best advantage the course in oral interpretation. I am sure that my appreciation of Carl Sandburg and Lew Sarett, two modern poets, comes not because I have read over and over again their poems. Nor even because I have read with interest much of their lives. It comes rather because I have heard them read their poems, and I have seen them do it, and at times I could almost feel them do it. I am profoundly convinced that appreciation of literature can be taught through oral interpretation of literature, through choral reading, and through carefully acted roles in play production classes and on the high school and college stage.

Alongside these tested speech techniques for teaching literature, how can we look with anything but suspicion upon such whiskered creatures as scansion, definitions, memorizing, monotone voices, and silent reading? The teacher of literature must have a knowledge of literature. But that isn’t enough. The teacher of literature must possess not only a knowledge of literature but also a knowledge of reading problems, some knowledge of speech problems, and some skill in reading. The aesthetic objective in speech is one in which we try to teach speaking and reading skills, to be sure; but more than that, we try to teach a knowledge of and an appreciation of good literature.

The third broad objective in modern speech education is the practical objective. I do not mean to suggest that the scientific and the aesthetic in speech are not practical. They are. Who can think of anything more practical than teaching Johnny to overcome his stuttering? Or teaching Mary to appreciate good literature? But there is another sense in which we think of the practical in education. We might call it the dollars-and-cents angle to an education. The business man asks, “How can public speaking help a student after he graduates?” Or to put it more bluntly, he may say, “What real good will training in speech do a man in his business or profession?” Many teachers do not think this a fair question. I do. I am always interested in the business and professional man who insists that higher education teach young men and women to do something. And I always become interested in the college administrator who meets the challenge of the outside world by insisting on practical dividends for every dollar expended for courses and professors. What can we say for ourselves in speech? Do our courses measure up? What is our answer to the outside world that wants to
know if our courses in speech offer any real, practical advantage to the student who takes them? To find an answer to that question, I should like to go directly to the business and professional world itself.

I think the answer comes in no uncertain terms from all branches of the business and professional world. From bankers associations, automobile manufacturers, refining companies, and many other groups, come the answers. Various universities offer evening courses. Usually the students taking public speaking among these adult groups far outnumber those in other courses.

Last winter I taught classes in public speaking for business and professional men and women. In these classes I found several bankers, several lawyers, several salesmen, a purchasing agent, a taxi-cab operator, a Salvation Army officer, a photographer, a grain elevator operator, two insurance men, two teachers, a social welfare worker, and many others. Since our audience this afternoon is primarily feminine, I want you to know there were women in those classes too. I remember two teachers, a club worker, two secretaries, and one who insisted she was just a housewife. These men and women were interested primarily in one thing. They wanted to acquire a reasonable degree of self-confidence in conversation and in speaking before small groups. They felt it would be a practical asset in their work.

Four years ago, the district manager for a large refining company came to me for special work in speech. He was very timid and asked for private work rather than class work. While I do not ordinarily do private work, I did make an exception in his case. For two months we worked on one single ten-minute report he was to make at a district meeting of his organization. He was very much concerned about the presentation of this report because it was to be presented in the presence of his superiors. During the time we worked together, he told me several times that if he expected to get ahead in his organization, he would have to become an effective speaker. I asked him what speech had to do with gasoline. He told me how important public speaking was in the refining business by showing me the number of classes in public speaking sponsored by his organization. He said that training in speech was a definite part of the training of their employees for executive positions. I do not know that public speaking did it, but I do know that within the last year this district manager has had a substantial promotion with his organization.

Several years ago a well-known dietician came to me for some work in public speaking. She explained that she had accepted an invitation to speak on some phase of her work before a state convention of nurses. Since accepting the invitation she had worried so much that she had forgotten almost all she ever knew about dietetics. I told her she was welcome to join our evening class for adults. She went two courses of twelve weeks each. She spoke for five minutes each meeting on some phase of dietetics. At the end of twenty-four weeks, she was ready for her half-hour speech before that state convention of nurses, dieticians, and hospital supervisors. She may not have made the greatest speech ever made on dietetics, but she gave a creditable performance with grand evidence of poise, self-control, confidence. And most of all she enjoyed it.

In the eight years I have taught these classes to business and professional men and women many interesting people have taken the work. I could tell you many interesting stories of their experiences. There was the civic club president who took the course that he might preside more intelligently over luncheon meetings. There was the banker who was to become president of his banker's association; he wanted to
acquire poise and confidence and a knowledge of parliamentary procedure. Ministers, lawyers, salesmen, many of them, have taken one, two or even three courses to build up their confidence, expand their vocabularies, and adjust their personalities till they felt themselves capable of doing their best work. What these men have done for themselves through my speech classes, thousands of men and women throughout the country are doing for themselves in scores of other public speaking groups. For example, one of my speech friends is teaching a class in public speaking to the members of the police department in a midwestern city. Another of my speech friends in a northern city teaches public speaking to the salesmen and the junior and senior executives in the automobile industry. Another friend is teaching such a course to a group of nurses in training.

What are these successful men and women anxious to secure from instruction in public speaking? What do they demand of the teacher of speech? Primarily, they want to overcome fear. Fear is the number one problem in the beginning course in public speaking. They must overcome fear, timidity, and self-consciousness. Self-confidence must be acquired. Frequently, personalities must be adjusted. These men and women must learn to move more easily and with more poise in their various human relationships. Speech is an adjunct to their abilities in other fields. With good speech they are more able, in their own spheres, to influence human behavior. Most of us are familiar with the minister who has a knowledge of theology but who speaks so poorly in the pulpit that his appeal to and influence over his listeners is reduced by a considerable margin. There is also the pitiable plight of the lawyer, who admittedly has a keen knowledge of the law, but who is ineffective in his human relations. I doubt whether there is a single person among us this afternoon who has not at some time said, "Well, Professor So-and-So knows his stuff, but he certainly can't put it over." The general public expects the lawyer, preacher, and teacher to be effective speakers. While, on the one hand, the need for well-trained speakers among our lawyers, ministers, and teachers is very great, it is nevertheless true, on the other hand, that our graduate and professional schools are doing almost nothing about it. If you will examine the requirements of our graduate schools for teachers, and of our seminaries and our law schools, you will find that very little training in public speaking is required. Why don't our professional and graduate schools and our undergraduate colleges take their cue from the demands made by the business and professional world? The last fifteen years, the business world has made even greater demands of its workers than have other professional groups. For junior and senior executives, for personnel workers, for salesmen, for men in all aspects of business life, training in speech is almost indispensable. Just a few weeks ago I heard the national president of an engineering group advise a convention of engineering students that the most important subject outside of straight engineering courses was public speaking. With these demands for training in speech being made by the business and professional world, how can anyone deny the importance of speech in the training of young men and women in college for usefulness in the world tomorrow? As a matter of fact, it seems to me that the college administrator who seeks to tie up college training with training for life will take his cue from the business and professional world, and will provide adequate training in speech for all college men and women who desire it.

Leroy Lewis
HOW TO TELL A COMMUNIST AND HOW TO BEAT HIM

I AM a professor, but I am not here to give you "book learning." I am here to set before you, The American Legion, a problem which concerns all of us who love democracy and the ideal of liberty for which it stands. The problem is "How to check Communism." When I talk about Communism I know what I am saying. I have had a lot of experience with this menace. I know where it is most likely to appear, where it is most likely to take hold, and I think I know the best way to fight it.

It was before The American Legion was formed, in fact it was in August 1918, that I met my first Bolshevik. We didn't call them Communists in those days. There had been a big rain, that day, in Vladivostok, and down across the street car tracks, on Bolshevik Ulitsa (Russian for big street or Broadway) were tons of gravel and sand, a foot high, washed down from the steep unpaved streets that climbed the hill. I watched the Korean porters busily packing the debris in baskets, carrying it up, and patting it back into place to await the next rain. I climbed past them, on up to the great commercial school, where I was to lecture on American education to a great crowd of teachers, patrons, parents who were all school board members. I started at five. My interpreter finished at seven. Late into the night the questions continued. These people had revolted with Kerensky. They had welcomed the Bolsheviks. We didn't call them Communists in those days. There had been a big rain, that day, in Vladivostok, and down across the street car tracks, on Bolshevik Ulitsa (Russian for big street or Broadway) were tons of gravel and sand, a foot high, washed down from the steep unpaved streets that climbed the hill. I watched the Korean porters busily packing the debris in baskets, carrying it up, and patting it back into place to await the next rain. I climbed past them, on up to the great commercial school, where I was to lecture on American education to a great crowd of teachers, patrons, parents who were all school board members. I started at five. My interpreter finished at seven. Late into the night the questions continued. These people had revolted with Kerensky. They had welcomed the Bolsheviks. But they appeared happy to have been conquered by the Czecho-Slovaks and glad at the moment to be under inter-Allied rule. I was curious about Bolshevism. What was the idea? What was it like? What did Lenin and Trotsky want? I was not long in suspense.

After the lecture, a man stopped me at the door. "Good evening," he said, "My name is Wax. I did a year of graduate work in the States. Until last month, I was the Bolshevik Commissar, here in Vladivostok." You can imagine my surprise. I said, "Come on home with me. What is Bolshevism?" And this is the tale he told to me.

Communism is not new. There have been forms of Communism since earliest times, even in America. Note the tribes on the Indian reservations. But Communism as we know it was formulated by Marx, Engels and others less than a hundred years ago. They saw something wrong with the world. The few had too much, the many too little. As Wax said that night, "Why should the rich have all the beautiful houses, pictures, rugs?" He even said wives. Karl Marx saw every few years that there was a depression. Wars were almost constant. The doors of opportunity were shut. Oppressed peoples and races were practically slaves. The Communists thought that such conditions need not exist. There could be peace on earth, good will to men, the good things of life could be more evenly divided, if only men would apply their brains to the conduct of their lives.

This man Wax was making quite a sales talk. It sounded pretty attractive so far. "How do you plan to do this?" I asked. "Well," he said, "the trouble today is that men are divided into two classes—those who own and those who earn: capitalists and workers.

"There is an inevitable war between the two. There can be no compromise, no truce, no armistice, no peace. It will be a battle to the death. Men are fools to love the Fatherland, the Patrie. The workers of one country should be better friends with the workers of other lands than with the capitalists of their own, who are their only enemy." "Workers of the world, unite!" read the Communist Manifesto. "You have nothing to lose but your chains." "Part of
the trouble,” continued Wax, “is in the churches. Men go to church, and what do they learn—to be humble—to be patient—forgiving, to look to the future life. All this is grand for the capitalist. So down with religion, shut the churches, banish the priests.” This done, the Communists thought, and the decks would be cleared so they could build a new world.

“And how are you going to defeat capital?” I asked Wax. “How are you going to win for labor?” “Very simple,” he replied. “We will use the idea of the Soviet. First we organize all the workers into unions—unions of carpenters and masons, plumbers and railroad men, stenographers, cooks, librarians, teachers, nurses, professors, doctors, clerks;—everybody in fact except capitalists. Then each local sends its delegate to a larger council, and councils to the highest council. There is no need for congress, legislatures, or elections. Everything can be accomplished by the unions. Lenin has organized a system by which the few can rule for the many. This is what we call ‘Dictatorship of the Proletariat.’ The Proletariat chooses its dictators. After that it is dictated to!” “But what about the rich? The capitalists?” I asked. “Where do they come in?” said Wax, “that is the cleverness of the idea. They have no unions, and if they formed them we wouldn’t recognize them.”

Of course you and I remember how after this time the Kolchak government failed in Siberia, how the Bolsheviks took complete control. They never made any pretense of democracy. They seized the power. My friend Arthur Bullard, who was chief of the group with whom I served in Russia in 1918, said he was talking with Lenin in Switzerland in 1905. Lenin had outlined the whole Bolshevik ideal. Bullard said, “How are the Russian people going to do this? They cannot do it for themselves, can they?” “No,” replied Lenin, “they are too ignorant to know what to do, too hungry to have the energy, too subservient to dare.” “And surely the Czar won’t!” said Bullard. “No,” said Lenin. “Then, who will?” asked Bullard. “I will,” said Lenin. The way they worked their way to the seizure of power was as follows: talk about peace, talk about social equality, especially among those most oppressed. Talk about organization of labor, and penetrate into every labor union. Talk on soap boxes. Publish pamphlets and papers. Orate and harangue. Play on envy. Arouse jealousy. Separate class from class. Try to break down the democratic processes from within. Accustom the people to picketing, strikes, mass meetings. Constantly attack the leaders in every way possible, so that the people will lose confidence. Then in time of national peril, during a war, on the occasion of a great disaster, or on a general strike, walk into the capital and seize the power. A well-organized minority can work wonders.

Now the Communist leaders have steadily insisted that Communism cannot live in just one country. Just as we fought to make “the world safe for democracy,” so they are fighting to make the world safe for Communism. They are fighting this fight today, twenty years after my talk with Wax. Every country must become communist, according to their idea. So they have sent out missionaries. They have supplied them well with funds. They have won converts. These converts have been organized into little groups called “cells,” each acting as a unit under the orders of a superior. It is almost a military organization. They attack where there is unemployment. They stir up discontent among those oppressed, particularly among the Negroes and Jews. They work their way into the unions, where they form compact blocks. They publish and distribute little papers and pamphlets. At the New York Times they pass out one called “Better Times.” At the Presbyterian Hospital it is
called "The Medical Worker." At the College of the City of New York it is called "Professor, Worker, Student." At Teachers College it is called "The Educational Vanguard." These are scurrilous sheets. In one issue I noted twenty-nine errors of fact. After a recent address of mine they passed out a dodger attacking me, with a deliberate error of fact in each paragraph. These pamphlets cost money, more than $100 an issue. The idea is to try to entice into their web those generous and public-spirited teachers, preachers, social workers, and reformers who know distress and want to do something about it. These Communists know what they are doing. They follow their orders. Particularly they would like to dominate our newspapers, our colleges, and our schools. The campaign is much alike all over the world. I have seen the same articles, almost the same pamphlets, in France and England as in the United States.

You see, when it comes to fighting communists I am a battle-scarred veteran. But after twenty years I cannot tell one by looking at him. If only he were a tall dark man with bushy black whiskers, a bomb in his hand, a knife in his teeth, and a hand grenade in each pocket of his smock, I could recognize him. However, only the leaders proclaim their membership. The clever are silent, hidden, anonymous, boring from within. You can only tell a Communist by his ideas.

Now the Legion loves loyalty. It upholds the American Way. It seeks to perpetuate democracy. As a patriotic power, alert to alien issues, it justly considers Communism subversive, and has taken up the fight. What tactics should we adopt? What plan of campaign should we map? The answer, as I see it, is to note the conditions under which Communism has come to flourish in foreign lands and then do our best to see to it that these conditions never obtain here.

Now what were the conditions that gave Communism its chance in Russia? These were, I think, three. First, widespread misery, poverty and distress; second, suppression of freedom of speech and the right of meeting and assembly; third, general ignorance. These are the three conditions that give Communism a chance to flower and flourish.

When you have abject poverty widespread, when people are out of work, when houses are damp, dirty, cold and crowded, when children cry for food, there you have a soil fertile for Communism. It is no accident that there are Communists in the suburbs of Paris and London, in Harlem, or along the water front in New York and San Francisco. After a drudging day of despair, the family sick and cold, the doors of hope shut, you can’t blame the unlucky for giving willing ear to the blandishments of the Communist propagandist, who says that Russia is a happy land with golden gates, flowing with milk and honey. When men are down they’ll sell their birthright either for a mess of pottage or for a pot of message.

One way, then, to fight Communism is to go into the root of poverty and distress. Whatever you may think of certain aspects of the work of the present administration, you must see that in the program of resettlement, in the W. P. A., in the C. C. C. Camps, and in the National Youth Administration, President Roosevelt and his advisers have been helping the poor and distressed. Some think we can never pay for it. Some think that conditions will be worse in the long run. We must admit, however, that what they have done for the poor has been the most powerful blow against Communism. No matter what the national government does, whether you agree with this program or not, the good American who wishes to fight Communism must lend every effort to clean up the slums, to assist the unlucky, to cure the sick, to care for
the widow and the orphan.

It is at this point that I wish to point out to you a misunderstanding, a mistake, that many loyal citizens commonly make. There are among us a good many people who by training, taste, inclination or vocation see much of the poor, under-privileged, and the sick. These are ministers and priests, social workers, Y. M. C. A. leaders, doctors, nurses, teachers and professors. They see the effect of the slum. They know what the sweat-shop does to body and soul. Their wrath and indignation rises at the practices of some of the worst of us. Then these men and women who know the seamy side of life, from the pulpit, in the press, from the lecture platform, in the college and university class, point out these evils and struggle to find some way of improving these conditions. Some are wise and advocate gentle and gradual improvement. Some are in a hurry and urge quick reform. You and I are likely to think that they are Communists, that their ideas are subversive. We may call them "red." But whenever we do this, we had better back up and think. They are not the Communists. The Communists get a lot of pleasure out of our mistake. The Communists are glad to see us attack them, to quiz them, to hamper them, to persecute them. Because in a way these zealots are the worst enemies of Communism. If we could clear up the worst of the slums and give help to that part of the population which is in genuine distress, which is what these zealots want, we should in one step have removed the most likely converts from the contamination of Communism.

You have a second condition favorable to Communism when people dare not speak their minds. Let the right of assembly become abridged and sympathy follows the supposedly injured party. If an idea is so subversive that it cannot be talked about openly, how alluring it is likely to be when it is heard in a whisper. When you cannot speak on the public square, you gossip down the alley. When you cannot meet in the open, you conspire in the cellar. Then you hear only one side. Then you think you are a martyr, and you may be willing to die for a belief which, because it has never been effectively opposed, may be half-formed and ill-considered. Ideas expressed openly are, of course, subject to the law of treason, slander, or morality. The people of the United States would not approve and adopt the Constitution until it was explicitly stated that the rights of "freedom of speech, or of the press; or the right of the people peaceably to assemble" should not be abridged; and so far as fighting Communism is concerned, I think they are right. Nothing pleases the Communists more, nothing advertises them so much, nothing wins them more converts, than violation of these rights.

But what the Communist is most afraid of is education. I do not mean any kind of education, because you will naturally think at once of this Communist who is a college graduate, that Communist who is a Doctor of Philosophy, groups of college students who support and uphold Communism. Conversely, you can recall at once many an unschooled illiterate who holds to the American Way. There will always be impractical intellectuals who look to the speedometer, not to the brakes. But Communism cannot flourish where all, or almost all, the people know a good deal about history, political science, and sociology. Communists advance their ideas as if they were new. They try to make people think that their plans are practical and workable. They don the sheep's clothing of democracy trying to deceive the ignorant, when they have not the slightest belief in democracy at all. The person who knows history will know better. The fallacy in Communism is not in the ultimate goals which they borrow, like peace, prosperity, social justice and human brotherhood, as in their practical plans for realizing these goals. The per-
son who knows history and political science and economics knows that these plans have been tried repeatedly, and repeatedly they have failed. The same plans, and much the same tactics, failed in France in 1789. They failed again in 1848. They failed in Germany since the War, they failed in Hungary, they failed in Spain, they failed in Russia itself. They sought peace; they got war. They sought fraternity; they divided brother from brother. They sought social justice; they achieved more poverty, more misery, more distress. As one learned Frenchman said, "Communism can destroy capitalism but cannot replace it."

The person who is educated in the manner I describe learns to take a long look at the world. He sees the age-old aspirations of man for prosperity and well-being, for liberty of conscience, speech, property, freedom to earn and to spend, for equality before the law, and an equal opportunity for youth. He has watched the gradual development of these ideals, now advancing, now retreating, now advancing again. He knows how the Fathers of our Country caught a new vision, how by compromise and adjustment they devised a new form of government and a new form of relationship between man and man. Of course it was not perfect. The idea was to build a little at a time in the hope that what they had done would persist. The educated person knows that social changes come very slowly. If you are in a hurry, as in Germany from 1919 to 1933, or in Spain, there is revolution and reaction. If you try dictatorship, as in Nazi Germany or Italy or Soviet Russia, of course everybody has work but then you are only a serf. Up to now those who have been socially secure in this world have been only the slaves. The educated man moves slowly. He is in no hurry. The educated man moves steadily and persistently. He will not be lulled to sleep.

So to hit Communism at its weakest point you must have education. You cannot fight an idea by banishing it. You cannot fight an idea by shooting it. Purges, "red scares," teachers' oaths, discharging professors, never stopped Communism. The only way you can fight an idea is by meeting it with another idea; and the only way you can meet it with another idea is by proper education.

It is most fortunate for us that most of our children have a chance to go to school. It is fortunate for us that most of them can finish the high school course. Let us make very sure that these boys and girls have a chance for a good education for modern times, especially in the controversial and difficult fields of government and social life. It does not make much difference to me as an American what sort of Latin or Spelling or Algebra they study, but I do hope that they will learn what democracy is and why we have it; what life was like when our ancestors lived under tyranny, and what life must be like today in Russia and Germany, in Spain, Japan and Italy; what these liberties are that we prize; what these rights are that we must maintain; and what our corresponding duties must be. Let them know what Communism and Fascism think they are. Let them go right down to the bottom. Knowledge is power.

DeWitt Clinton, who built this school system, had it right when he said that these schools were the "Palladium of our freedom...the bulwark of our liberties." Since his time these schools have grown in power and confidence. Every child has his chance. We have a strong and competent State Department of Education. We have the best system of school financing in the Union. Our school board members are able and competent. We have a grand force of teachers. Hold up their hands. Give them encouragement. Protect them from the
narrow-minded zealot who would hamper them. That's the way to cut down the Communist.

There is, however, one additional consideration. Communism, I am convinced, can flourish only when the soul of a people is dead. The wisest men from the time of the Greeks have sensed that we really live in two worlds, the world of sticks and stones, and the world of the intellect, the world of the spirit. When I was a boy I used to walk down the halls of Teachers College, and there on the wall was an old engraving of the New Jerusalem. There were high walls, closed gates, and up the steep sides, out of the mud and muck crawled and climbed the poor mortals in search of heavenly bliss. When I see that picture it makes me think of what education should do. There is one world, a dog's world, a world of bones and kennels and chains and muzzles, and hunts and fights; and there is a man's world, a world of ideas, of beauty, of thought. The one is base, the other good. In one, men are slaves, in the other they are free. In one, there are oppressed and oppressors; in the other, all are equal. There is a land of the slave and there is a land of the free, and the passport to this happy land is a liberal education and a belief in power beyond one's self.

I hope for a world with bigger bones and better kennels, but I despair if that is all men want. Our people will perish unless we re-incorporate in our life the statement made one hundred and fifty years ago in our Northwest Ordinance, "religion, knowledge and morality, being necessary to the welfare of mankind, schools and the means of education should forever be encouraged." This accomplished, in this spirit, by the schools and by all other means of education—colleges, churches, clubs, organizations, museums, libraries, theatre and the press—we shall have a happy people. We shall never be Communists.

You of the Legion recognize the enemy. How shall we beat him? Relieve poverty and distress. Stand up for the rights of Meeting and Assembly and Freedom of Speech, particularly when you do not agree. Support the schools and foster in every way the study of history, government, and social life. Above all, support a liberal education, an education for men, not dogs, that we may enter and live in a world of ideas, of beauty, of thought. This should be the American program. It will cause the most of discomfort to our enemies; it will do the most to perpetuate and preserve the form of government and the kind of life which the Fathers of our Country willed to us and to which they were confident we would give our last full measure of devotion.

William F. Russell

ENGLISH TEACHERS WILL HOLD NATIONAL CONVENTION

The twenty-eighth annual meeting of the National Council of Teachers of English, to be held at the Hotel Statler, St. Louis, November 24-26, will devote considerable time to appraisals of English curricula. "Evaluating the Program in English" is the general theme chosen by Marquis E. Shattuck of Detroit, president of the Council, for the convention.

Among those who will discuss recent important surveys and experiments and their implications for teachers of English are Dr. Wilfred Eberhardt of Ohio State University, English consultant in the evaluation study undertaken by the Progressive Education Association; Dr. Dora V. Smith of the University of Minnesota, specialist in English in the New York State Regents' Inquiry; and Dr. Harold Spears, Director of Research and Curriculum, Evansville, Indiana.

All youngsters know some things their fathers are too busy to learn.—Fred B. Barton.
October, 1938]

THE VIRGINIA TEACHER

THE TEACHER’S JOE MILLER

BONERS FROM HISTORY PAPERS

The Monroe Doctrine was, that no European County could take any more land west of the horizon.

The population of the U. S. in 1790 was $4,000,000.

The purpose of the Hartford convention was to disgust about the War of 1812.

Civil service is when one helps another in time of distress. It is civil to be of service.

Alexander the Great also was born in Athens during the absence of his parents.

Lincoln wrote his famous address while riding from Washington to Gettysburg on an envelope.

Oliver Cromwell had an iron will and a large red nose, but underneath were deep religious feelings.

Liberty of conscience means being able to do wrong without bothering about it afterwards.

FROM A LATIN II CLASS

Consul—the big shot of Rome.

Calvary—the name of a mountain.

Ides of March—Caesar’s off day.

Infantry—a place for infant children.

HOWLERS

Relative poverty—means their friends or relations are also broke but have the opportunity.

Chivalry—a medical system of knighthood in the Middle Ages.

Arabs gave us our figures.

There are pillows all around the Parthenon.

Gothic was an accident architecture.

The Kings got their crowns from their fathers by heresy.

The guilds were a small group of peasants who would start out as bakers and raise families and they would continue.

BONERS OR HOWLERS OR BOTH

Chaunticleer and Pertelate were two Italian writers who influenced Chaucer.

A sonnet is a little son.

Incongruous refers to a man who is in congress.

The feminine of bachelor is lady-in-waiting.

The Arctic Circle is the circle in the Arctic region where it is day all day long.

A stethoscope is a spy-glass for looking into people’s chests with your ears.

A sincere friend is one who says nasty things to your face, instead of saying them behind your back.

Money is useful and also it is not useful. If a man has money it is useful, but if he has no money it is not useful.

Germs are sort of small insects that swim in you when they can get in. Some are called measles but you can’t see them.

Saturated is a term used for gentlemen who are full up.

Rhubarb is a kind of celery gone bloodshot.

Prevailing winds are winds that always blow when other winds have stopped blowing.

The split infinitive means the crack of doom.

A tantrum is a cycle made so that two people can ride on it.

Oliver Twist was a great contortionist.

A fusillade is the bones of an airplane.

Transverse is crazy poetry, written while the poet is in a trance.

A hassock is a Russian cavalryman.

Triumph is three snorts on a tuba.

A kaiser is a stream of water jumping up and down and disturbing the earth.

Cannibal is two brothers who killed each other in the Bible.

Seersucker is a material with a crippled surface.
EDUCATIONAL COMMENT

"CAN YOU TELL ME WHAT TO READ?"

It was the dogmatic Dr. Johnson who made the pronouncement: "Sir, a man ought to read just as inclination leads him, for what he reads as a task will do him little good." In his presence, Men were Mice, no doubt, and agreed; but the good doctor's authority has shriveled with the years, and today we can speak back: "Very good, Dr. Johnson!" we may say. "But, Sir, if the task be self-imposed!" Though dead and gone, Dr. Johnson would have the last word: "Self-imposition, Sir, is but a corollary of inclination." So be it, let a man follow his inclination in reading.

Then we must know, not what his inclination should be, but what his inclination is. This practice we follow when we entertain guests for dinner, planning not what our friends should eat, but what our friends do eat and enjoy.

For reading is like a great feast spread on the banquet table. And there is always the possibility that the literary food which you find wholesome may give me the “hives.” One man’s meat is another man’s poison, in literature as well as in food.

It was a certain Jack Spratt who had an allergy to fat; and it was Mrs. Spratt who, on the other hand, could eat no lean. Family harmony was insured by their varied tastes; it would have been disastrous if Jack had insisted that his wife’s appetite and tastes should accord with his own.

Let reading, then, proceed as the reader’s inclination would direct. It is a very fact that one will do better to look about him in a library and make his own selection rather than have his reading chosen for him by the World’s Greatest Authority—whoever that may be!

A STILL SMALL VOICE

An eloquent appeal for federal assistance in the enrichment of library facilities appears in the current issue of The Kansas Teacher. Not the building but the books, points out the editorial, contributes most “to the development and growth of the human spirit.”

Fortunately, in Virginia the State Board of Education has already adopted a policy of improving school libraries; and a start has now been made.

Here is the still small voice from Kansas: "With all our pride over new school buildings, new school auditoriums, new school gymnasiums, and new athletic fields that have come to us in recent years largely through the beneficence of a federal Santa Claus, we need to do a little invoicing in certain other matters. Among these may be pointed out the school library. For in most of the city school systems, the school library is the Cinderella of the family. This is not as it should be. When thousands and hundreds of thousands are spent on school architecture and only a few paltry pennies per pupil are spent on books, something is greatly wrong. Costly and imposing school buildings contribute but little to the development and
growth of the human spirit. A wealth of books contributes much. It is a wise superintendent who would rather have a shabby school building with rich library facilities than an ornate and boastful school building which is poverty stricken in the matter of books. It is high time for school administrators to diminish their zeal for WPA building grants and consider the need of the children in the matter of books. Let’s have a renaissance in regard to books and school libraries.”

**DR. PETERS SPEAKS IN KANSAS**

R. D. W. Peters, president of the Radford State Teachers College, will make an address on “The Unit as a Basis of Pupil Experience in Curriculum Development,” before two sections of the Kansas State Teachers Association. Dr. Peters before his appointment as president of the Radford college was Director of Instruction for the Virginia State Board of Education and had general supervision over the Virginia Curriculum program. He will speak at Wichita on November 4 and at Hutchinson on November 5.

**BOOK WEEK**

BOOK Week will be observed this year from November 13 to 19. “Accent on Youth,” a 16-page booklet for booksellers, librarians, scout-leaders, and teachers, listing all the suggestions, hints, and ideas that may be useful in the observance of Book Week, is available for free distribution. The manual also contains a good list of plays suitable for presentation. Requests should be sent to Book Week Headquarters, 62 West 45 Street, New York.

Book Week has helped to promote reading for fun and enlightenment in schools, libraries, and homes the country over, say those who endorse it.
boys and girls, and to give them a good time in the doing of it. One could wish that every boy and girl in America between the ages of six and fourteen might have a copy of *Reading for Fun*. It is a lovely "gift book" in appeal as well as in purpose. At only twenty cents a copy, hundreds of children should have that good fortune.

Dora V. Smith


**Teachers Manual,** Pp. 37. 16 cents.

The broad informational background of the authors and the development of the text in classroom use strengthen the contents. The four popular-speech divisions are examined as production regions: the East, the South, the Middle West, and the West. The idea that Virginia and Maryland have gradually become a part of the industrial East will stimulate discussion.

The text is predominantly commendable, but it seems that too agreeable or kind-hearted critics checked the material. For instance, it is stated that Omaha is at the mouth of the Platte (p. 440) and that the entire Virginia portion of the Great Valley is known as the Shenandoah (p. 104). Furthermore, the use of "Fall Line" instead of the more accurate expression "Fall Belt," the occasional use of the traditional but misleading expression "temperate zone," and the soil classification given on pp. 81 and 82 all indicate that the authors or the publishers hesitate to accept recent observation or research. But in the hands of a teacher well-prepared in geography, the text would be truly helpful for seventh or eighth grade study.

The attempt to develop the habit of continuing the study of different industries in each division after completing the text is to be commended.

Raus M. Hanson


This book lays special emphasis on learning-by-doing techniques. It is planned for use in the secondary schools and is of value to teachers in that field. The authors discuss and give examples of the different types of units. Suggestions for visual aids are given and the subject is well covered. The testing of outcomes is discussed from various directions.

Rachel Weems, M. D.


"Adapted for use in the latter part of the high school curriculum, or in any situation where the usual high school unit requirements in algebra have been completed but need to be reviewed" seems to the writer to suggest use with college freshmen.

The book contains ample exercises for review in all subjects of high school algebra which may be needed in college work, and could be advantageously used in the fourth year of high school as a requirement for all students who wish to enter college, and might be used as a part of the first term's work in college algebra in order to tie up the loose ends of the subject before more advanced work is begun.

H. A. C.


Although the authors claim that they have endeavored to bridge the gap between educational theory and practice, the reader finds only the elementary portions of trigonometry. The four place table of logarithms does not give the student the ability in the use of logarithms which a college student should have, especially if he attempts to carry mathematics further.

One is glad to see that mention is made of the slide rule, though not sufficient ex-
planation of its use is given to be of value to the student.


Sixteen true stories in which dogs are the principal characters, moving against a background of everyday life in fourteen different countries. Among them are Pierre in Canada, who helps his master farm and fish; Ney, who lives near a Mexican serapo factory; Waldi, a little dachshund, who became a hero in the Black Forest; Zanna, the foster mother of two lion cubs in the Brussels zoo. The stories have action and spontaneity, with a style and spirit unusual in books for third or fourth grade children.

**NEWS OF THE COLLEGE**

Following the liberalization of college curricula to permit students to graduate with either the B.A. or B.S. and either with or without student-teaching experience, and following the extension of the course in business education, the enrollment this fall surpassed all previous figures and reached a total of 1081.

Approximately 900 students use the college dining rooms, but the residence halls do not provide accommodations for so many. About 75 students are therefore rooming in private homes near the college. There are over 100 day students who live in the city or nearby.

To care for new courses offered this year for the first time and for additional sections necessitated by the larger enrollment five new appointments have been made to the faculty of Madison College, as follows:

Robert E. Slaughter (M.S., University of Southern California) becomes professor of commercial education.

Fernando Q. Martinez (Ph. D., University of Virginia) becomes assistant professor of Spanish. Dr. Martinez has taught in the Randolph-Macon Woman's College at Lynchburg and in Mary Baldwin College, Staunton.

Miss Ambrosia Noetzel (A. M., Iowa State College) becomes assistant professor of home economics.

Miss Josephine Walker (M. A., Columbia University) becomes supervisor of home economics, following the resignation of Miss Frances Houck to accept a position as supervisor of home economics training at the Farmville State Teachers College.

Miss Ruth Cooper (M. A., George Peabody College for Teachers) becomes supervisor of the second grade in place of Miss Marie Alexander, who is at Columbia University completing work for the doctor's degree.

The establishment of a department to train women for business is the result of this college's effort to meet the demand many young women are making for business training. Emphasis is placed on the four-year course in commercial education, but the State Board of Education has authorized the granting of junior commercial diplomas for completion of the two-year course.

What will some day be looked back to as a major event in the history of Madison College got under way without fanfare of trumpets when the Harrisonburg Building and Supply Company broke ground for the erection of a new library building on October 17. The building, which will stand on a line with Wilson and Reed Halls, facing west, will occupy the site of the tennis courts, to the north of Reed Hall.

The library will eventually house 80,000 volumes, with reference rooms, reserve book rooms, browsing room, several seminar rooms, and a children's book room.

The basal contract price for the building is $118,000, and for furniture and equipment $15,000. Architect's fees and other costs will absorb the remaining $7,000.
The construction of the new library building and a new heating plant is being financed with the aid of P. W. A. grants. Excavation has already been completed by the contractors, the Nielson Construction Company, of Harrisonburg, for the heating plant, which will stand near the Chesapeake Western Railway just east of the Home Economics Practice House. The heating plant will cost about $72,000, and will supplant the present unit south of the Senior Dining Hall.

Entertainments scheduled for the fall have been announced in part. The Clare Tree Major Children's Theatre, which appeared at the college last session in "Hansel and Gretel," returned on October 15 to present "Five Little Peppers"; on December 10 another of the Clare Tree Major companies will offer "Cinderella." These plays are being presented under the joint auspices of the college and the Parent-Teachers Association of Harrisonburg.

The Wagnerian Festival Singers, to appear in Wilson auditorium on November 14, will be one of the most expensive and elaborate entertainments ever presented at the college, it is said. An ensemble of five world-famous voices will sing favorite concert selections from the operas of Wagner, as well as parts from operas by other composers.

The English Placement Test given to Freshmen at the end of their first week on the campus showed for the 396 students examined a median score of 140 as compared with a national median of 129, according to Mr. Conrad Logan, head of the English department.

The following twenty-one girls make up the highest five per cent of the group: Margaret Beauford Warwick, Monterey; Anne Warren Anderson, Arlington; Susan Annette Bowles, Louisa; Pauline Richie Barfield, Martinsburg, W. Va.; Mrs. Vivian Berry Fauver, Staunton; Alice Mary Griffith, Gaithersburg, Md.; Evelyn Louise Jefferson, Federalsburg, Md.; Louise Elizabeth Parks, Bedford; Sue Ann Crockett, Oceana; Marjorie Hope Kryske, Mt. Vernon, N. Y.; Margaret Adelia Eaton, Suffolk; Julia Kippatrick, Glen Allen; Margaret Schrader Shelton, Pearisburg; Jane Watts Sites, Covington; Patricia Rhoe Johns, Arlington; Nan Kathryn Walker, Norfolk; Virginia Milliah O'Sullivan, Ivy; Harriet Long, Harrisonburg; Mary Lee Utley, Norfolk; Ethel Lois Williams, Church Road; and Catherine Funkhouser, Harrisonburg.

Since the State Board of Education announced that no new teachers will be certified to teach after 1942 who have not had four years of college training for their work, the college has instituted Saturday classes for teachers in service interested in meeting these requirements. These Saturday classes will be conducted for fifteen weeks and will carry each three quarters session hours credit. Classes now being offered are a course in Tennyson by Miss Elizabeth P. Cleveland, a class in First Aid by Miss Dorothy Savage, American Colonial History by Mr. John Mcllwraith, and Public School Music by Mrs. Clifford T. Marshall.

ALUMNAE NEWS

MISS YOWELL IS NAMED SUPERVISOR FOR N. Y. A.

Miss Nettie Tucker Yowell, of Boyce, has begun her duties as home-making supervisor of the National Youth Administration in Virginia, with headquarters in Richmond. She will supervise N. Y. A. home-making centers, N. Y. A. sewing rooms, and N. Y. A. school lunch rooms throughout the state.

Miss Yowell has been a teacher of vocational home economics at Berryville High School for the past three years and is a native of Clark County. She received her B. S. in home economics at Madison College, Harrisonburg, in the class of 1930.
MISS DUNBAR WINS ORGAN SCHOLARSHIP

Miss Emma Dunbar, of Dunbar, West Virginia, gifted young organist and graduate of Madison College in 1937, has been awarded a four-year scholarship at Curtis Institute of Music in Philadelphia.

At the May meeting of the Augusta chapter of Madison College Alumnae Ethel Driver ’37, of Mount Sidney, was elected vice-president and Mary Spitzer, ’36, of Waynesboro, treasurer.

Eleanor McKnight, ’37, is in charge of the dietary department of the Milford General Hospital, Milford, New Jersey. She recently finished her course at the Pennsylvania General Hospital in Philadelphia.

Elvira Rudasill, who last year was teaching in the Harrisonburg city schools, has accepted a position in the Bethesda, Maryland, public schools. Miss Rudasill graduated from Madison College in 1935.

Katie Wray Brown, ’33, who was secretary to the dean of women for the past five years, has resigned to accept a position teaching in Danville, Virginia.

Virginia Blain, ’38, president of the Student Government Association last session, succeeds Miss Brown as assistant to Mrs. Cook.

Julia Duke, ’32, after teaching several years in the State Teachers College, Silver City, New Mexico, has just accepted a position as acting head of the physical education department in the Louisiana Polytechnic Institute at Ruston, Louisiana.

ALUMNAE RETURN

Eleanor M. Bobbitt, ’36, was a recent visitor on the campus. Miss Bobbitt majored in English here and is now teaching English in the Clifton Park Junior High School in Baltimore.

Leslie Purnell, ’38, is teaching Physical Education this year in Staunton and Waynesboro. Miss Purnell returned to the campus the week-end of October 8, when she refereed the Old-Girl—New-girl basketball game.

Rebekah Bean, ’38, who is teaching the first grade in Buchanan, Virginia, recently spent the week-end on the campus.

Josephine Acton, ’38, now teaching near Norfolk, and Helen Shular, ’38, now teaching in Waynesboro, were guests on the campus the week-end of October 15.

MARRIAGES

Class of 1921: Gertrude Smith, of Java, Pittsylvania County, to Mr. Hezzie Anderson, of Long Island; in the home of Rev. E. Y. Poole, Lynchburg, June 23. Mrs. Anderson has been a member of the Schoolfield High School faculty.

Class of 1927: Helen Bernice Yates, of Harrisonburg, to Mr. Archibald A. McFayden, Jr., on July 12, in Shanghai, China. Mrs. McFayden has been a missionary under the Baptist Board. Mr. McFayden is in the Consular service.

Class of 1930: Robena Newman, of Dayton, to Mr. Carl Clinger Pennington, of Edorn; in the Methodist Church, Harrisonburg, on August 22. Mrs. Pennington has taught school in Rockingham County for several years. Mr. Pennington is employed by the Rockingham Milling Company.

Class of 1930: Naomi Pearl Scott, of Port Republic, to Mr. Henry Hilton Almond, of McGaheysville; in the home of the bride, in September.

OUR CONTRIBUTORS

NILA BANTON SMITH is professor of education in the University of Indiana. In addition to her writing on problems in the field of reading, Miss Smith is author of the Child Activity series of basal and supplementary readers.

LEROY LEWIS, who offered courses in speech in Madison College last summer, is an instructor in speech at Duke University, Durham, N. C. Mr. Lewis is also business manager of the Southern Speech Bulletin, official publication of the Southern Association of Teachers of Speech.

WILLIAM F. RUSSELL is dean of Teachers College, Columbia University, New York.

DORA V. SMITH is professor of children’s literature in the University of Minnesota.
The National Committee on Current Theatrical Films gives three ratings: A, for discriminating adults; Y, for youth; and C, for children. These estimates are printed by special arrangement with The Educational Screen, Chicago.

**BIRTH OF A BABY** (American Committee on Maternal Welfare, Inc.) Unusual presentation of human birth from start of pregnancy through delivery and infant care (showing to general public in theatres). Serious, scientific, utterly frank, dignified. Stresses proper medical care, dangers of artificial abortion, etc.

(A) Novel (Y) and (C) Parents should decide

**BOY MEETS GIRL** (O'Brien, Cagney, Bellamy) (Warner) Fast, daffy burlesque of Hollywood people and methods, built solely for loud laughs, its humor broad and rowdy, subtly discarded.

Central situation built around approaching and ultimate motherhood of studio waitress—aptly acted by Marie Wilson.

Four Daughters (Larrie sisters, Rains, Garfield) (Warner) Vivid, realistic portrayal of one happy family of four daughters, and the joy, sorrow and tragedy that romance can bring. Fine cast, notable characterizations, Garfield outstanding.

Exceptional film despite artificial touches.

(A) Excellent (Y) Mature but good (C) Beyond doubt

**FOUR'S A CROWD** (Flynn, de Havilland, Russell, Conolly) (Warner) Fast, furious, clever romantic farce, hilariously exaggerated out of any semblance to life. Breery dialog, zigzag motivation, unconvincing reversals, toy trains, dog chases. Related to real drama as "swing" is to music.

(A) (Y) Very gd of kl (C) More or less funny

**HIGGINS FAMILY** (Jimmy, Lucille and Russell Gleason, Lynn Roberts) (Republic) First of new "Family" series. Rather too farcical for realism, with Russell over-prankish as the inventor-son, but elementary, amusing situations and some simple, homely values will prove entertaining to the not over-critical.

(A) Fair of kind (Y) Mostly good (C) Mature

**I AM THE LAW** (Robinson, Beal, Kruger) (Columbia) Far-fetched, but lively, suspenseful melodrama, lightened by appealing humor. College law professor on sabbatical leave becomes special prosecutor and by highly original methods smashes the racketeers. Not over-violent except for prolonged fist-fight and grim suicide.

(A) Very good of kind (Y) Good (C) No

**KEEP SMILING** (Jane Withers, H. Wilcoxon) (Fox) Another fixer role for Jane, more credible and appealing than usual. Helps uncle, once ace director, make comeback and gets in movies herself. Lively, substantial plot, exposing grimier side of Hollywood, well balanced with Jane's amusing antics. Fine work by cast.

(A) Fairly good (Y) and (C) Amusing

**MARIE ANTOINETTE** (Shearer, Power, and notable cast) (MGM) Lavish, beautiful and very long picture of French court life under the Louis, centered around Marie Antoinette's glittering career from wedding to guillotine. Heroine's tragic fate much softened, hence final tragedy heavier. Splendidly done. Shearer outstanding.

(A) Excellent (Y) Mature (C) No

**MY LUCKY STAR** (Sonja Heimie, Richard Greene) (Fox) Sonja's marvelous skating probably compensates for fateful story with preposterous collegiate background. Heroine is sent to college to model clothes, gets involved in cheap divorce suit, and an ice carnival (in department store!) straightens things out.

(A) Perhaps (Y) Prob. entertaining (C) Fair

**PASSPORT HUSBAND** (Stuart Erwin, Pauline Moore) (Fox) Laughably absurd farce-thriller. Over-dumb hero gets mixed up with two girls, tricked by crook gang into marrying wrong one, but finally marries right one after capturing whole gang by ridiculously impossible coup. Some cheap risque touches.

(A) Feeble (Y) No (C) No

**SAFETY IN NUMBERS** (One of Jones Family series) (Fox) Homely, human, pleasantly complex, really climactic story of how small-town folk thwarted attempted swindle by city crooks through faked proof that local swamp was valuable mineral water. Good fun for all but the over-critical.

(A) Good of kind (Y) (C) Thoroughly amusing

**SECRETS OF AN ACTRESS** (Kay Francis, Geo. Brent) (First Nat'l) Unpretentious, dignified, well-knit little triangle with actress heroine, hero and his self-sacrificing friend, finely played by Ian Hunter. Troubled romance, numerous reversals. Simply and convincingly done save for maid's labored comedy.

(A) Good of kind (Y) Mature (C) No


(A) Excellent (Y) Mature (C) Too mature

**SPAWN OF THE NORTH** (Fonda, Raft, Lamour) (Para) Impressive backgrounds, fine camera shots and a trained seal provide chief interests in clumsy, rambling melodrama of Alaskan salmon fishing. Long sequence of gruesome sea fighting. Grim climax. Fine acting by Barrymore and Tamiroff, rest of cast ineffectual.

(A) Fair of kind (Y) Strong (C) No

**THREE LOVES HAS NANCY** (Gayne, Montgomery, Tone) (MGM) Breezy, sophisticated, well-acted, farce, clever dialog and amusing, unconventional situations when guileless small-town heroine invades the penthouse apartment of a con- ceited New York author and his publisher, who become rivals for her hand.

(A) Very good of kind (Y) Sophisticated (C) No

**YOUTH TAKES A FLING** (Andrea Leeds, Joel McCrea) (Univ) Inappropriate title for pleasing, convincing little story of hero who yearns to go to sea, and earns, romantic heroine who has found her love's tragic family much softened, hence final tragedy heavier. Splendidly done. Shearer outstanding.

(A) Excellent (Y) Mature (C) No
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