supervisors who find in every school a group of students who are capable of doing better work than the average. The replies to this questionnaire are helpful not only in giving information but in furnishing suggestions as to making satisfactory arrangements for the best development of such pupils.


Neither syntax nor citizenship is considered a field for the exercise of a sense of humor, yet Mr. Booker's article abounds in both wit and humor, made, however, to minister effectively to sound principles of life and education, and proving, to the satisfaction of many, that "Syntax is citizenship."

M. I. B.

XI

RECENT BOOKS THAT SHOULD INTEREST TEACHERS


The appearance of this volume reminds one of the time when he was rewarded for an exceedingly long wait at a country hotel by a correspondingly good dessert. The study is the report of the survey of the tax-supported normal schools of Missouri and was set in motion by a request of the governor of the state, July 18, 1914. It has been eagerly awaited by American educators. The delays are due in part to problems incident to the Great War.

Brief introductory chapters deal with a definition of the scope of the inquiry, a statement of modern educational principles and a review of the characteristics of physical and social Missouri. The body of the volume deals with the following problems: origin and growth of normal schools, government and control of Missouri normal schools, purpose of a state normal school, personnel of the Missouri normal schools, curricula of normal schools, operation of the normal schools, product of the normal school, and a summary of proposals or recommendations for the Missouri normal schools. In addition there is an appendix of 85 tables of statistical data, bearing upon such matters as the normal school population, the salary and experience of the teachers, and the results of standard tests in the training schools.

It is safe to say that the Foundation has done a signal service in thus financing and reporting the normal school situation in a more or less typical state. Weakness of administration, of curricula, of teaching, and of student programs are set forth with detail and with fidelity as are the strengths, and so concretely that the truth cannot but be borne home. On the other hand, generalizations of significance are frequently made where the data is full enough to allow, offering much material for comparative study. The work is of great value to those alike who have to do with the training and the hiring of teachers. Voluminous as is the report, the following conclusions are of interest and clearly stand out among other contributions: the recommendation that normal schools train teachers and not compete with high schools and colleges, the importance of linking up the normal schools with the state university into what might be called a system of higher education, the need of restricting the unlimited election of students allowed in some schools, the relative advantages of different types of practice teaching facilities, and the importance of the utilization of trained married women as teachers.

W. J. O.


This monograph has the distinction of being number one in the George Peabody College for Teachers Contributions to Education. It is an intensive study of the causes of elimination in the first class county high schools of the state of Tennessee. It is unique, and therefore destined to prove very valuable, in that the boys and girls are called in to state the causes of their dissatisfaction. This necessitates the questionnaire method in securing the data for part of the study, but the questions were so definite that there was no temptation to draw upon the imagination in answering them. This definiteness also made it possible to tabulate the answers, and study them statistically with some exceedingly valuable results. The author investigated the occupations of the parents, and the vocational desires of the students, both "quitters" and graduates. A striking dissimilarity between the work the high schools were training for, and that which the students were doing, is shown. The value of each of the subjects taught in these high schools as seen by the students, "quitters" and graduates, is tabulated, as also the studies which each group would like to see added to the course. The significant thing here is that although the students leaned decidedly toward the purely cultural, the graduates and "quitters" united in wanting more emphasis on science and on vocational studies. The reasons for elimina-
tion were sought from both the teachers and pupils, with a marked difference in the answers given. For instance, the teachers assigned first place to "lack of interest" but it came as far down as fifth in the student's reasons. The writer feels, and very justly, that such lack of sympathetic understanding between teachers and pupils may play no small part in causing the latter to drop out of school. The opinions of these boys and girls as to the worth of a high school education make very interesting reading. The fact that so large a majority of them look upon it as preparation for college is a serious criticism of the program of studies.


In writing this book on subnormal children Mrs. Hollingsworth has had the classroom teacher in mind. She has selected from her exhaustive knowledge of the subject the most salient facts and stated them with great clearness and with freedom from technical terms. A knowledge of statistics is not necessary in order to read the book, yet it will be scarcely possible to read it without acquiring, to some extent, the habit of thinking statistically. The chapter on "Individual Differences" is the clearest exposition of this important subject that I have seen. It is so clear that any intelligent teacher can follow it easily.

Numerous well-chosen graphs and diagrams add to the value of the book, as does a set of illustrations of writing and drawing done by subnormal children. There is a comprehensive bibliography at the close of each chapter.

This is a book which every class room teacher should buy. In fact there is, to my mind, only one fault to be found with it—the need of a companion book dealing with the gifted child. It is to be hoped that Mrs. Hollingsworth will soon find time for such a volume.
It is good for us to be told over and over that "meter and rhyme are but accompaniments of poetry, and not poetry itself, which is an effect of beauty, never to be confounded with rhetorical inventions, and which is produced by different races in different ways, according to their tastes, and in different ways by the same race at different times."

Professor Erskine thinks that what is called "the new poetry" is the product of much novel reading, that the methods of prose realism have been transferred to verse, and not that it is the outgrowth of contemporary French verse, as Miss Amy Lowell would have us believe. But he acknowledges the debt we owe Miss Lowell for reminding poets that "the natural phrase is a sacred thing, not to be sacrificed to exigencies of the line or the rhyme."

The author's recollections of the teaching of Professor George E. Woodberry twenty-five years ago (p. 83) offer a happy illustration of the service which philosophy renders in the interpretation of poetry. Professor Erskine is strong in his denial of the De Quincey categories of "the literature of knowledge and the literature of power," and points out the error in excluding the more intellectual kinds of writing from our definition of poetry.


C. T. L.


A valuable group of papers, here conveniently gathered in pamphlet form, for the teacher of English literature who would keep in touch with contemporary developments. This symposium was first published as an American supplement to the London Nation, in April, 1920. In its present form, the booklet can be read through in less than two hours. "American Criticism Today" is contributed by J. E. Spingarn; "Recent American Poetry" by Padraic Colum; "The Literary Capital of the United States," by Henry L. Mencken; "Philosophy in America" by Morris R. Cohen; and "The American Novel" by Francis Hackett.

C. T. L.


This is an excellent book in many ways. It is planned on the assumption that the subject is to be taught in the laboratory; instructions are incorporated in the text. The subject matter is largely explanatory of what the student observes in the laboratory study. A knowledge of plants and animals is arrived at through the study of representative specimens of the several plant and animal kingdoms and families. The book begins with definitions of the most frequently used biological terms. All technical matter is discussed in very simple language, while the fund of information conveyed is ample and thorough. No less than 533 well-chosen illustrations are given. The treatment of human biology is in keeping with the other parts of the book. The most notable defect is the scant discussion of heredity.

G. W. C. Jr.

XII

HARRISONBURG NORMAL SCHOOL GIRLS

The 326 students enrolled here for the first quarter come from eight states, Virginia, North Carolina, Georgia, West Virginia, Maryland, Pennsylvania, New York, and Ohio. Of the 100 counties in Virginia, 70 of them are represented by students. Rockingham county, in which Harrisonburg is situated, naturally has the largest county enrolment, 23. Other counties well represented include Augusta with 13; Albemarle, 12; Rockbridge, 10; Fairfax, 9; Loudoun, 8; Shenandoah, 7. From Harrisonburg are enrolled 14 students.

The proportion of students from the southeastern section of the state is always large. Students registered from Tidewater cities are as follows: Norfolk, 13; Portsmouth, 11; Richmond, 10; Newport News, 6; Suffolk, 2.

In the days following the opening of the twelfth session, the usual receptions and entertainments have taken place. All students, new and old, were entertained by the faculty. All students were entertained by the faculty. How TheyReceived Friday evening, September 24, at Hill Crest, the President's home. Students in groups of fifty or sixty were received at half-hour intervals, and a delicious buffet luncheon was served.

An informal reception tendered new students by the Y. W. C. A. was given the evening of Friday, October 1. Every new