

and Superintendence will sit on the platform during this session.

WEDNESDAY MORNING  
July 2, 8:30 o'clock

Second session of the Representative Assembly. This session will be opened with music, followed by a five minute inspirational talk by Minnie J. Nielson, State Superintendent of Public Instruction, Bismarck, North Dakota.

WEDNESDAY AFTERNOON  
July 2, 2 to 5 o'clock

Open house at the Headquarters of the National Education Association, at the Bureau of Education, American Red Cross, Women's University Club, Pan-American Union, and other National organizations having headquarters in Washington.

WEDNESDAY EVENING  
July 2

Dinners and receptions.

THURSDAY MORNING  
July 3, 8:30 o'clock

Third session of the Representative Assembly. This session will open with the singing of State songs, followed by a five-minute inspirational address by A. E. Winship, Editor of the *Journal of Education*, Boston, Massachusetts.

THURSDAY AFTERNOON  
July 3, 2 o'clock

Meetings of Departments and Allied Organizations.

THURSDAY EVENING  
July 3, 7:30 o'clock

General session on the theme Education and Government. Arrangements are being made for speakers representing the point of view of labor, government, women's organizations, classroom teachers, and higher education.

FRIDAY MORNING  
July 4, 10 o'clock

Patriotic union service. The Chairmen of all Committees and N. E. A. Directors will sit on the platform during the session.

FRIDAY NOON  
July 4

Patriotic pilgrimages. Each pilgrimage is in charge of a chairman, and will include an appropriate address by some well-known speaker.

Liberal members of the British Parliament, at a meeting held recently in the House of Commons, decided to form an "educational group," which will look after the interests of education and keep special watch upon measures of an educational character introduced in the House.—*Teachers World*, London.

## CURRENT EDUCATIONAL PUBLICATIONS

### SOME NEW MATERIALS IN READING

ANOTHER book on the teaching of reading! Truly it is amazing how fast they come from the press. For so many-angled is our reformation in this main business of the elementary school that no one author can mirror it fully. To attempt an exposition of the scientific findings on reading, plus applications to teaching procedure with concrete illustrations, plus a treatment of phonics, plus suggestions for testing and remedial measures is too much: the book that tries it is doomed to dry generalities and scrappy organization. So the better ones among the newer books choose one aspect of the subject, thus affording a fuller treatment, and the teacher who seeks the best for her children must not own a book on the teaching of reading, but a library.

An example of the newer type of book is Wheat's *The Teaching of Reading*,<sup>1</sup> "an attempt to make accessible to teachers the significant results of the recent scientific investigations of reading by Huey, Judd, Gray, and others, and to present for the consideration of teachers a somewhat explicit statement of the underlying principles, the aims, and the important outcomes of a course of study in reading for the various grades." With this purpose in view the book takes as its keynote reading for meaning, deliberately omitting some "customary chapters" in order to make room for an exclusive treatment.

The book is divided into three parts, An Introduction, The Reading Process, and The Course of Study. The Introduction deals with the aims and importance of reading, with a third chapter—an abominable one that mars the book by its non-scientific method—on when the child should begin to read. Wheat has thoroughly assimilated the work done at the University of Chicago on the reading process and has stated it with unusual clearness, especially in the chapter on the nature of recognition. In part three some of the newest procedure in reading for mean-

<sup>1</sup>THE TEACHING OF READING, by Harry Grove Wheat. Boston: Ginn & Company. 1923. Pp. 346. \$1.60.



ing is absent, but there is much of value. His discussion of phonics is particularly good: the disposition of the much mooted "families" question is the best I know. The remedial work is suggestive and is full enough to guide an amateur, ample case material being given.

Mr. Wheat has organized his book well with a summary at the close of each chapter. He has provided an extensive and carefully selected bibliography.

Another book so different from Mr. Wheat's that the two supplement each other is *Reading in the Saint Cloud Public Schools*. This monograph<sup>2</sup> was prepared by Miss Ruth Hilbert, city supervisor in Saint Cloud, Minnesota, for the guidance of her grade teachers. There is a minimum of theory and that given is practical, such as setting up objectives for each grade. The emphasis is on the newer practices in reading, with a wealth of illustrative material.

Miss Hilbert states as one of her main aims the replacement of the old type of "busy work" with educative seat work. What she has developed here is representative of the best work in the country today. Her description of the "picture dictionary" now used in the more progressive cities of the Middle West is an outstanding feature. Each word in this dictionary is printed on a card with a picture illustrating its meaning. When the child needs help in his seat work, instead of asking the teacher he figures the word out for himself from this "dictionary."

For the primary grades Miss Hilbert has developed a series of unstandardized reading tests. There are duplicate forms of each of these so that the series really serves as a set of goals for the class as well as the teacher. Although such tests are best made for each situation, there is much that is suggestive in the ones given here.

This newer procedure in the teaching of reading demands materials radically different in type from the traditional school reader. Nor will duplicating old material and calling the book a "silent reader" serve. Children want, not different versions of old stories, but different stories. The Macmillan Com-

pany is offering such a series in the LaRue books, *The F-U-N Book*,<sup>3</sup> *Under the Story Tree*,<sup>4</sup> and a new animal story book not yet off the press. The first two are easily read by upper first graders—our children read them alone in the free reading period with frequent chuckles. They provide interesting material, entirely new in content, with a vocabulary based on the Thorndike word list. As for the illustrations—they are done by the Petershams and were responsible for no small part of the aforementioned chuckles.

The purpose in mind must always govern the choice of reading material. In the primary grades this should generally be reading for enjoyment or for general information. One important source of such content is in children's literature, but school readers have overdone this at the expense of easy narrative of factual type, accounts of situations that the child will actually meet with in life. To fill the need for this kind of content, the W. H. Wheeler Company has prepared a set of readers for the primary grades.<sup>5</sup> The stories are longer than the usual reading lesson: even in the first reader they are frequently long enough to be arranged in chapters, just like stories for grown-ups. The vocabulary used in this series is in accord with the Thorndike list. The books are practically perfect as far as size of page, type, etc., are concerned. Each book has a teacher's edition with a carefully prepared manual of instructions, one of the authors being Guy T. Buswell, who has done such constructive work in reading at the University of Chicago. Like several of the newer books for children's reading this series is not intended to serve all the child's needs, there being an express statement that to use them for oral lessons will defeat their purpose. Indeed, to have each child "keep the place" for a formal oral reading of these stories would be disastrous—at least if all children enjoy the stories as much as ours do.

<sup>3</sup>THE F-U-N BOOK, by Mabel La Rue. New York: The Macmillan Company. 1923. Pp. 105. 68 cents.

<sup>4</sup>UNDER THE STORY TREE, by Mabel LaRue. New York: The Macmillan Company. 1923. Pp. 139. 76 cents.

<sup>5</sup>THE SILENT READING SERIES, by Guy T. Buswell and W. H. Wheeler. Chicago: W. H. Wheeler Company. Book One, Pp. 182. Book Two, Pp. 246. Book Three, Pp. 246. 1923.

<sup>2</sup>READING IN THE SAINT CLOUD PUBLIC SCHOOLS, by Ruth Ewing Hilbert. St. Cloud Minnesota: Board of Education. Pp. 162. 1924. \$1.50.



We are fast coming to have our children read books, instead of selections from them, especially in their reading for pleasure. For the third grade there has just been translated another Johanna Spyri story.<sup>6</sup> What joy is in store for all the friends of *Heidi*, big as well as little! This is a story of a small boy in a Swiss mountain home who later goes to the valley to work in a mill. Along with the story the child will gain a real insight into Swiss peasant life. There is an appended vocabulary with index numbers to the Thorndike list.

All children like to play games: especially do they like the joy of leading the group in a new game. Miss Frances Ross has utilized this interest in a new reader for the second or the third grade made up completely of directions for playing children's games.<sup>7</sup> The child has a check on his own accuracy in reading in whether or not the game *plays* under his leadership. At the same time he is acquiring a most valuable mind-set in regard to reasons for reading.

Another new book for training in accurate reading is intended for the second grade.<sup>8</sup> The lessons in it are based on elementary science. This is such a good idea that I hesitate to express my disapproval of the book. But the emphasis is wrong. Little children are intensely interested in how kitty cares for himself, but the ones that I know do not care a fig how long he is, or how many toes he has. They are keen about the life cycle of an insect, but the number of million dollars worth of damage done in a certain state by its larva is not within their experience. At the close of each chapter are checks for testing the child's accuracy in reading. Some of these are quite good, but when questions are used they are frequently on such short units that they will encourage the habit of scrappy reading. Besides, the book lacks style.

<sup>6</sup>JORLI, by Johanna Spyri. Translated by Frances Clayton and Olga Wunderli. New York: The Benj. H. Sanborn Company. Pp. 111. 1924.

<sup>7</sup>READING TO FIND OUT, by Frances Ross. New York: The Macmillan Company. Pp. 90. 1923. 60 cents.

<sup>8</sup>LIPPINCOTT'S SILENT READER, by Ethel Hale. Philadelphia: J. B. Lippincott Company. Pp. 107. 1923.

For a number of years Dr. Ernest Horn has been working on the problem of teaching children to study. In his *Learn to Study Readers*<sup>9</sup> we have the application of his work to the very littlest folks. The material used is factual and because it is within range of the child's everyday experience, his interest is immediate. All types of purposeful reading and of seat work are included, with much originality in the development of checks on what the child has read. For instance, some of the standard test forms such as *true-false*, *completion sentences*, and *multiple response* are used. To the child it is all a great game. That does not mean that the work is "sugar-coated." Instead, the problems put lead him to read selectively, to organize, and to judge. And anyone who has been privileged to set a situation for children to solve problems knows that thinking is one of the games dearest to childhood. There is a teacher's edition of each book, with complete directions and suggestions. The books are well made, and charmingly illustrated.

KATHERINE M. ANTHONY

<sup>9</sup>LEARN TO STUDY READERS, Book One by Ernest Horn and Grace Shields. Pp. 150. Teachers' Edition, 84 cents. Pupil's Edition, 64 cents. Book Two, by Ernest Horn and Maude McBroom, Pp. 212. Teacher's Edition, 88 cents. Pupil's Edition 72 cents. Book Three not off the press. Boston: Ginn & Co. 1924.

THE COMMON SENSE OF THE CONSTITUTION, by A. T. Southworth. Boston: Allyn and Bacon. 1924. Pp. 145. 60 cents.

A brief analytical study of the Constitution of the United States, in which the author gives the historical foundation as well as the present explanation of the fundamental law of our federal government. Each section of the Constitution is handled separately in an expository statement followed by a few well chosen questions. The book can be used advantageously in any course in government and citizenship.

R. C. D.

MADemoiselle DE LA SEIGLIERE, by Jules Sandeau. Boston: Allyn and Bacon. 1924. Pp. 187. 80 cents.

A textbook for the French class. FRANCE (For the Second Year), by Mme. Camerlynck and G. H. Camerlynck. Boston: Allyn and Bacon. 1924. Pp. 253. \$1.25

Another direct method volume in an excellent series.



THE JUNGLE BOOK, by Rudyard Kipling. School Edition. Garden City, N. Y.: Doubleday, Page & Company, 1924. Pp. 305. \$1.00.

THE SECOND JUNGLE BOOK, by Rudyard Kipling. Garden City, N. Y.: Doubleday, Page & Company, 1923. Pp. 324. \$1.00.

CAPTAIN COURAGEOUS, by Rudyard Kipling. Garden City, N. Y.: Doubleday, Page & Company, 1923. Pp. 322. \$1.00.

Three classics reprinted from the original plates. A fine bargain for school libraries.

WHAT EDUCATION HAS THE MOST WORTH, by Charles F. Thwing. New York: The Macmillan Company, 1924. Pp. 235. \$2.00.

This title, reminiscent of Herbert Spencer, introduces a series of papers and addresses by the former president of Western Reserve University.

THE STORY KEY TO GEOGRAPHIC NAMES, by O. D. Von Engel and Jane McK. Urquhart. New York: D. Appleton and Company, 1924. Pp. 279.

Unique presentation of geographical names. Invaluable to the teacher of geography.

CHILD ACCOUNTING, by Arthur B. Moehlman. Detroit: Courtis Standard Tests, 1924. Pp. 205. \$1.85.

## NEWS OF THE COLLEGE AND ITS ALUMNAE INKLINGS

May is a month of athletic contests, of plays and festivals, of tree plantings, of elections—a month when everyone is beginning preparation for examinations with an eye to an unburdened summer vacation, when some are looking forward to the next regular session and perfecting organizations by which the traditions of the college may be carried on. Withal it is a busy month, a month that whirls us giddily towards the year's climax, commencement night, and on into the devastating heat of summer school!

To begin with athletics, one first thinks of the results of Field Day, May 24, when the valiant Juniors won from the Seniors, 38 points to 25. Winners in the various events were as follows: Hurdling—1st, Mae Vaughan, 2nd, Eva Dunlop and Margaret Clark, (tie). Basketball Distance Throwing—1st, Martha Lohr; 2nd, Jane Nickell. Hop-Step-Leap—1st, Wilmot Doan; 2nd, Jessie Rosen and Margaret Clark (tie). Basketball Accuracy—1st, Jessie Rosen; 2nd,

Evelyn Coffman. High Jump—1st, Ida Pinner; 2nd, Nellie Binford. 75-yard Dash Relay—Seniors, Elizabeth Thomas, Mae Vaughan, Gold Harris.

Awards of sweaters, monograms and other athletic honors were made by President Duke at assembly Monday morning, May 26. Members of the all-victorious varsity basketball team who received sweaters and monograms were Jane Nickell (captain), Martha Cockerill, Sadie Harrison, Wilmot Doan, Ruth Nickell, Blanche Clore. Jessie Rosen and Clarice Coleman had received sweaters a year ago and were therefore given stars to indicate second year awards. To the following the basketball monogram was presented: Thelma Haga, Evelyn Coffman, Mary Sturtevant, Carolyn Weems, Pauline Hudson, Eliza Nichols, Edith Ward, Bernice Cook, and Elizabeth Buchanan.

Those who received monograms for having made hockey teams were the following: Mae Vaughan, Grace White, Naomi Floyd, Frances Clark, Clarice Coleman, Louise Persinger, Peggy Parham, Hattie Lifsey, Martha Cockerill, Mildred Morecock, Carrie Dickerson, Ruth Ferguson, Edwina Lambert, Wilmot Doan, Hortense Herring, Ruth Nickell, Margaret Clark, Winnifred Price, Bernice Hicklin, Judson Lifsey, Sadie Harrison, and Mary Will Porter.

Appointments to the Harrisonburg State Teachers College faculty, occasioned by the increase in student enrollment for 1924-25, have just been announced by President Duke as follows: Dr. C. H. Huffman, M. A., Clark University; Ph. D., University of Virginia, will become a professor in the department of English. Dr. Huffman has been professor of English at Roanoke College for the past two years and during the coming summer will teach in the summer school of the Radford State Teachers College. Dr. Huffman was for several years an instructor and assistant professor in English at the University of Virginia.

John M. McIlwraith, B. S. and M. A. of Columbia University, has accepted an appointment as professor of history. Mr. McIlwraith has also done work at Harvard University and is now engaged in completing his requirements for the doctor's de-