

differ with him, but I do not believe you can disregard him. There is a "punch" to the book that stirs you into an aggressive attitude and makes you think.

In addition to the mentally exceptional child, Mr. Horn makes two other large groups, the temperamentally exceptional and the physically exceptional. Under the first he classes the truants, the incorrigibles, and the speech defectives. Under the second he classes the deaf, the blind, and the crippled. In each case he has made a careful study of current practice in American cities, and is prepared to give a constructive program.

This is the best general treatment that I know of the exceptional child in school. We are fast coming to a series of books, each dealing with one aspect of the problem. Such a book is Miss Stedman's most excellent account of her five years' experience in the opportunity room at the University of California, Southern Branch. After a general statement as to the purposes and plan of the opportunity room, Miss Stedman gives case descriptions of five types of gifted children. This is followed by a series of profile charts showing to what extent these children's achievement in school subjects paralleled their ability. When we remember that the bright children in the grades are often loafers, we are amazed to learn that these children came within 2% of the national standards for their *mental age*. But they were forced, you protest! No! The book is full of evidence to the contrary; there was no attempt to rush them through the grades, no intention to make "wonder children" of them. The usual school subjects were greatly enriched, and foreign languages were added. But the emphasis was on well-rounded personality; these children were not living to learn, but learning to live together.

Almost half of Miss Stedman's book is given to accounts of actual activities that these children engaged in. Among the more interesting of these activities the following

may be mentioned: writing poetry, pageants, and plays; giving illustrated lectures; publishing books; and preparing a report card to measure their progress in character habits.

Other new books dealing with the temperamentally exceptional child are now available. One of these, Miss Mateer's *The Unstable Child*, was reviewed in a recent issue of THE TEACHER. Two others concerned with the emotional life of the so-called normal child will be considered in an early number.

KATHERINE M. ANTHONY.

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### THE CASE FOR PUBLIC SCHOOLS

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OUR FAITH IN EDUCATION, by Henry Suzzallo, Philadelphia: J. P. Lippincott Company. 1924.

That our faith in public education should be commensurate with our belief in democratic government is the substance of the author's argument in this little volume of approximately one hundred pages. The successful working of democratic institutions depends upon the existence of the many of average ability who have been trained to follow intelligently, and of the few of exceptional talents who have been trained to lead wisely. The sole guarantee of this reciprocal leadership and followership, according to President Suzzallo of the University of Washington, is public education.

The book is the expanded form of an address delivered at Oakland, California, on July 4, 1923, before the American Council on Education and the National Education Association. The patriotic setting of the address is doubtless the reason that only the political outcome of education come in for treatment—to the total exclusion of an outcome equally as valuable, namely, the ability wisely to use and enjoy one's leisure. This central idea of the vital necessity, on political grounds, of educating every child in America, is hammered home on nearly every page, until by mere dint of repetition

it must convince any conceivable opponent of the public schools.

The argument of the little book is not subtle enough to delight the logician; nor could it be, in an address. It is, however, a straight-forward and reasonably coherent statement of the case for the further development of the public schools. It reveals the attitude of the professional educator: the end is not yet, nor even glimpsed. It admits that taxes for schools are high, but is confident that, if we do our duty by the schools, they will become even higher. To the opponent of expenditure for popular education it makes clear that the issue which hangs in the balance is nothing less than the quality of the citizenship of America.

The author says no new nor startling things. To one who has thought even a little about this matter of educating all the people all these things will have presented themselves. Yet the teacher or administrator who has, in the confusing welter of practical details, lost touch with general ideas, can find some comfort here. Here is an answer, for him, to that importunate and abiding question: how am I profiting the world? If he has worked in the public schools, he has guarded the very fountain-head of democratic government.

W. C. WHITLOCK.

#### OTHER BOOKS OF INTEREST TO TEACHERS

HOW TO EXPERIMENT IN EDUCATION, by William A. McCall. New York: The Macmillan Company. 1923. Pp. 281.

The methodology of educational experimentation in a practical form for the use of teachers and students of education. The first book in its field.

WHERE OUR HISTORY WAS MADE, by John T. Faris. Book Two. New York: Silver, Burdett & Company. 1924. Pp. 358.

The second volume in the series is on the same high plane as the first: abundance of interesting illustrations of places made important by historical events, and a compelling presentation of the story connected with the place. Many state historical societies have lent pictures.

READING BLUEPRINTS, by James K. Shallenberger. Peoria, Illinois: The Manual Arts Press. 1924. Pp. 59. 85 cents.

Meant to supply the shop workman with a means of interpreting a blueprint regardless of how the blueprint was made. A brief text for teachers of night school.

QUALITIES RELATED TO SUCCESS IN TEACHING, by Frederick Butterfield Knight. (Teachers College Contributions to Education, No. 120) New York: Teachers College, Columbia University. 1922. Pp. 67.

A study to determine what tests will distinguish good from poor teachers, based on the correlation method.

A MESSAGE TO GARCIA AND OTHER ESSAYS, by Elbert Hubbard. New York: Thomas Y. Crowell Company. 1924. Pp. 48. 50 cents.

Hubbard's Apologia tells how "A Message to Garcia" came to be written. Other essays characterized by the same sort of drive are here included: "The Boy from Missouri Valley" and "Help Yourself by Helping the House." An attractive little volume, with a portrait of the author.

ELEMENTARY SPANISH CONVERSATION AND COMPOSITION, by Aurelio M. Espinosa. New York: Allyn and Bacon. 1924. Pp. 138. \$1.40.

An elementary Spanish grammar review and drill book. Lively, practical exercises. Constant drill in the spoken language. Fascinating illustrations.

SPANISH GRAMMAR REVIEW, by Joseph S. Galland and Roberto Brenes-Mesen. New York: Allyn and Bacon. 1924. Pp. 170. \$1.20.

A complete review of Spanish grammar prepared for the second year.

PROBLEMS IN ARCHITECTURAL DRAWING, by Franklin G. Elwood. Peoria, Ill.: The Manual Arts Press. 1924. Pp. 131. \$2.25.

A textbook and problem book for beginners in architectural drawing. It presupposes only a course in mechanical drawing. The problems are presented in a form that requires individual effort on the part of the student, not merely copy work.

THE GOLDEN BOOK OF FAVORITE SONGS, revised and enlarged. Chicago: Hall & McCreary Company. 1923. Pp. 128. 15 cents.

Two hundred and two songs are included, songs for all occasions and all purposes, and some excellent responsive readings as well. Good paper, durable cover, wide variety of songs. Suitable for the school assembly.

THE GRAY BOOK OF FAVORITE SONGS, revised. Chicago: Hall & McCreary Company. 1924. Pp. 128. 20 cents.

One hundred and forty-eight songs, including a large number of choruses.