

has its responsibility and should meet the school folks half way in an effort to understand and contribute to the advancement of education.

—*Campaign Handbook.*

BOOKS

SCIENCE TEXTS FOR JUNIOR HIGH SCHOOLS

EARLY STEPS IN SCIENCE, by Hanor A Webb and John J. Didcott. New York: D. Appleton and Company. 1924.

THE SCIENCE OF EVERYDAY LIFE, (revised and enlarged), by Edgar F. Van Buskirk and Edith Lillian Smith. Boston: Houghton Mifflin Company. 1925. \$1.60.

The General Science Movement has taken a strong hold upon the minds of educators, not only because of its intrinsic values, but also because it furnishes one of the best means of satisfying the popular demand for a type of training that is of the highest practical value to the boy or girl after he leaves school, whether or not he or she enters a higher institution for more advanced cultural or professional work. It has been only a few years since physics was grudgingly granted as one of the subjects that could satisfy entrance requirements offered to the colleges by the high school. In rapid succession, however, chemistry, biology, and several of the other specialized sciences have come to be looked upon as wholly proper offerings for the secondary school; and now general science is considered very generally the best training the preparatory schools can furnish as a single unit of credit in science.

But this is only part of the present science situation in the schools. Not only has a year's work in introductory science of a non-differentiated nature become an established feature of the best secondary school curricula, but the needs and opportunities for an elementary treatment of general science have become so patent in the grades, that now admirable texts specially designed

for the elementary schools are appearing without the slightest suggestion of apology or any need of establishing their right among the younger children's textbooks.

Early Steps in Science, by Webb and Didcott, which appeared a few months ago, and the revision of Buskirk and Smith's *The Science of Everyday Life* are two of the more recent texts that furnish evidence of the trend of the science movement of our schools. These texts are intended for students in the seventh, eighth, and ninth grades, but could be advantageously used in either a year above or a year below these grades. Both these texts use the psychological rather than the logical method of handling the material of science, and are typical of the best in the field of science for the junior high school.

The Webb and Didcott text is thoroughly fresh and virile. Its essential features may be stated as follows:

1. Early steps in science are to be taken in the home and community.
2. The experiments are of a type which the student can readily arrange, and which therefore will be done.
3. The topics, both for study and experiment, are presented at the proper season of the year.
4. Hygiene is an intimate, inseparable part of every topic.
5. The human mind is a topic of study and experiment.
6. The continuation of species receives vital, yet impersonal treatment.
7. It has the fundamental purpose of creating a widespread interest in science as a thing of personal importance.

Buskirk and Smith's *The Science of Everyday Life* is a thoroughly socialized text book, which has had every effort expended upon it to make it teachable. It is well organized and presents the generally accepted material for such a course. It is built upon definite principles, which may

be broadly grouped under these heads:

1. Courses in general science should afford culture.
2. They should train the pupils to do, with intelligent understanding and economy, such tasks as are most likely to be theirs in life.
3. They should explore both the field of science and the pupil himself.
4. And, finally, such courses should prepare pupils for the higher study of such science as they may afterwards elect.

JAMES C. JOHNSTON

STIMULUS—RESPONSE BONDS IN ARITHMETIC

THE PREVENTION AND CORRECTION OF ERRORS IN ARITHMETIC, by Garry Cleveland Myers. Chicago: The Plymouth Press. 1925. Pp. 75. 60 cents.

Dr. Myers thinks of errors in the fundamentals of arithmetic not as mere failures to know the correct result of a given combination, but rather as an evidence that the child has formed a bond which gives regularly *the same wrong result* for a given combination. He states the results of a set of experiments which seem to prove his assertion. Postulating this, he asserts that not only must the correct bond be formed but the wrong bond must be obliterated.

As a second potent cause for error, the necessity imposed on the pupil of giving *some answer* leads to guessing, with the result that the guess tends toward the forming of new wrong bonds.

In the solution of problems, error appears to be due to inability of the pupil to determine from the statement of the problem what operation is to be performed.

The book contains many suggestions for overcoming these tendencies toward error and for correcting errors once made.

The writer has seldom seen in so small a volume so many suggestions worthy of careful consideration, and feels that every teacher of arithmetic should be conversant with the ideas suggested here.

HENRY A. CONVERSE

BRIEF REVIEWS

SHORT PLAYS OF VARIOUS TYPES, edited by Milton M. Smith. New York: Charles E. Merrill Company. 1924. Pp. 280.

Believing that a play must be approached from the viewpoint of production if it is to be considered as a play, Mr. Smith has prepared notes and comments on twelve one-act plays which admirably fit this volume for use in high school. Devices suggested for reporting on plays read are writing reviews, making advertising posters, writing "blurbs," and preparing a card catalog.

As exercises in amateur play-writing, these suggestions are offered: (1) Arrange a short play from Shakespeare by combining scenes of one thread of plot, (2) Dramatize a story or poem, (3) Take some situation from a story or poem and consider it from a point of view different from that of the original author, (4) Develop a plot around some theme suggested by one of the plays in this volume, (5) Work out in class some original theme (e. g., a trick often recoils and injures the trickster), and incorporate it in a play, (6) Take some historical character or some historic situation and develop a plot from it, (7) Try to write a fanciful play, building up an imaginary or unreal atmosphere, and (8) Dramatize some real incident that you know about.

Most of the plays have been proved by frequent performance, and are illustrated by photographs made of the productions of the Dramatic Club of the Horace Mann School for Boys, New York. The book contains incidental music needed for Lady Gregory's "The Rising of the Moon"; the notes bear chiefly on production problems.

C. T. L.

ADVANCED EXERCISES IN ENGLISH, by Roy Davis. Boston: Ginn and Company. 1924. Perforated pad. Pp. 100. 64 cents.

One hundred exercises, most of them concerned with rhetorical principles. There are six leaves dealing with common errors and nine directly testing on punctuation, but the emphasis of the series is on style. Some excellent assignments for composition work are included. The pad is designed for use in the two upper years of high school and for college freshmen, and follows upon the same author's *Practical Exercises in English*.

AN ATLAS OF ENGLISH LITERATURE, by Clement Tyson Goode and Edgar Finley Shannon. New York: The Century Co. 1925. Pp. 136. Royal Quarto. \$2.25.

It is pleasant to reflect that this scholarly piece of work has grown out of the labors of two Virginia men, Professor Goode of the University of Richmond and Professor Shannon of Washington and Lee University. For its almost certain use in survey courses all over the land will give evidence that productive scholarship is not unknown in the South.

This atlas—first of its kind—contains nine maps, five representing the England of different periods, one showing London with satisfying detail, and three presenting Scotland, Ireland, and Italy as visited by English writers. For each map there is an alphabetical list of authors and the places associated with their lives. There are

also an index of authors and an index of places, making cross reference easy. The book represents wide and careful research, that is sure.

PRACTICE TESTS IN THE FUNDAMENTAL OPERATIONS, by Vesta Reaver. Chicago: The Plymouth Press. 1924. Pp. 48. 35 cents.

One hundred and eighty-six time tests in the fundamental operations, arranged especially to look after difficulties that arise in these operations. For instance, one step of the tests is headed Subtraction Without Borrowing; another, Subtraction With One or Two Borrowings; another, Zeros in Quotient; another, Trial Quotient Difficulty. These few should be mentioned to give the teacher an idea how the tests may be used to correct errors resulting from such difficulties. A set of such booklets for use with the individuals of a class would give a teacher a sufficient number of trial lessons and at the same time obviate the necessity of having pupils waste time in copying exercises from the board. The combination of drill in fundamentals with a speed test is quite advantageous.

H. A. C.

EDUCATIONAL MOVEMENTS AND METHODS, edited by John Adams. New York: D. C. Heath and Co. 1924. Pp. 190.

This little volume of twelve chapters and introduction gives the reader a chance to see through thirteen pairs of English eyes what our English cousins are thinking about as many vital topics in modern education. There are helpful chapters for the high school teacher on the teaching of modern language, Latin, commercial branches, mathematics and domestic science, and also a number of other chapters of general interest including those on the Dalton Plan and Montessori system of teaching. But if you are not especially interested in these problems, by all means read Professor Adams' satisfying and common-sense philosophy in his introduction.

W. J. G.

NEWS OF THE COLLEGE AND ITS ALUMNÆ

CAMPUS NOTES

The honor list for the second quarter, ending March 19, was announced early in April; it included seventeen names. The highest rank (*magna cum laude*) was made by Edith H. Ward, of Norfolk; Emma Graham Dold, of Buena Vista; and Hilda Page Blue, of Charlottesville. The next highest rank (*cum laude*) went to the following: *Seniors*: Clara F. Lambert, McGaheysville; *Juniors*: Louise W. Elliott, Norfolk; Bertha May McCollum, Ringgold; Ruth Tomko, Disputanta; *Sophomores*: Margaret Elizabeth Clark, Hampton; Stella

Crisp Pitts, Scottsville; Sarah Elizabeth Thompson, Warrenton; Ruth Kershaw Wright, Willoughby Beach; Helen Bernice Yates, Harrisonburg; *Freshmen*: Mary Travers Armentrout, McGaheysville; Hilda Louise Loving, Stearnes; Hattie Lenore Osborne, Galax; Virginia Mae Turpin, Norfolk; Annie Brown Younger, Lynchburg.

Louise W. Elliott was inducted into office as the new president of Student Government Thursday evening, April 2, and with her Emma Dold, vice-president, and Elizabeth Ellmore, secretary. President Duke was the principal speaker, and urged that the chief duty of the school is to build character in its students. Elizabeth Ralston, retiring president, expressed gratitude at the loyalty which the student body had always displayed; and Louise Elliott appealed for coöperation, tolerance, and fair-play as guiding principles in campus life.

Carolyn Weems, of Ashland, was elected president of the Athletic Association on Friday, April 9. Miss Weems was one of the "Star-Daughters," and played in all of the 1925 basketball games. She received her monogram along with other members of the varsity team at assembly Friday morning, she and Doris Kelly, of Eastville, both having played at guard. Others who received the monogram for the second year in succession were: Sadie Harrison, guard and captain, of Herndon; Blanche Clore, jumping center, of Madison; Wilmot Doan, forward, of South Boston; Ruth Nickell, side center, of Herndon; and Jessie Rosen, forward, of Staunton.

Thelma Taylor, of Lynchburg, new president of the Young Women's Christian Association, was installed in office the evening of Thursday, April 16, succeeding Emma Graham Dold. The beautiful symbolism of this installation service gave it an unusual dignity. Dr. John W. Wayland was the speaker of the occasion; he paid high tribute