has its responsibility and should meet the
school folks half way in an effort to under-
stand 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 en-
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 prac-
tical value to the boy or girl after he leaves
school, whether or not he or she enters a
higher institution for more advanced cul-
tural 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 succe-
sion, however, chemistry, biology, and
several of the other specialized sciences
have come to be looked upon as wholly pro-
per offerings for the secondary school; and
now general science is considered very gen-
erally 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 estab-
lished 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 Did-
cott, 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 stu-
dents 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 psycholog-
ical rather than the logical method of hand-
ling 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 experi-
ment, 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 ex-
pended 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


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


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.


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.


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

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.


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 Bold, of Buena Vista; and Hilda Page Blue, of Charlottesville. The next highest rank (cum laude) went to the following:

**Seniors:** Clara F. Lambert, McGaheysville; Louise W. Elliott, Norfolk; Bertha May McCollum, Ringgold; Ruth Tomko, Disputanta; **Juniors:** 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 cooperation, 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