

up to the country-wide average, and there is no reason to suppose that good schools can be maintained more cheaply in North Carolina than elsewhere."

LATIN IN THIRD PLACE

School and Society, of December 25 says "According to the enrollment in foreign language classes in the high schools of New York City taken October 15, there were only sixty students taking German, and those were students in the sixth, seventh and eighth terms who elected to study German before the war ban was placed on it. The enrollment figures show that Spanish is the most popular language with the pupils now entering high school, there being 9,961 so enrolled among the first year pupils. In other languages the first term enrollment is as follows: French, 5,428; Latin, 4,654; Italian, 72; Greek, 48."

THE STATUS OF THE URBAN JUNIOR HIGH SCHOOL

In a study of Junior High School in cities of 5,000 or more population, *School Life* for December 1 reports that such schools are found in 41 states and the District of Columbia. Kansas, Minnesota and New Jersey have each 16 Urban Junior High Schools; Illinois has 18; Indiana and New York 19 each; Michigan 21; Massachusetts 24; Pennsylvania 31 and Ohio 38. The Junior High School is undoubtedly with us to stay.

VIRGINIA'S NEW RURAL SCHOOL

Supt. Harris Hart with the aid of Supervisor R. V. Long has worked out plans for a very attractive type of inexpensive rural school that may be built of brick, stucco or frame construction. The building plans call for one story of eight rooms and an auditorium. The lighting is improved by skylights and each room has an exit to the outside. The absence of heavy timbers makes the building comparatively inexpensive and undoubtedly this type of building will find its way into many rural communities. Plans and specifications may be obtained from the State Department in Richmond.

MILLIONS FOR NEW BUILDINGS

Richmond is to have a bond issue of \$1,500,000. for new school buildings; Norfolk an issue of \$2,000,000. or more for the same purpose; Lynchburg is to issue \$2,000,000. worth of bonds to provide among other things for new school buildings; and the little town of Martinsville, which has already two excellent buildings, is to issue \$250,000. worth of bonds for a building of the most improved type. Let the good work go on.

S. P. D.

VIII

A READING LIST FROM THE JANUARY MAGAZINES

"On the Mystification of Children," by Laura Spencer Portor. *The Century*.

An account of the author's experiences with her elders, with a mild protest at the makeshifts and substitutes offered the child in the place of realities.

"What the Pilgrim Fathers Accomplished," by William Elliot Griffis. *The North American Review*.

An ordered arrangement of the achievements and contributions to civilization and human progress made by the Pilgrims, whose spirit has animated a nation and its example leavened all our national history.

"Nationalism in Our Literature," by Earl L. Bradsher. *The North American Review*.

The presentation of the noteworthy American literary contributions that resulted in throwing off the chains of intellectual subserviency which bound us to Europe.

"The Schoolma'am of Sandy Ridge," by Irene Hudson. *The Atlantic Monthly*.

A mission-school story, with its scene laid in Virginia.

"Religio Magistri," by Henry Noble MacCracken. *The Atlantic Monthly*.

A vigorous protest against conditions which furnish the baffling barriers to the

highest service on the part of teachers—the barriers of educational economics, bio-psychological determinism, and propagandism.

"The Crisis in Education," by Lee Russell. *Scribner's Magazine*.

A discussion of the teacher-shortage from the point of emphatic declaration that the remedy for our educational ills lies in "the effectual organization and thrust of a resolute public opinion," as to the worth of good teachers and real education.

"The Alleged Depravity of Public Taste," by Burges Johnson. *Harper's Magazine*.

An effort to make the critic of our times more careful as to giving a snap-shot judgment on the "barbarous taste of the public."

"What Are the 'Movies' Making of Our Children?" by Ellis P. Oberholtzer. *The World's Work*.

A discussion of the good and the bad in moving pictures.

"Wanted: Two Hundred Thousand Teachers a Year," by Louis Graves. *The World's Work*.

What the U. S. Commissioner of Education says about teachers.

IX

RECENT BOOKS THAT SHOULD INTEREST TEACHERS

A HANDBOOK FOR RURAL SCHOOL OFFICERS, by N. D. Showalter. Boston: Houghton Mifflin Co. 1920. 213 pages. (\$2.00).

A STUDY OF RURAL SCHOOL CONDITIONS IN OHIO, by V. M. Riegel. Columbus, Ohio: Issued by the State Superintendent of Public Instruction. 1920. 175 pages.

It is commonly said that on the whole the rural school is, both relatively and actually, not so effective a tool of education as it was a generation ago. While tremendous strides have been made in equipment, in the prepared professional quality of the teaching staff and therefore in curriculum and method in many of our larger cities, the country teacher remains—or rather has become—a

"little teacher with a little salary in a little school house with a little attendance, doing little things in a little way." Among many hopeful signs are the numerous books that are now coming out which should in time have some influence in changing the general situation.

President N. D. Showalter of the Cheney State Normal School, Washington, has attempted the difficult task of writing a handbook for rural school trustees. That he could only partially succeed in such a pioneer effort is perhaps to be expected. However, one who reads the book carefully is disappointed in the slight probability that the book will serve the purpose for which it was intended. A few chapters may indeed be utilized if the wise county superintendent puts them in the hands of his abler trustees, for example, those on the School Election, the Work of the Organized School Board, the School Site, Special Official Duties, and Consolidation of Rural Schools. Other chapters such as those upon the General Plan of Organization (local, state and national), Resources and Finances, Health Education and Medical Inspection, Citizenship in a Democracy, and Redirected Education, are little other than typical theoretic treatments of these topics very like the stock discussions in our texts on the administration of education. The last-named chapter is largely duplicated in another on the subject of Practical Education. Other chapters such as those on Selecting Teachers, and Rural School Supervision, are written in terms of the work of the county school superintendent and still others such as those on Schoolroom Decorations, and the Daily Program are in reality written for the teacher and parallel closely similar topics in books on general methods. If one turns to the make-up of the book he finds that as usual with the books of the Riverside Textbook Series, the print, illustrations and workmanship are good.

The helps, for the average trustee, are not good. Instead of summaries preceding or following the chapters, and marginal notes indicating the contents of the various parts of chapters which necessarily cover a wide range of topics, a list of "suggestive questions" is added. Many of these might be used to advantage in advanced classes in the theory and principles of education, but very few are usable in trustee conferences unless these are conducted by some educational and administrative expert and the author does not indicate the need of this. For example, a chapter on Special Official Duties in which slight mention is made of the need of auditing has the question, "What plan of auditing is best adapted to your district which may serve to protect the school officers and the district's interests?" The chapter on Resources and Finances mentions the importances of the voucher plan in paying bills, but gives no illustrations of vouchers. In fact the appen-