

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-

dices which might give a wealth of materials in the way of forms to be used by district trustees give only rating cards for teachers and school buildings and a list of topics for discussion at county trustee meetings. The treatment of such topics as the relations to the county superintendent, the teaching of agriculture, and the taking of the census, are so slight that the index does not include them. Moreover, on the whole the book describes forward-looking education in the country largely in terms of the two and three-room schools in the more favored communities, so that the trustee of the really rural one-room school will in all likelihood react very much as he might if the treatise was focused on the town or city.

Nevertheless, it is no doubt worth while that this effort to meet a long-felt need was made and the redeeming feature of the text is that it is full of good sound doctrine both from the educational and from the administrative points of view, not strikingly original but tried and tested in recent practice. It is to be hoped that on this solid foundation there may be built a superstructure in successive texts that will be practical, definite and usable as well as stimulating and progressive in viewpoint. As it stands, teachers and supervisors and county superintendents who deal with the rural school and the rural school officer will use this book to aid them in bringing about such relations as shall make for rural school betterment.

Mr. Riegel, who since preparing the rural school bulletin noted above has become State Superintendent of Public Instruction in Ohio, describes the steps which led to the Ohio State-wide school survey of 1913, the consequent legislation, and the progress of the rural schools since that time. Like most state reports, the work lacks organization, is not indexed, and is made up largely of local reports, in this instance those of county superintendents. Its chief value lies in its concreteness in that all sorts of county school activities are described, such for example as revised courses of study, simplified alternating programs, school-home projects, athletic and literary contests, community meetings of patrons, boys' and girls' club work. The new county system under the direction of the county superintendent with a corps of district superintendents is thereby justified. The question of consolidation and centralization of schools, in which Ohio has been somewhat of a pioneer, bulks large and detailed arguments are presented to show its advantages while statistics showing the progress of the movement are given in some abundance. The bulletin should be of real practical use to rural school officers and teachers in suggesting lines of activity and desirable improvements in practice.

W. J. G.

TALENT IN DRAWING, by Herschel T. Manuel, (School and Home Education Monographs, Number Three.) Bloomington, Illinois: Public School Publishing Company. 1919. 152 pages.

In 1916 the General Education Board made an appropriation for the study of gifted children, the fund going to the University of Illinois. The work was carried on under the direction of Dr. Guy M. Whipple, who was at that time a professor there. Dr. Whipple, Miss Coy, and Dr. Henry studied gifted children in the fifth and sixth grades of the Leal School in Urbana, Illinois. Dr. Manuel confined his study to the specialized ability of drawing. Nineteen subjects of recognized talent in drawing were selected. These were subjected to a complete battery of tests of diversified nature, including the Stanford Revision of the Binet-Simon test. An exhaustive study of each individual in the light of these tests was made. Dr. Manuel concludes that "the production of an effective drawing includes many theoretically distinguishable activities," and that "persons talented in drawing exhibit great individual differences in their psychophysical characteristics." He thinks that, altho a certain amount of ability in drawing may exist along with intelligence of a low order, general intelligence conditions the creation of original drawings of merit. There is a detailed summary showing the relation between drawing and various other abilities, such as handwriting, linguistic ability, etc. He recommends a test method for detecting ability in drawing and a series of tests best suited to the purpose. There is a complete bibliography.

The book should be of interest not only to those who teach drawing, but to all who are interested in the detection of gifted children at a period early enough to insure their getting the best possible training for their life work.

K. M. A.

GROWTH DURING SCHOOL AGE, by Paul Godin, M. D. Translated by Samuel L. Eby. Boston: Richard G. Badger. 1920. 286 pages. (\$3.00).

In itself the work of Dr. Godin should prove very valuable for its scientific method. It is translated from the French and directs the attention of the American student to the strides taken and the contributions made to education in France. The results given in the book are based on two thousand observations and three hundred measurements. In regard to these measurements the translator says, the only physical measurements worth while are those which admit of comparisons with previous states of development of the same individual.

"Such comparison can be valid only when repeated measurements are taken at regular intervals. These repeated measurements are necessary in order to enable the teacher and

educator to know the child intimately and profoundly; it makes possible a degree of individualization of education unknown in the past." This book is also a valuable contribution to the knowledge of adolescence. The laws of growth have been determined experimentally in a truly scientific manner. The teacher who knows these laws of growth and understands the meaning of adolescence and its bearing on education as given by Dr. Godin will be prepared to deal more effectively and understandingly with the individual under his charge.

M. L. S.

THE INDIVIDUAL AND THE CURRICULUM: EXPERIMENTS IN ADAPTION, (The Francis W. Parker School Studies in Education. Volume VI) Chicago: Francis W. Parker School. 1920. 160 pages. (45 cents).

Here is the book for the teacher who has been looking for examples of real projects which have been worked with success. Many articles now appearing on the project method merely give the theory of the method, and convince us that it is the ideal way to develop the personality of the individual child, but few give us any examples of projects which may be used. In this booklet, however there is a detailed year's report of actual projects which have really been used in a Seventh grade.

Along with the list of projects, there are many valuable suggestions about the daily schedule and the working of the projects. The history teacher will find help in the suggestions as to the kind of civics projects to choose, so as best to fit the child for citizenship. Suggestions as to how to make history of real value to the child are also given. Another article gives definite ways and means by which science may be a vital thing in the life of the student, and how the correspondence scheme may be used in modern language. Examples of projects which may be used to teach thrift are also included. The teacher who knows the value of hand work will find delight in the booklet, for it tells how hand work may be correlated with other subjects so as not to take any extra time.

S. H. B.

CLOTHING: CHOICE, CARE, COST, by Mary Schenck Woolman. Philadelphia: J. B. Lippincott Company. 1920. 289 pages. (\$2.00).

This book fills a long felt want. The clothing bill of twenty-three million families is said to be in the neighborhood of five billions a year. Who has the spending of that sum? And why is it so large?

Mrs. Woolman has answered these questions and has given many helpful suggestions by which this amount may not only be lessened but also spent more wisely.

The book is valuable not only to the consumer but to the buyer, seller, advertiser and

manufacturer of clothing. To the consumer she gives a large amount of information regarding clothing of all kinds, the care and repair and also hints on laundering, dyeing and stain removal as well as suggestions for the clothing budget which are invaluable if one wishes to dress well at the least expense. The book is a complete, practical, up-to-date guide to the wise selection and choice of clothing and textiles.

M. W.

THE GREAT MODERN AMERICAN STORIES, chosen by William Dean Howells. New York: Boni and Liveright. 1920. 432 pages. (\$2.00).

To those who wish to make a study of the American short story or to those who merely enjoy a short story I commend "*The Great Modern American Stories*." This is an anthology of short stories by American writers, with a reminiscent introduction by Howells.

He says, "My reading has always been so much my living that I can not separate them," and with this attitude we feel that he has made his selections. He has included the delightful, laugh-producing "My Double and How He Undid Me" by Hale; one of the stories of Sarah Orne Jewett characteristic of her nature-love; one suggestive of the far-reaching study of New England life by Alice Brown; and one of the unique inventions of Aldrich. Nor does he exclude the humor of Mark Twain, the human touch of George Ade, and the charming portrayal of the negro character by Joel Chandler Harris. There are in all twenty-four stories.

The biography and bibliography as well as the references for the study of the short story are helpful features of this book.

M. V. H.

EVERYDAY CHEMISTRY, by Alfred Vivian. New York: American Book Company. 1920. 560 pages. (\$1.64).

A modern textbook on chemistry, representing the reaction against the old type of high school text on this subject. The applications of chemistry to daily life are presented, after a minimum of study of the elements and their important compounds and reactions is taken up; but no fact or theory essential to the understanding of any of the phenomena of daily life is omitted. The exercises included in the text call for no complicated apparatus.

An interesting feature of the text is the provision for the separation of boys and girls, after the few general chapters dealing with the fundamental considerations common to all later chemical study is covered; in this way each group may follow the applications of most meaning to them.

It is to be hoped that this type of text will rapidly replace the old elaborated theory text all too common in even our best high schools, as much of the theory stressed in high school

courses in this subject could well afford to be postponed until a later study of the science in a more elaborate way makes this theory of some value.

J. C. J.

PRACTICAL CHEMISTRY, by Black and Conant. New York: The Macmillan Company. 1920. 474 pages. (\$2.00).

A textbook prepared in the belief that a knowledge of the fundamental facts of chemistry and an ability to use them should form a part of the equipment of our American youth, without regard to the particular vocation made a special point of emphasis. The all-important consideration of interest is awakened by an appeal to the student's love of the miraculous and the dramatic and by touching his curiosity concerning the things of everyday life. The definite aim held in view, to make a text that is not merely clear but readily understandable, is admirably carried through. All needful aids to an attractive and easily grasped presentation of the subject are included. The laboratory experiments are printed in a separate volume.

J. C. J.

A FIELD AND LABORATORY GUIDE IN PHYSICAL NATURE-STUDY, by Elliot R. Downing, Chicago: The University of Chicago Press. 1920. 109 pages.

This is a loose-leaf laboratory guide to the rich field of physical science that lies so close to the child. It is particularly well adapted to serve the needs of teachers who are in turn preparing students to teach nature-study in the grades. The "Guide" includes the commonplace science that every junior high school pupil should have mastered before he enters the senior high school. The experiments are well selected and are sure to make an appeal to the child, if the child is given his right to come into contact with such study-material.

J. C. J.

X

SCHOOL ACTIVITIES

The customary formal opening of the winter term took place Wednesday, January 8, when President S. P. Duke spoke on "The Teacher's Future Developments and the School," taking occasion to discuss some of the plans looking to the future development of the Harrisonburg Normal School. The faculty appeared on this occasion in academic costume; and the list of honor students for the first quarter was read.

President Duke stated that a normal school of about 600 students had been found

by experts to be of the size which might be operated most economically and most effectively, and indicated that his efforts will be toward the building up of such an institution at Harrisonburg. This will mean practically doubling the present plant.

Immediate needs in the way of more classrooms and more dormitory space are pressing, while the new Students-Alumnae Building will fill a present need for social rooms and for guest rooms and offices.

The holiday which ended January 4 consisted of sixteen days, and is the longest period of the year during which the State Normal School here is closed down. Intermissions occur before and after the summer quarter, but neither will be as long as the Christmas holidays.

Registration for the second quarter has frequently in the past fallen slightly below that of the first quarter, but the small number of students who failed to return after the holidays, along with the ten additional enrolments, combine to make a figure in excess of the first term's enrolment.

Honor students of the first quarter have been announced as follows: Those receiving no grade less than "A"—
Honor Students Postgraduate and Degree classes: Sallie Lewis Browne, Dorothy Elna Lacy, Vergilia Pendleton Sadler; Senior class: Estelle Howard Baldwin, Gladys May Gwynn, Margaret Lynn Lewis, Frances Meirling Sawyer, Edith Rowland Ward, Iona Mae Wimbrough.

Those receiving grades as near "A" as "B", or nearer—Postgraduate and Degree classes: Rosa Payne Heidelberg, Kathleen Huffman, Mrs. Wm. G. LeHew, Elise Augusta Loewner, Lena Maud Reed; Senior class: Coralease Virginia Bottom, Hazel Agnes Thurston Bellerby, Anna Seaton Cameron, Lucy Corinne Evans, Annie Katherine Hundley, Bernie Brown Jarratt, Anna Gladys Lee, Virginia Josephine McCartney, Gertrude Bain Smith; Junior class: Christine Frost Gladstone, Constance Elizabeth Martin, Celia Pearl Swecker.