

Carolina is no conscienceless organization. It has no designs upon any individual or organization that exists for moral or legitimate purposes."

#### QUESTION OF STATE-WIDE IMPORTANCE

Director Newbold submitted six questions, on which an inter-school commission, composed of Negro leaders, will report at the Winston-Salem meeting of the Negro State Teachers' Association:

(1) Will it be possible for the religious denominations or groups concerned to make an authoritative survey of all of the private elementary schools, and, where it seems wise, consolidate with the public school authorities so that a strong *community* school may be established in lieu of two or more weak and struggling schools?

(2) Would a survey or an examination of the private high schools prove helpful?

(3) Would it not be wise economy and sound educational policy for the schools struggling to maintain themselves as colleges to become standardized immediately as junior colleges?

(4) Will the private colleges accept normal school graduates as candidates for the junior class in a four-year college course?

(5) Will the organizations which own and operate the private Negro colleges be interested in bringing them up to a standard that will entitle them to an accredited rating without question?

(6) Would it be wise to agree upon a common nomenclature by which the same grade of work in public or private institutions would be known by the same name?

WM. ANTHONY AERY

The National Society for Vocational Education, the Vocational Educational Association of the Middle West, and the National Vocational Guidance Association will hold a Joint Vocational Education Convention at Detroit, Michigan, November 30—December 2. The American Home Economics Association will hold its mid-year meeting in connection with this convention—*The Journal of Home Economics*.

## VI

### BOOKS OF THE MONTH

No subject in the elementary school has received more attention than reading, and no subject needs more attention than reading, since it opens up to every one who masters its symbols the great storehouse of the "world's best." The methods by which it has been taught have been many and varied. Teachers have sung children through the A B C's, they have helped them climb the rugged peaks of phonics, only to arrive at the end of the journey at that placed called Knowing How to Read, which consisted of saying words or spelling those which were not known.—I am reminded of the story of a child who came home from school one day in great glee. "I know how to spell *cat*," she announced, and then proceeded without waiting to be urged, "i-c-a." "Oh, no," said the mother; 'c-a-t spells *cat*.' To which the child replied, "No, it doesn't. Didn't my teacher write 'I see a' on the board and then make a picture of a cat after it?"

Among the more thoughtful teachers there has been much discontent and dissatisfaction over the results obtained by these methods and they have studied the problem carefully. They have used scientific measures for arriving at their conclusions, until today we have a quantity of valuable material in several forms.

Probably the best form, that which deals with the subject from every angle, which is based on the best and latest scientific investigations and is yet free from technical terms, which can be used by the untrained as well as the trained teacher, is Stone's *Silent and Oral Reading*. In it the author not only tells the teacher what to do but how to do it. If it were possible to pick out one chapter and say, "This is the best," that chapter would probably be "Training Lessons in Silent Reading"—not because it surpasses the

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*Silent and Oral Reading*, by C. R. Stone.  
Boston: Houghton Mifflin Co. 1922. 298 pages. \$1.75.



others but because it makes clear as nothing else has the importance of training children how to read silently. And there are all kinds of illustrations given: devices for increasing rate, plans for improving comprehension, and plans for vocabulary training. Nor are these illustrations limited to one grade. For example:

"Often times the backward pupil is a slow and laborious reader. His oral reading is characterized by difficulty in quick recognition, lack of phrasing, and repetition. Phrase flashing is one means of training for better eye-movement habits. The content should be such as will appeal to the age and interests of the pupils. The following is a set of phrases that would be likely to appeal to the boys:

#### BASE-BALL GAME

Play ball	Out field
Play hard	Home run
Run fast	Out at home
Two-base hit	A safe hit
Hit the ball	A foul ball
Foul ball	Out at first
Good play	Good catch

This could be played as a game with any number of players on a side and with a set of rules as follows: A player recognizing a phrase exposed for two- or three-fifths of a second would advance the runners one base. A pupil failing in correct recognition would be out."

For the teacher of beginners chapter three answers all the questions which may be asked, together with a number of illustrative lessons, and likewise the teachers of intermediate and grammar grades are neither neglected nor forgotten.

To those interested in scientific tests the chapters "Reading Tests and their Use in Improving Reading" and "Individual Differences: Specific, Individual and Group Instruction" will prove invaluable.

MARY LOUISE SEEGER

#### VII

#### MISS TARBELL ENJOYS VIRGINIA

When, in October, Miss Ida M. Tarbell needed in her writings further facts in regard to the forebears of Lincoln, she set out for Harrisonburg for a few hours' investigation. But finding in our Dr. Wayland

a very mine of historic treasure, she remained several days—"gleaning 'his scattered sapience," we had almost quoted, but Dr. Wayland's sapience is always organized and accessible.

In her letter of cordial appreciation, written from Kentucky, Miss Tarbell said some fine things, but he lets us quote only the paragraphs about two of Virginia's great sights.

"My sister and I are deeply grateful to you for suggesting that we go to Weyer's Cave. We were able to make the trip on Saturday afternoon—both of us carried away an impression of an extraordinary natural wonder. It was quite beyond anything that I had anticipated in its mystery and its fantasy. I am taking pains to advertise it here in Kentucky, where there is just one cave in the world—the Mammoth, which I have not seen.

"We took a day . . . for the Natural Bridge, motoring down from Staunton. I would not have missed that for the world. It is one of the most unspoiled of the natural wonders that I know, and its dignity, beauty and variety of line at different points were all more than I had expected."

#### VIII

#### MISS BELL IN HAWAII

Writing from the Makiki Hotel in Honolulu, Miss Mary I. Bell, formerly librarian in the Harrisonburg Normal School, sends a picture of palm trees and stretches of sea, with a message to all her friends. She says under date of October 24:

Maybe you have heard that I'm away off here, but I hope you realize that I can never be too far away to want news from my dear friends at H. N. S. I've searched the Sunday Times-Dispatch in vain for a news-letter, and so have not heard a word since the session began. We are dependent upon weekly sailing of boats here, and mail seems much enhanced in value because it comes so seldom. This is a wonderful country—no picture or description can do it justice. But I have an idea now of the meaning of a "riot of color," "everlasting spring."