

1. A probationary period from one to three years.

2. Valid reasons for discontinuing a teacher in his position: (a) Immoral or unprofessional conduct, (b) inefficiency or incapacity, (c) evident unfitness for teaching, (d) insubordination, violation of or refusal to obey reasonable rules and regulations prescribed by government of schools, and (e) wilful neglect of duty.

3. Reasonable notice of intention to prefer charges against teacher, and right of counsel for teacher.

The general purpose of teacher tenure legislation, according to the Bulletin, is to protect the schools and the teaching body from political attack, to guarantee the able and efficient teacher security in position as long as efficiency and good behavior continue, and to weed out the inefficient teacher.

The data presented summarize the opinions of over one thousand individual teachers as to what they themselves consider just causes for dismissal. These are the four causes named by the large majority of teachers: (1) manifest or proved physical disability, (2) proved lapse of moral character, (3) proved insubordination to reasonable rules and regulations of employing authority, and (4) continued inability to maintain discipline.

Teachers protected by tenure tend to set for themselves high standards of professional achievement and growth, according to evidence presented.

The Research Bulletin raises these questions: Shall our public school teachers be regarded as hirelings with no guarantee of remaining in office over a year and shall teachers be faced constantly with the uncertainty of an annual election? Would school boards exercise greater care in making appointments, if teachers were guaranteed tenure? Isn't tenure legislation, that is satisfactory to both teachers and patrons, the best means of reducing teacher turnover?

BOOKS

PASSING THE BUCK—EDUCATIONALLY

PRACTICE LEAVES IN ENGLISH FUNDAMENTALS, by C. T. Logan, Elizabeth P. Cleveland, and Margaret V. Hoffman. Harrisonburg, Va.: The Practice Leaves Co., 1924. Pp. 65. (30 standard form looseleaf pages, with introductory pages and heavy cover folder.) 65 cents a set.

These leaves offer just what their name implies, practice in English fundamentals. Definite goals are set up and checked upon, so that the student is at all times aware of his standing. And the consequences! Well, the student's old saw about letting the teacher do the worrying has come home to roost. Come home very gracefully, it is true, but nevertheless come home! For the student knows from the outset that an average of 90 per cent on the series will exempt him from further practice. So he takes the assignments rather seriously, often using two or three references instead of one. But if he misses the coveted 90 per cent on the initial test? Another chance is coming; so like the bridge player when stakes are high, he doubles and redoubles—his efforts. Why not? He knows from the initial test just where his weaknesses lie; he knows from the suggested references just where to look for help; and he knows that in this case opportunity does knock a second time. One wonders how many hours of desultory work would be required to equal one hour of the white hot concentration the student brings to a job thus motivated. Some day the psychologists will tell us; then we will devise schemes for checking in all learning and settle the problem of the crowded curriculum by eliminating the problem of the rarefied study hour!

The leaves come stapled as a pamphlet for the teacher, and in looseleaf form for the student so that he does not meet the tests ahead of time. The introductory pages are given the student at the outset; a test is given each class period; the assignment for the next test is printed at the end of each

leaf. Each test is a sort of point scale with a definite value for each item and a total value of 100 points; grading is thus simplified, and can be done in class. The contents page provides space where the student may enter his score on each test; following this is a graph where he may record his progress curve. Duplicate equivalent forms of each test are available.

The material covered by the tests involve the usual high school fundamentals, spelling, punctuation, sentence sense, and the principles of grammar, with emphasis on the use of knowledge, and not on its possession. The leaves are best suited for use in the two last years of the high school, or in the first year of college.

The whole scheme is so sensible, so in line with the fundamental laws of learning, that it is strange that it has not come into universal use long ago. Certainly the teacher who once uses these leaves will never go back to the old way; there is too much joy in working with a group of students who are actually concerned about learning!

KATHERINE M. ANTHONY

THE NEWEST BOOK ON MEASUREMENTS

MEASURING RESULTS IN EDUCATION, by M. R. Trabue, New York: American Book Company. 1924. Pp. 486. \$2.00.

Probably in no other field of education have there been more books written in the last ten years than in the field of tests and measurements; and the peculiar thing about it is that most of them have made some new and worthwhile contribution to the field. This book is not an exception.

The general make-up of the book is conventional. Starting with a discussion of the nature and need of standard measurements as shown by a study of teachers' marks, a short history of the movement follows. One of the interesting chapters is that on a Test for the Ages of School Pupils and another, Measurements of Relationships. The book presents chapters on

the testing of ability in spelling, reading, and the other subject matter of the school. There is also a discussion of intelligence tests. The last chapter forecasts the probable future of tests and measurements.

There are a number of new and interesting charts and diagrams in the book.

It is the judgment of the writer that the book is a little more difficult for students than most other books on the subject.

C. P. SHORTS

BRIEF REVIEWS

PSYCHOLOGY AND SELF-DEVELOPMENT, by Henry Eastman Bennett. Boston: Ginn & Co. 1923. Pp. 296. \$1.48.

This text is most conservative in its view point; the index contains neither *stimulus*, *trial-and-error*, nor *tendency*. It is well organized and written with unusual clearness. Exercises for the student are provided at the close of each chapter, also suggested readings. The latter are ample and up-to-the-minute.

INDUSTRIAL ARTS FOR ELEMENTARY SCHOOLS, by Frederick G. Bonser and Lois Coffey Mossman. New York: The Macmillan Company. 1923. Pp. 491. \$2.40.

Here is help for the teacher who believes in activities, but who doesn't understand how to get them going. For the authors list feasible things for the children to do with definite directions. These come under food, clothing, shelter, utensils, records, and tools, and machines, but the various jobs may be used in connection with other activities to fit the teacher's needs. The bibliography and illustrations are invaluable.

CHILDREN AND CHILDHOOD, by N. Niemeyer. New York: Oxford University Press, American Branch. Pp. 206.

This book by an English psychologist attempts an alignment of the subjects in general psychology, with stages of growth in children. Illustrative extracts from literature are given. There is much concrete illustration of real value, but the book is hard to read.

HOW TO DEBATE, by Robert Weston Babcock and John Henderson Powell. Philadelphia: J. B. Lippincott Company. 1923. Pp. 288. \$2.00.

Believing that through "honest, intelligent discussion there lies a road to truth," the authors have presented in very thorough fashion the principles of argumentation with large attention to syllogisms and fallacies in reasoning. There is an excellent chapter on the Brief.

The chapters fall under four heads: The Preparation of the Debate, Constructive Reasoning, Destructive Reasoning, and The Presentation of the Debate. A summary of the principles of parliamentary law for those who do not have access to Robert's Rules of Order is a real service.

LINCOLN: ADDRESSES AND LETTERS, edited by John M. Avent. New York: Allyn and Bacon. 1924. Pp. 239. 80 cents.

A chronological arrangement, with editorial comment, of Lincoln's letters and addresses from the announcement for the legislature in 1831 ("If elected, I shall be thankful; if not, it will be all the same") to the last public address four days before his death.

This volume is offered as a substitute for Burke's Speech on Conciliation, Mr. Avent remarking that "with the same inevitable logic, and the same constant reliance on universal principles, that make a study of Burke so fruitful, Lincoln is, in addition, simpler, more direct, and never consciously rhetorical."

THREE ENGLISH COMEDIES: SHE STOOPS TO CONQUER, THE RIVALS, THE SCHOOL FOR SCANDAL, edited by A. B. DeMille. New York: Allyn and Bacon, 1924. Pp. 479. \$1.00.

This material is planned to meet the college entrance requirements in presenting in convenient and attractive form representative eighteenth century comedies. Goldsmith's comedy, first printed in 1773, and Sheridan's two, printed in 1775 and 1777, are followed by a hundred-page appendix containing a discussion of London life and dramatic literature and aids to the study and acting of the comedies.

CONSTRUCTIVE ENGLISH, by Francis Kingsley Ball. Boston: Ginn and Company. 1923. Pp. 458. \$1.28.

A comprehensive handbook of grammar and rhetoric, with extensive references and cross-references. Many illustrative sentences. Detailed index. Numerous exercises.

ESSENTIALS OF SEWING, by Rosamond C. Cook. Peoria, Ill.: The Manual Arts Press. 1924. Pp. 238. \$1.40.

This textbook covers the principles and processes required for the most common operations in all kinds of garment making. It aims to aid girls in solving the problems of garment-making in school and home. Each chapter is headed with a number of questions. There are abundant illustrations.

HEALTH TRAINING IN SCHOOLS, by Theresa Dandill. New York: National Tuberculosis Association. 1923. Pp. 405. \$1.00.

A handbook designed as an aid to teachers to supplement whatever textbooks in health pupils may study. "Dynamic," Professor M. V. O'Shea calls it in his introductory note, "based on our present-day conception of the way in which children learn most readily and effectively, so that what they learn will exert an influence upon their conduct."

The book contains outlines of health work for each grade, with suggested details for the various grades in such topics as Cleanliness, Clothing, Teeth, Nutrition, Tobacco and Alcohol, Weighing and Measuring, Rest, Colds and Tuberculosis, Air and Ventilation, Cheerfulness, Eyes and Ears. There are many appropriate stories included, poems and quotations, games and exercises, drills, and projects.

A mine of material is here available for the teacher of health who is not content with studying merely structure and anatomy and who is eager to build sound health habits.—The book may be ordered from the National Tuberculosis Association, 370 Seventh Avenue, New York.

HEALTH FOR EVERY DAY, by Maurice A. Bigelow and Jean Broadhurst. New York: Silver, Burdett and Company. 1924. Pp. 255.

HEALTH IN HOME AND NEIGHBORHOOD, by Maurice A. Bigelow and Jean Broadhurst. New York: Silver, Burdett and Company. 1924. Pp. 335.

The first book of this series deals with personal health; the second is mainly concerned with the healthful or sanitary arrangement and management of homes, schools, and the neighborhood.

Many health topics are approached through nature study; pictures are used extensively to teach health lessons, with descriptive legends and frequently with thought-provoking questions; silent reading exercises are to be found at the end of each chapter.

The series offers an excellent example of the newer textbook in health which will teach healthy living, not facts about the body.

NUMBER HELPS, by Lovine Lockhart, A. C. Eldredge, and J. C. Brown. Chicago: Rand McNally and Company. 1924. Pp. 142.

Number games, number rimes, number songs, sense-training exercises, and speed and accuracy tests, designed for use in the kindergarten and the first four grades. The material relates number work to the common experiences of the child at play.

LABORATORY PROBLEMS IN PHYSICS, by Angus L. Cavanaugh and Clyde M. Westcott. Boston: Ginn and Company. 1924. Pp. 135. 96 cents.

Believing that the most effective instruction in physics results from the intensive study of a few fundamental principles and the application of these principles to a very large number of special cases, the authors have compiled a laboratory manual involving numerical problems related to common commercial appliances. Descriptive matter is included to make unnecessary the copying of voluminous directions. Independent methods of experiment are encouraged as a check, one against the other.

MACHINE DRAWING PROBLEMS, by Edward Berg and George Elleson. Peoria, Ill.: The Manual Arts Press. 1924. Pp. 148. \$1.60.

A complete textbook and manual for the machine drawing class in high school.

HOME AND NATIVE LAND, by Will H. Ruebush and John W. Wayland. Dayton, Va.: The Ruebush-Kieffer Company. 1923. Pp. 27. 25 cents.

A dramatic exercise appropriate for commencement, Columbus Day, Thanksgiving, Lee's Birthday, Lincoln's Birthday, Washington's Birthday, or any other patriotic occasion. From thirty to forty characters are required.

Incidental music is all included in the book.