

The Starch and Mirick book is designed to strengthen children in language studies as well as in spelling, and it is valuable as a vocabulary-builder. Attention is given to derivations in the little "Stories about Words" that follow the spelling lists for each grade. From the fifth grade through the eighth, consideration is paid to synonyms and antonyms by the grouping of words. Other groups include words used in other common school subjects.

Recognizing the necessity of word-familiarity before pupils can be expected to spell words correctly, the authors say: "Correct and distinct pronunciation and familiarity (not simply acquaintance) with the common meanings of words are of equal importance with correct spelling, and should be emphasized before dictation for spelling." (p. 1, Second Book.)

In line with this statement, there are numerous exercises calling for the use of words in incomplete sentences; and exercises making necessary the use of the dictionary are frequent and in many cases excellent in the variety of devices employed. Speaking of spelling rules and the reasons for not including them, the authors say "If one must wait to test his spelling of a word by a rule, he is not master of that word. In case of doubt a dictionary is a much more reliable guide than a rule, for the very word in question may be an exception to the rule." (p. xv, Second Book.)

To stimulate individual pupils to excel their own records, individual graphs are suggested and illustrated (p. xvi, Second and Third Books.)

If simplicity of plan and arrangement and encouragement of self-teaching are the strongest features of the Horn-Ashbaugh speller, then the Starch-Mirick speller is notable especially for its exercises to promote use of the dictionary and its detailed aids to teachers.

C. T. LOGAN

## VII

### RECENT BOOKS OF INTEREST TO TEACHERS

**SOCIOLOGICAL DETERMINATION OF OBJECTIVES IN EDUCATION**, by David Snedden. Philadelphia: J. B. Lippincott Co. 1921. 322 pages. (\$2.50).

Believing that new and useful forms of knowledge have recently been discovered that must be introduced into our schools and that purposiveness or scientific determination is even now replacing the blind following of tradition in education, the author attempts to deduce from sociology such objectives as will point the way to progress in these matters. Different chapters of the text deal with the various phases of the American school system, such as the junior and senior high school and a number of the school studies, notably math-

ematics, arts, history and Latin. There is a certain lack of continuity in the book, due to the fact that the material is largely brought together from various magazine articles.

One does not read far until he is convinced that the author is discriminatingly critical of all phases of educational work. At the same time one is equally impressed that the tools of modern educational sciences, particularly statistics and experiment, are seldom in evidence, indicating the incomplete status of educational sociology and the generality of its conclusions. In the place of such material are extended analyses with many-numbered theses.

One of the large values of the book lies in the large number of Sneddenisms which confront the reader on nearly every page. Consumers' mathematics (that is mathematics for non-producers), alpha ("hard work") and beta ("high-grade-play") studies, the educational John Doe (that is, the fallacy of the average child), the thistles of the classics, the dead-hand study Latin, bankrupt sciences, educational "simples," "fuzzy" and mythical terminology,—these and other terms can not but set the reader thinking, even though the book may not as a whole seem clearly to refine for him either the major or minor objectives in modern education. W. J. GIFFORD

**THE REDIRECTION OF HIGH SCHOOL INSTRUCTION**, by H. G. Lull and H. B. Wilson. Philadelphia: J. B. Lippincott Co. 1921. (\$1.60).

The authors of this book have tried to interpret the evolution going on in high school and junior high school instruction and have drawn heavily upon the work of the Training School of the Kansas State Normal at Emporia. The new idea of the constant or required elements of the high school curriculum is defined as that of the "social core" and includes those elements "of common knowledge and training which individuals of a democracy must have, to live together as free and responsible citizens." These elements must deal largely with health and physical efficiency, citizenship and the mastery of the vernacular. Around this thesis are built up the succeeding chapters which deal with the subjects of the junior and senior high school, the project method of teaching, and examples of efforts at redirection of various schools and school systems.

The value of the book lies not so much in its contribution to educational philosophy but in the concrete examples of good high school projects, in illustrations of the wise reorganization of schools, and in the definite and concrete suggestions concerning the newer content and method of each of the junior high school and high school studies. As meager as is high school educational literature at the present, the book is therefore bound to be of real use to high school principals and teachers, although its permanent value may not be such as to place it among the really great books on education.

W. J. GIFFORD

GENERAL SCIENCE, by O.W. Caldwell and Eikenberry. New York: Ginn & Company. 404 pages. Revised Edition.

The revised edition of this excellent text is in keeping with the high standard set by the authors and their publishers in their science publications. The present edition marks a number of improvements in an already deservedly popular text on general science: it has been almost entirely rewritten, and the results of recent scientific discoveries and educational experimentation have necessitated the addition of some new material in connection with a number of topics. Particular attention has been given to household, community, and industrial problems. At the beginning of each chapter a list of questions for discussion gives special significance to the text and the experimental work which follows. A large number of new illustrations are included. The text represents undoubtedly much of the best thought on the subject of general science and will meet a response commensurate with its merits.

JAMES C. JOHNSTON

THE YOUNG WOMAN CITIZEN, by Mary Austin. 600 Lexington Avenue, New York: The Woman's Press. 1920. 183 pages. (Paper, \$1.00; cloth, \$1.75).

Mrs. Austin, in addressing the women of America, aims to awaken in them a sense of their social and moral obligations in establishing the world-democracy. The book is a brilliant presentation of the responsibilities that are assumed with the privilege of voting, together with a comprehensive survey of the development of the citizen from the age of savage tribes to the "present era of tumbling autocracies." Mrs. Austin is one of the most eminent women of to-day. She has lived in different parts of the world and has been a close observer of civic, economic, and social conditions. She writes easily and beautifully, but she has passed from the academic stage to the arena of life and is accordingly more concerned now about telling people the truth than she is about saying things that are merely pleasant. "The Young Woman Citizen" is a book that should prove of interest and practical value to all of our citizens.

J. W. WAYLAND

WORDSWORTH: POETRY AND PROSE, edited by David Nichol Smith. Oxford: Clarendon Press. 1921. 212 pages. (\$1.60).

This compact little book is edited with all the care which the Clarendon Press name implies, though the number of actual notes is reduced to the minimum. It contains a discriminating and sympathetic introduction and the essays on Wordsworth by Coleridge, Hazlitt, and De Quincey. The selections from the poet himself cover the pick of his shorter poems and more than forty pages of his prose. Valuable as is this last in giving Wordsworth's poetic creed, one might regret—if a

reviewer must seek something to regret, even in the most satisfying book—that the volume does not include also some rich passages from the Prelude in which are found these same views, but uplifted and winged with poetry.

ELIZABETH P. CLEVELAND

## VIII

### SCHOOL ACTIVITIES

The largest enrolment in the history of the school registered for the first term of the twelfth summer session. At the end of the first week the **Record-Breaking** figure stood at 646; and **Enrolment** advanced registration for the second term already points to a registration in excess of 250. The large increase in registration for the second term, August 1 to September 2, is due to the fact that all courses offered during the first term will be repeated; and to the additional fact that many persons who could not get accommodations for the first term preferred Harrisonburg during August to any other school during July.

Through the good offices of President Duke, Governor Westmoreland Davis, who was passing through the Valley in his automobile, was **Governor Davis Speaks** vailed on to speak at assembly the morning of June 28. Addressing an audience composed almost entirely of teachers in service, the Governor took occasion to remind his hearers that it was through teachers and only through teachers that there can be aroused a public conscience which will help in the solution of the world's present woes.

"The schools," said Governor Davis, "must teach children their relation to government, their participation in government, the relation of nations to world peace, the importance of law enforcement."

Discussing the question of world peace, the Governor said teachers must mold the coming generation to the idea that it is not necessary to live in a state of armament. "It is idle to talk of peace, if we are all the while spending three-fourths of our revenues to keep ourselves armed to the teeth."

Year in and year out, the temperature at