

RELATION OF DEFECTIVE EYE-SIGHT AND JUVENILE DELINQUENCY

Defective eyesight contributes to Juvenile delinquency, according to Guy A. Henry, General Director of the Eyesight Conservation Council of America, who in a statement urges parents on Child Health Day to consider the vision of their girls and boys.

Child Health Day, general observance of which has been asked in proclamations by mayors of cities and other officials throughout the country, should be made an event of moral and physical significance in every household where there are children, declared Mr. Henry, who is directing a nationwide campaign for better vision in education and industry.

Investigation by the Eyesight Council, Mr. Henry asserted, has shown that "bad eyes make bad boys," and that the experience of Juvenile Courts proves that defective vision makes children truants. Each year more than 200,000 children come before these courts, eye conservation in the home and in the schools, according to Mr. Henry, should be employed as a factor in checking criminal tendencies.

"Juvenile Courts," Mr. Henry continued, "are finding that bad eyesight leads to inattention in school, to unfair competition, and to disrespect for authority. Bad eyes lead to truancy and the truant child is a criminal in embryo."

"Seventy-five per cent of all adult offenders start as criminals before they are twenty-one years old, and progress from petty to capital crimes is rapid. Parents must try to understand their children, for with understanding comes the explanation of wayward tendencies, which if uncorrected may develop unfortunate consequences even in the best of children.

"It has already been demonstrated that fully twenty-five per cent of the 24,000,000 school children of this country are suffering

from manifest defective vision, and this situation is likely to grow worse if practical steps, with parents and teachers co-operating, are not taken. Much has been done by the Eyesight Conservation Council in the schools of the country, and much more will be done in the future, but lasting results are impossible without the aid of the home.

"It seems evident, from a general review of the entire subject of eyesight conservation, that approximately twenty-five per cent of all school children in the United States are retarded in their studies and that fully one-third of the retardations are in all probability due to defective vision.

"If this is correct, there are at least 2,000,000 school children in the United States one or more grades behind in their studies because of defective vision. The annual loss of retardation due to this cause alone is about \$130,000,000.

BOOKS

AIDS FOR THE BEGINNING TEACHER

BEGINNING TEACHING. By Joseph E. Avent. Published by the author, University of Tennessee, Knoxville, Tenn. 1926. Pp. xv -|- 599. \$2.50.

PRESENT-DAY STANDARDS FOR TEACHING. By F. Burke Fitzpatrick, Dansville, N. Y.: F. A. Owen Publishing Co. 1926. Pp. 208.

In *Beginning Teaching* Dr. Avent has prepared material for a very definite person, the young teacher with the minimum of training who finds himself at the helm of a school and without supervision. The book therefore meets the needs best of the young men and women attending our summer schools for one or two terms only, and those who enter the teaching work by the examination route.

This book divides into two nearly equal parts dealing with the technique of instruction and with school management. One notes at once the almost total neglect of the problem of curriculum organization and is

puzzled over the close resemblance of two large blocks of subject matter on the technique side, namely, the ten lesson "types" (p. 22) and the nineteen "methods of teaching" (pp. 97-8). One finds somewhat lengthy—nevertheless eminently practical—the analytic treatment of each topic. Some of the sub-points under these topics run up as follows: undesirable practices in questioning, 17; teaching excellencies, 32; hygienizing the school, 26; disciplining the school, 31; kinds of school offenses, 34. For the teacher without previous training or direct supervision these analyses, however, will be thoroughly helpful, and he will be comforted also with sample lesson plans in a variety of subjects, and with daily programs worked out for the one-teacher, two-teacher, and three-teacher schools.

Mr. Fitzpatrick, like Dr. Avent, has sought to analyze the teaching situation concretely in his *Present-Day Standards for Teaching*. He begins with the thesis that there are three ways of evaluating the efficiency of teaching: judgment based on observation, judgment based on analysis, and judgment based on measured results. With this in mind he aims to present by quotation, argument, and illustration, standards that should maintain in the development of subject-matter, the recitation, questioning, assignments, study, order and discipline, and so forth.

Outlines of the topics discussed, analytic outlines of procedures, lesson plans, and questions with each chapter are features of the book. Elementary treatment of measurement and teacher-rating should be useful to the one who finds supervision thrust upon him without any preliminary preparation, or to the teacher who lacks supervisory direction. Like *Beginning Teaching*, *Present-Day Standards for Teaching* is likely not to fit into the needs of our teachers college courses, as it practically ignores the whole new movement in curriculum-building with its consequent influence upon the

techniques of lesson planning and teaching. The individual teacher and the study-group will find both books practical helps in many a difficult situation.

W. J. GIFFORD

"HIGHWAYS AND BYWAYS OF THE CIVIL WAR"

In an attractively printed and bound volume, under the above title, Dr. Clarence Edward Macartney of Philadelphia has given us a very readable volume on "Bull Run," "The Peninsula," "Antietam," "Harper's Ferry," "The Shenandoah Valley," and many other historic regions from Virginia to Georgia.

Obviously Dr. Macartney knows whereof he speaks, in most instances, having no doubt visited and actually walked over many if not all of the celebrated highways and byways which he describes, and which gain new luster from his ready pen. However, the geography of the Shenandoah Valley puzzles him, as it does most persons not to the region born. "Up the Shenandoah Valley" is "down" to him, and he spells "Alleghanies" with three e's and only one a, in good Pennsylvania fashion; but he does not miss the main things in the Valley—its history and its beauty; and it is not often that one finds a characterization of this wondrous area to compare with his. Here are his own words:

"With a river to make it glad and a chain of mountains on the right hand and on the left, the Valley of Virginia, as the Plain which tempted Lot, is well watered, like the Garden of the Lord. There may be valleys which are deeper and hills which are steeper, but no valley in all the land where the charm of field and stream and hill is so closely woven with the romance of stirring history."

The dozen interesting pictures in this delightful volume are made from photographs which were taken in the war time, and so

they have the value of reality added to that of beauty or of tragedy. The author's style is graphic and his spirit is sympathetic and generous. The publishers, Dorrance and Company, of Philadelphia, have used good stock as well as good taste and good workmanship. The copyright is of our nearest neighboring year. Other observations, favorable or informational, might be advanced; but the one thing that chiefly enhances the charm of this book to a reviewer of Blue-Stone Hill is the fact that one of our own girls holds the center of the stage (or is it the battlefield?) in the opening chapter.

The story begins on a grassy bank by the roadside, under the shade of a venerable cedar, on the battle-scarred plains of Bull Run, and a little girl in a blue dress stained with blackberries, with her hair hanging in two plaits down her back, answers the wayfarer's questions with direct sweetness and simplicity. Her blue eyes matched the cornflowers that bordered the grassy bank, and her knowledge of the battlefield was the heritage of two or three generations of her ancestors whose domicile and burial place were on the reddened hills hard by. She answered the stranger's call of "Mary," but Judith, she said, was her name.

"Judith what?"

"Judith Constance."

"Anything else?"

"Henry—Judith Constance Henry."

And thus Dr. Macartney learned to know the little Judith whose eyes are still blue, and whose answers are still prompt and frank, whether in classroom or on the campus. We welcome her from the Henry Hill, with its history and its tragedy, to Blue-Stone Hill, with its beauty and its promise. And we read Dr. Macartney's book with all the more pleasure because of her.

J. W. W.

OTHER BOOKS OF INTEREST TO TEACHERS

SCHOOL SUPERVISION IN THEORY AND PRACTICE. By Ellsworth Collins. New York: Thos. Y. Crowell Company. 1927. Pp. 368. \$2.75.

In this day of "tested thought" the project method has been handicapped by the lack of a scale by which its results could be definitely evaluated. Dr. Collings here offers such a scale after first outlining a background of theory. The scale is weakened by too much terminology, but he who digs will find buried treasure.

KATHERINE M. ANTHONY

EDUCATION FOR A CHANGING CIVILIZATION. By William H. Kilpatrick. New York: The Macmillan Company. 1926. Pp. 143. \$1.00.

Education for a Changing Civilization comes from one of America's foremost teachers. This little volume sets forth in a very clear way a picture of the new age in which we live. It is an age, says the author, characterized by "a changed mental attitude," "industrialism," and "democracy." Our age is a critical age; it is an age of honest doubt. "Everything," says the author, "is brought to the bar of tested thought." Many of us feel with the author that all is not hopeful, that industrial and material advance tends to overwhelm the individual. The author makes it clear that Democracy is the program of today, that it is the only program "that can command abiding support."

The second major consideration of the volume is that in the light of a new situation new responses or reactions are necessary, hence the demands on modern education. It is made clear, a truth to which we all subscribe, that our schools must be so organized and conducted that children may be taught to think for themselves if they are to be successful in this new and different world. No student or teacher of modern education can afford to miss this rare treatise on modern civilization and education.

W. B. VARNER

MODERN EDUCATIONAL THEORIES. By Boyd H. Bode. New York: The MacMillan Company. 1927. Pp. 351.

Modern educational theories and practices are here dealt with in a critical, clear-cut fashion. The major topics of the book are "theories of curriculum construction," "psychology of learning," and "education and democracy." Curriculum construction, the author makes clear, is in the foreground of most thinking along educational lines today; it is in this field, he insists, that real "educational statesmanship" is called for. Professor Bode makes clear that much of modern educational procedure lags far behind the social needs of our day. He feels, as many of us do, that what we need is a more humane, practical, and social educational program.

W. B. VARNER

PICTURE-STORY READING LESSONS, SERIES II. By Nila Banton Smith and Stuart A. Courtis. Consisting of: *My Story Book*. Cloth. Pp. 154. 68 cents; *Dictionary*. Pp. 96. 48 cents. *Teachers Manual*. Pp. 221. \$1.00. *Word Cards*.

Per set, \$1.68. Yonker-on-Hudson, New York: World Book Company. 1927.

In this reader to be used during the last part of the first grade is found material which is not only interesting and attractive to children, but which also presents that material in such a way as to develop initiative and power.

An unusual and useful part of it is the dictionary which the children may use to give them independence in word getting.

M. L. S.

COLUMBIA RESEARCH BUREAU TESTS IN FRENCH, GERMAN, AND SPANISH. New York: World Book Company. 1926. Per set of twenty-five, \$1.30.

Each consists of three parts: a vocabulary test of the multiple-response type, consisting of 100 words; a true-false test of 75 carefully graded statements in the foreign tongue, to measure the student's powers of quick comprehension; and a grammar test, comprising 100 English sentences, each of which is partially translated and must be completed. The time-limit for the group of three tests is 90 minutes. The first two, requiring 25 and 20 minutes respectively, constitute just half of the entire test and thus can well be given one day, postponing Block III until some later day.

These carefully standardized tests seem very valuable, especially the grammar blocks. Where strict economy is necessary, the answers can conveniently be written on other paper, thus permitting the use of the same leaflets year after year.

E. P. C.

INTRODUCTORY BOOK, BUCKINGHAM—OSBURN SEARCHLIGHT ARITHMETICS. By B. R. Buckingham and W. J. Osburn. Boston: Ginn and Co. 1927. Pp. 381. \$1.00.

This introductory book to the Buckingham-Osburn arithmetic is for the teacher. It is an amplified course of study for the first two years in arithmetic, worked out according to the best current thought on the subject.

The arithmetic facts are arranged in a series of tables for the teacher's convenience; these tables are based on careful experimentation; they consider the difficulty of each individual combination, and they group combinations into teaching units to facilitate learning. The suggestions for teaching stress the economy of continual practice without error; they also strive to prevent counting in addition rather than to cure it. A set of "problems" is offered with each unit of basic facts and skills.

THE CRUISE OF THE CACHALOT. By Frank T. Bullen. Edited by H. C. Schweikert. New York: D. Appleton and Company. 1926. Pp. 391.

Like Melville's *Moby Dick*, this tale deals with the whale; unlike it, there is not implicit in the story the poetry or philosophy of the American masterpiece. But Bullen wrote a rattling good story, and its action makes an appeal that can not be gainsaid.

The cachalot, of course, is the sperm whale. And the story is one that Kipling admired. "It is immense," he wrote the author. "I've never read anything that equals it in its deep-sea wonder and mystery. . . . It's a new world that you've opened the door to."

Here is a book, then, for the English teacher to

put on the shelf with *Treasure Island* and *Robinson Crusoe*, with Cooper and Conrad.

THE LAST OF THE MOHICANS. By James Fenimore Cooper. Abridged and edited by Ernest C. Noyes. Boston: Allyn and Bacon. 1927. Pp. 417. \$1.00.

Another of the excellent series of Academy Classics for Junior High Schools.

STORIES OF ADVENTURE. Selected and edited by Max J. Herzberg. Boston: Allyn and Bacon. 1927. Pp. 415. \$1.00.

Sixteen thrilling stories, all but three of them by present-day authors of sound reputation, such men as Ralph D. Paine, Charles Boardman Hawes, Joseph Anthony, Theodore G. Roberts, Sabatini, and John Buchan. The volume will have a sure-fire interest for growing boys, and its excellent list of adventure stories will serve well to acquaint youthful readers with such experience as will permanently affect their reading habits.

GREAT SPEECHES. Selected and edited by Elizabeth W. Baker. Boston: Allyn and Bacon. 1927. Pp. 253. 80 cents.

The editor has succeeded excellently well. The speeches are grouped under headings which correspond with the activities of young students, the occasion and setting are entertainingly offered, and suggestions are given for the preparation of assembly programs. There has been a limited amount of abridgment, but the word and spirit of the originals have been carefully preserved.

While a half-dozen of the speeches are those which every educated American will or should be familiar with, the great majority of these selections are relatively new and have not heretofore been available in a textbook. That Miss Baker has shown not only taste but judgment in her choices is evidenced in her avoidance as far as possible of the theme of war. She preferred rather, she states, "to foster the love of peace and friendly relations between America and other countries."

It is pleasing to see how effectively the editor urges, both by precept and example, the power of simplicity in public speaking. Tub-thumping, it would appear, continues on the wane.

C. T. L.

FACTS ABOUT POE. Portraits and daguerreotypes of Poe, by Amanda Pogue Schulte. A Sketch of the Life of Poe, by James Southall Wilson. Illustrated by Seventeen Portraits. Published by the University of Virginia, Charlottesville, Virginia. (Vol. X, No. 8, University of Virginia Record, Extension Series.) Pp. 59. Cloth, \$1.00; paper, 25 cents.

The first careful investigation of the likenesses of Edgar Allan Poe.

Confidence in experts, and willingness to employ them and abide by their decisions, are among the best signs of intelligence in an educated individual or an educated community; and in any democracy which is to thrive this respect and confidence must be felt strongly by the mass of the population. —Charles W. Eliot.