"These ratings," said Superintendent Hart, "give a somewhat rough but significant picture of the educational situation in Virginia at this time. While index numbers to the average individual may not mean as much as to the statistician, nevertheless no better system has yet been devised for measuring educational efficiency. Indeed, it is gratifying that such an effective instrument of revealing actual educational progress has been devised, and it is hoped that educational changes going on in Virginia, as revealed in index numbers, will be carefully scrutinized by every citizen."

CARTER W. WORMELEY

PRIZES FOR ORATIONS AND ESSAYS

The Commission on Interracial Co-operation is offering three prizes, of one hundred dollars, fifty dollars, and twenty-five dollars, for the three best orations or essays on some phase of race relations, submitted by students of Southern colleges on or before June 15, 1925.

The only condition of entrance of any oration or essay is that it shall have been delivered on some public college occasion or printed in a college periodical during the present school year.

The contest is limited to the white colleges of the thirteen Southern states, including Kentucky and Oklahoma. Contestants are free to choose any phase of race relations and to treat it as they see fit. Papers must reach the office of the Commission not later than June 15 and prizes will be awarded as soon thereafter as possible.

For further information, including suggestive topics and reading list, write R. B. Eleazer, Educational Director, Commission on Interracial Co-operation, 409 Palmer Building, Atlanta, Ga.

The briber and the bribed are both lawless, but the worse of the two is the briber—Dr. CHAS. W. ELIOT.

AMERICA FIRST

Not merely in matters material, but in things of the spirit.
Not merely in science, inventions, motors, and skyscrapers, but also in ideals, principles, character.
Not merely in the calm assertion of rights, but in the glad assumption of duties.
Not flaunting her strength as a giant, but bending in helpfulness over a sick and wounded world like a Good Samaritan.
Not in pride, arrogance, and disdain of other races and peoples, but in sympathy, love and understanding.
Not in treading again the old, worn, bloody pathway which ends inevitably in chaos and disaster, but in blazing a new trail, along which, please God, other nations will follow, into the new Jerusalem where wars shall be no more.
Some day some nation must take that path—unless we are to lapse once again into utter barbarism—and that honor I covet for my beloved America.
And so, in that spirit and with these hopes, I say with all my heart and soul, "America First!"—From a sermon by THE Rt. REV. G. ASHTON OLDHAM, Bishop Co-adjutor of Albany.

BOOKS

A JOB ANALYSIS FOR THE TEACHER IN TRAINING


In the work of teacher training no need has been quite so acute as that of a suitable manual for the student teacher. This gap in materials has been admirably provided for by Miss Katherine M. Anthony, who from a long experience in supervision writes an Introduction to Teaching. The manual may confidently be expected to be equally helpful to the student teacher in giving direction and focus to her work, and to her supervising teacher in bringing about more
ease of systematizing and following up her critical suggestions.

The author in the foreword recognizes that there are several well-defined purposes to be served by this and similar manuals. First, it offers one of the best means of setting up a common body of standards or ideals of practice in both teaching and management. It also affords a convenient method of assembling and arranging materials such as bibliographies, outlines, lists of stories and so forth. To this end this manual has been stapled and can easily be taken apart for the insertion of additional leaves while the lefthand pages are left blank for notes.

However, the major purpose cited and clearly evidenced in a review of the material is to afford a job analysis for the elementary school teacher. In this respect the author has prepared a superior outline based on the more recent findings of psychology and experimental education. After a preliminary chapter setting forth the organization and administration of student teaching, eight more chapters deal with the whole teaching job. Some chapter headings are: Problems concerning Technic of Instruction, Problems concerning Teaching Personality and Improvement in Service, and Problems concerning Selection and Organization of Materials. Approximately two hundred problems or exercises for study are grouped under natural heads and, as a whole, form a series of developing tasks from the minor and less complex to the most difficult ones facing the typical teacher.

The effectiveness of the problem and discussion methods of teaching has already been well established in the last decade. Their usability for the conference periods in the course in student teaching may best be illustrated by quoting sample problems:

III. Study the children in your class as to their ability to do school work, being careful to distinguish what the child can do from what he is doing. Then separate the class into five ability groups: average, good, superior, fair, and poor. (p. 11)—IV. Show how the playground may develop many desirable character traits. (p. 12)—III. Prepare a story and tell it to your class. Secure criticisms from your fellow students, as well as from your supervisor; then try another story with especial care to strengthen weaknesses. (p. 13)—X. Use the Score Card to study your personal qualities. Determine whether outstanding weaknesses are inherited or merely habit; plan a definite program of improvement. (p. 16)—I. Show how the conference may be used to set up standards of behavior in such a period. What is satisfactory behavior in a working lesson? (p. 21)—VI. Choose any subject from your grade and make an outline for a month in the form of goals. (p. 23)—X. Why do children enjoy writing rhymes? In what way does this develop appreciation of poetry? Show how you would guide children in writing rhymes. (p. 29)

The Introduction to Teaching should be particularly valuable in aiding to dispel at the outset such erroneous notions as young teachers sometimes show even more by actions than words; for example, that teaching is to be learned by imitating the supervisor, that preparation for teaching consists to a large extent in putting in a certain amount of time in participation, and that the training for a few weeks or months in a model school creates a finished product rather than simply affords a period of finding one's self in the new job.

The author follows the commendable practice of introducing the chapters and sections with brief introductions setting forth the underlying psychological or social or educational philosophy for the problems that follow. Another feature that stands out is the stress laid upon the student's doing things for herself, such as the activities she is expected to meet with in teaching and also many of the activities which she will expect of her children.

At the end of the manual and serving as a summary of the whole presentation is a Score Card for Teachers in Training. It comprises four main topics: personal qualities; some essential abilities, such as handwork, English, and so forth; professional equipment; and management. The supervising teacher is expected to make four ratings of the student during her period of training and to give a final rating on a score
of significant traits, one hundred explanatory questions leaving little doubt as to the meaning and significance of these traits. While the author clearly recognizes that new researches and co-operative thinking will bring about some necessary revision, the reviewer finds this to be a splendid climax or review of the whole manual, and to offer especial helpfulness to the student teacher in affording her an opportunity for self-analysis of her own growth and to the supervisor in checking the achievements of her students in other than subjective and largely personal terms.

In conclusion the reviewer finds that in this volume Miss Anthony has set before teachers not only an interesting and unique series of problems arising in the teaching process, but also fundamentally a course in self-development as a teacher, which if followed with some care should lead to excellent results in teaching and management. It is easily seen that, while the author had in mind teachers in training and in particular her own students, the manual has a much wider scope of usefulness. Instructors in colleges and teachers colleges in courses in teaching and management and in courses in supervision will find in it much valuable material. The supervisor, either rural or urban, working with relatively untrained teachers or with teachers whose training needs freshening up through contact with the newer literature in education, will find this manual a very useful guide in his conferences and discussions. Moreover, teachers in the field with or without good supervision who are interested in their own growth and promotion will turn to it as a means of development of much the same sort of skill as could be gotten under the personal direction of the expert supervisor. The author has given to her fellow teachers a fine tool that will serve its purpose as should all supervision and supervisory technic in the improvement of teaching in the typical teaching situation.

W. J. Gifford

MAKING CHEMISTRY EASILY INTELLIGIBLE TO BOYS AND GIRLS


This is a carefully prepared text in elementary chemistry, developing the principles of the science through just such questions as any intelligent boy or girl would likely ask, if his interest in the physical world about him could be aroused. It is orderly, well arranged, and presents the essential matter of chemistry; it is not to be confused with the ordinary jumble of questions with which we are so familiar in general science texts developed through questions. Though presented in very simple language, nothing essential to an understanding of chemistry is omitted. It lacks nothing in illustrative material, experiments, and such aids to the study of this science as are found in the more formal texts. Scientific soundness, however, with interest as a big motive, is present throughout. I regard it as a triumph in the matter of approach to a rather difficult subject.

JAMES C. JOHNSTON

A NEW BIOLOGY FOR USE IN VIRGINIA HIGH SCHOOLS


This book is based on Elementary Biology by the same authors, which is the text used in the high schools of Virginia. In the new manual for science courses, however, the State Board of Education suggests that the new book, Biology and Human Welfare, may be used instead of the former text.

The new book has three very definite values to commend it. First, it is revised and completely rewritten and has its sub-
ject matter brought up to date. Second, the work is centered around the idea of human welfare and the old divisions of botany and zoology are taught not as independent and unrelated topics, but rather in relation to man. Third, as has been suggested, there is no separate treatment of the branches of biology, but plant and animal life are taught together and the principles so learned are applied to the life of man.

This is an adaptation to the most widely approved methods of teaching the subject. This book is decidedly superior to the old one and should entirely replace it.

George W. Chappelear

NEW MATERIALS IN GEOGRAPHY


Our methods in geography are fast outgrowing our materials. True, the teacher who centers her work around an activity will find the children bringing in much information secured from books and from parents. But until she reaches the artist stage she will have difficulty in heading the work up, unless there is in the hands of all something fuller than the usual text in geography. Moreover, there are certain experiences in using tables of contents and indexes, as well as in selective reading for reports, that are better gained in the geography or history class than in the reading. This series has been brought up to date in order to meet such needs. The style is better than in the average textbook, the illustrations are carefully chosen and plentiful, and the books are well bound. One wishes that fewer topics had been dealt with in each volume so as to permit of a more exhaustive treatment, and that an index to each book had been provided.

Katherine M. Anthony

“WHAT SHALL I READ?”


Teachers and those who are training to be teachers will find this a valuable reference book. It shows the great need in our schools for more and better books for the children to read and offers suggestions for the remedy. In fact, the book is one suggestion after another, with many ideas and thoughts for the reader to consider and settle for himself.

The book lists are especially valuable. To begin with, there is a list of books that children of the various grades from one to eight like best, and with it a list that grown-ups think best for children. “The primary teacher’s and the primary child’s lists are almost identical. The divide begins at the fourth grade.”

There are lists of books classified according to grade, subject, and author. There are chapters giving methods of arranging the books in shelves and cases, of cataloging, and of circulation. One aim of the writer is to start a “browsing ground” for children in the public schools.

As the author states, “this is a simply written little book—almost a one-syllable affair—in the hope that the overworked grade teacher will read it where the big book would be passed by.”

Margaret V. Hoffman

BRIEF REVIEWS


This book on the teaching of reading is unique. It offers more actual help to the classroom teacher than anything else I know. Yet along with each set of suggestions the authors have lined up the underlying principles so that the teacher gains in her grasp on elementary education through her use of the book. Lists of materials for each grade are included, also a bibliography for the teacher.

K. M. A.