

ject matter brought up to date. Second, the work is centered around the idea of human welfare and the old divisions of botany and zoölogy 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

HOME AND WORLD SERIES, by James Franklin Chamberlain. New York: The Macmillan Company. 1924. (HOW WE ARE FED. Pp. 200; HOW WE ARE CLOTHED. Pp. 160; HOW WE ARE SHELTERED. Pp. 156; HOW WE TRAVEL. Pp. 182). Each, 88 cents.

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?"

THE LITTLE BOOKSHELF, by Grace Conklin Williams. Chicago: Rand McNally & Company. 1924. Pp. 174.

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

HOW TO TEACH READING, by Mary E. Pennell and Alice M. Cusack. Boston: Houghton Mifflin Company, 1924. Pp. 298. \$1.80.

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.

THE IMPROVEMENT OF TEACHING, by George E. Freeland. New York: The Macmillan Company. 1924. Pp. 290. \$1.60.

Dr. Freeland visited more than a thousand classrooms in making his analysis of good teaching. Then for several years he tried his plan for teacher improvement out with student teachers. As a result this book has something very definite to offer the growing teacher, whether she be apprentice or veteran. It is well written with a good balance between procedure and theory.

A SCHOOL IN ACTION, a Symposium with introduction by F. M. McMurry. New York: E. P. Dutton & Company, 1922. Pp. 344. \$2.50.

This is an account of an experimental school in the summer colony at Peterborough, New Hampshire. Musicians of note were employed to teach music; literature was taught by Padraic Colum; a resident psychologist co-operated in guiding the children's growth. The accounts of the work, written by these experts, are detailed, including stenographic reports in most cases.

THE PROJECT METHOD IN CLASSROOM WORK, by E. A. Hotchkiss. Boston: Ginn and Company, 1924. Pp. 258. \$1.48.

The major part of this book consists of concrete illustrations of projects actually worked out. In reporting these Mr. Hotchkiss makes clear the relation between the project and the traditional school subjects. These children reached out after subject matter because they needed it. An outline of a year's work in an informal primary room is given.

THE HIGH SCHOOL PRINCIPAL, by Leonard V. Koos. Boston: Houghton Mifflin Company. 1924. Pp. 121. \$1.20.

The duties of the high school principal, their relative claims on his time and energy, the specifications for his training, all summarized in brief scope, with numerous graphs to reinforce conclusions, make this book valuable not only to the principal himself, but also to superintendents and school boards.

THOUGHT QUESTIONS FOR STUDENTS OF AMERICAN HISTORY, by Fayette E. Moyer. Boston: Allyn and Bacon. 1924. Pp. 57. 25 cents.

Believing that the teacher of history has large opportunities to develop honest thinking through the use of questions involving the reasoning process, the author has here presented 353 such questions chronologically arranged. They are suggested for advance assignments. An index is wisely included for the convenience of the teacher.

HELPS FOR THE STUDY OF OUR CONSTITUTION, by Grace A. Turkington. Boston: Ginn and Company. 1925. Pp. 153. 40 cents.

Since the teaching of the Constitution of the United States is required by law in more than half of the states, a little book like this, designed for use anywhere above the sixth grade, should have a large field of usefulness. It is illustrated with stimulating pictures; there are excellent tables analyzing the Constitution; all the editorial accessories are well done.

TEXTBOOK IN CITIZENSHIP, by R. O. Hughes. Boston: Allyn and Bacon. 1923. Pp. 748. \$1.60.

A combined community, economic, and vocational civics providing a full year's work in the upper junior high school or lower senior high school. Even Comenius would have marvelled at its pictures.

ROMANTIC AND VICTORIAN POETRY, edited by C. E. Andrews and M. O. Percival. Columbus, Ohio: R. G. Adams & Co. 1924. Pp. 986. \$3.50. (Also issued in two volumes: Romantic Poetry. Pp. 384. \$2.00; Victorian Poetry. Pp. 602. \$2.50.)

An excellent collection. In addition to the usual selections from Romantic poets, Hood, Moore, and Praed are well represented. In the Victorian poetry are found notably sound selections not only from Tennyson, Browning, and Arnold, but also from the Pre-Raphaelites—the Rossettis, Morris, Swinburne—and from Meredith, Patmore, Bridges, Blunt, Stevenson, Henley, Dobson, Kipling, Dowson, Symonds, Yeats, Thompson, and A. E. Housman. An excellent collection.

NEWMAN—PROSE AND POETRY, edited by George N. Shuster. Boston: Allyn and Bacon. 1925. Pp. 196. 60 cents.

The Idea of a University broken up into numerous small sections; two sermons; two poems, *The Pillar and the Cloud (Lead Kindly Light)* and *The Dream of Gerontius*; and various shorter pieces.

CIRCUS ANIMALS, by Elizabeth Gale. Chicago: Rand McNally & Company. 1924. Pp. 112.

An attractive supplementary reader telling how the animals came to the circus. Well illustrated by Warner Carr and Donn P. Crane.

DANDIE, THE TALE OF A YELLOW CAT, by Florence Hungerford. Chicago: Rand McNally & Company. 1924. Pp. 126.

A supplementary reader for the early grades.

ELEMENTARY ALGEBRA—FIRST COURSE, by Elmer A. Lyman and Albertus Darnell. New York: American Book Company. 1924. Pp. 336. \$1.24.

A first-year course in elementary algebra to satisfy the requirements of courses of study in various states and of the College Entrance Examination Board.

LA MARE AU DIABLE, by George Sand. Edited by Leopold Cardon and Alice Cardon. Boston: Allyn & Bacon. 1924. Pp. 214. 80 cents.

All in French, including Preface, Table of Contents, List of Illustrations. "Explications et Exercices," chapter by chapter, give large opportunity for the assimilation of the text.

PIECES CITAS ESPANOLAS FACILES, by Ruth L. Henry. Boston: Allyn & Bacon. 1924. Pp. 105. 80 cents.

A revised edition of Henry's *Easy Spanish Plays*. They offer to the pupil practice in speaking Spanish, in memorizing. Idioms and common expressions are fixed better by this means, the author claims, than by typical dialog in foreign language classes.

LAS DE CAIN, by S. and J. Alvarez Quintero. Edited by Z. Eilene Lamb and Norman L. Willey. Boston: Allyn & Bacon. 1924. Pp. 194. 80 cents.

A witty comedy by two popular Spanish dramatists who write in modern colloquial Spanish.

LESSONS ON THE USE OF BOOKS AND LIBRARIES, by O. S. Rice. Chicago: Rand, McNally & Company. 1923. Pp. 178.

High school graduates entering college frequently have difficulty in using the library. They do not know how or where to secure information when they need it. For such students this book should be helpful.

It is a text for the upper grades, but can well be used in high schools or even in the lower grades, and would be most helpful in teacher training classes. Definite exercises are given on every phase of library work—the physical make-up of a book, the use of dictionaries and encyclopedias, the card catalog, reference reading, note-taking, reading of periodicals, and fiction.

NEWS OF THE COLLEGE AND ITS ALUMNÆ

NEWS OF THE CAMPUS

President Paul Bowman of Bridgewater College was the speaker at Convocation January 9. Taking "Scholarship and Democracy" as his theme, President Bowman developed the idea that the primary function of a college is "scholarship buttressed by morality, inspired by ideals." He suggested three tests of the scholar: first, the ability to discover truth for himself, to stand alone, if need be, amid the current of conflicting ideas; second, the ability to convince others that the truth that he has discovered is real truth; third, the ability to translate truth by weaving it into the lives of the community. It is as an apostle of life and as a constructive moral force that the scholar must serve his purpose in the community of a real democracy, asserted Dr. Bowman.

On the occasion of his visit to Harrisonburg to attend a meeting of the Shenandoah Valley, Incorporated, Governor E. Lee Trinkle accepted an invitation to address the student body in assembly on January 16. The Governor called attention to the large

increases in the appropriation of public monies to the purpose of education, asserting that against the \$4,223,000 spent on public schools in 1914, the State of Virginia in 1924 spent \$10,851,000 in support of its public schools. Whereas in 1914-16 \$498,000 had been appropriated for teacher training purposes, in the biennium of 1924-26 \$709,000 would be expended in the same way. Impressive as the evidence was of continually larger expenditures in education, there still remained to be noted the fact that larger enrollment of students necessitated still further expenditures in order to keep up with the standard of 1914.

Another prominent visitor on the campus in January was William W. Ellsworth, a former president of the well known publishing firm, The Century Company, who came here to give his illustrated lecture on "Shakespeare and Old London." During his visit Mr. Ellsworth generously agreed to speak at assembly Wednesday on "The New Poetry" and Thursday morning on "The Joy of Writing." The Stratford Dramatic Club managed the lectures and invited as special guests for the Thursday morning lecture the staffs of *The Breeze* and *The Schoolma'am*. Mr. Ellsworth was entertained at dinner by the members of the Stratford Dramatic Club, who afterwards at their regular meeting were favored with an informal talk by Mr. Ellsworth on actors he had known. Mr. Ellsworth's visit to the campus was a source of much inspiration and his fund of anecdotes and stories about well known writers he had known were only less interesting than his genial personality.

The Bluestone Cotillion Club has blossomed forth twice during January; first, at a little dance in the gymnasium on the tenth when Bernice Wilkins and Virginia Blankenship were awarded a prize in a dancing contest, and again on the twenty-fourth when the regular german for the winter quarter was held in Harrison Hall.