

ant and vital factors in any education that fits for life. It would be tremendously wasteful for every large city, or for all the States, to conduct independently the research necessary to establish the principles and to formulate the constructive program demanded by public policy in these matters, says the Commissioner.

The drift of population to cities and towns continues. In all the centres of population a very large proportion of the children in the schools are children of foreign-born parents. This adds greatly to the complexity and difficulty of the problems of city school administration. We were all startled by the revelations during the war of the extent to which the safety and solidarity of our nation are threatened by the inability of large numbers of our people to understand the English language and by the prevailing ignorance of the fundamental principles upon which our form of government is based, and of the ideals toward which we are striving. The several states are studying these problems, but there is urgent need of a central agency which can make immediately available to all the results of any experiment which proves successful, and which can supply the constant stimulus to better things which can come only from effective leadership, the report says, adding that this is obviously a function of the Federal Government.

State and municipal systems of taxation and their relation to school finance and the support of public education are among the major problems that confront us. A few thousand dollars spent in research by experts capable of doing constructive work would save to the taxpayers of the country many times the sums thus expended. Improved methods of accounting, the determination of unit costs and the extended use of the budget system would save much of the waste that has unfortunately characterized many educational institutions and school systems, according to the Commissioner.

MAY BECOME A GREAT FACTOR

Commissioner Tigert's report not only sets forth in striking terms the means by which the bureau in his charge may become a still greater factor in American education, but it describes the valuable work which it has already accomplished. One of its func-

tions is to make surveys of State, county, and city school systems and of individual schools or groups of schools, and to report to the proper local authorities the results of its investigations together with constructive recommendations. Many important pedagogical problems have been analyzed and brought nearer to solution through the instrumentality of these surveys. Eleven of them were conducted during the year covered by this report.

Another feature of the bureau's work which has developed in the last few years is in holding national or regional conferences on educational subjects or for educational purposes. In many of them citizens in all walks of life were invited to participate freely; others were for the consideration of special topics, like rural education, highway engineering, Americanization, industrial education, commercial education, negro education, &c., and they brought together persons whose especial interest is in the subjects discussed in the conference. Thirty conferences, including both types, were held during the year 1920-21.

The surveys, the conferences and the public addresses which they are constantly called upon to make bring the members of the bureau's staff into personal relation with the educational people of the country; but, after all, the greatest influence of the bureau is through the less spectacular functions of collecting and tabulating statistics and publishing reports, bulletins and circulars of information on every phase of educational work. Notwithstanding unusual difficulties, ninety-eight documents of all sizes and descriptions were printed and distributed during the fiscal year 1921, and more than 800,000 copies of the bureau's publications were mailed by the Superintendent of Documents.

—*New York Times*

IX

RECENT BOOKS OF INTEREST TO TEACHERS

SELF-HELP ENGLISH LESSONS, by Julia H. Wohlfarth and John J. Mahoney. Yonkers-on-Hudson: World Book Co. 1921. First Book. 256 pages. (96 cents). Second Book. 338 pages. (\$1.00).

We have here a series of texts built not as a votive offering to tradition, but with an openminded regard for the scientific study of

education. For these books represent, not the authors' individual experience but a consensus of opinion from language experts, secured in the most approved survey fashion.

What is the result? For one thing *sentence knowledge* as an aim is superseded by *sentence sense*. Through a skillfully graded series of exercises and games the child gradually acquires the sentence habit. In the same way the *paragraph sense* precedes the use of the paragraph.

At the close of each year's work there are set up certain standards with emphasis on abilities rather than knowledge. They should prove an eye-opener to the average teacher.

There is a consistent effort to establish correct usage. Various schemes aid in this habit-building, notable among them being the appeal to the child's sense of humor.

The books are very carefully graded. Each new step goes only a bit farther than the preceding one; each new ability is developed orally at first. Here the series reminds one of the methods used in language teaching in the French schools.

There are new language games, some of them really clever. There is always a motive for the child's work; generally the appeal is to a genuine interest. But there is to my mind insufficient emphasis on the project method. Yet there are many pertinent suggestions usable by teachers who wish to tie their language work up to projects.

(KATHERINE M. ANTHONY

HAPPY HOUR STORIES, by M. Genevieve Silvester and Edith M. Peter. New York: American Book Co. 1922. 112 pages.

PLAY TIME STORIES, by Agnes Dunlop and Robinson G. Jones. New York. American Book Co. 1921. 112 pages.

These books are of the newer type of supplementary reader and will do much toward fostering a love for reading. They are well made and the illustrations are of a high order. Much of the material is new; all of it is admirably adapted to first grade children. There is rather an unusual response to their demand for humor—I can hear them chuckle over some of the stories. This is especially true of *Happy Hour Stories*. The other book, *Play Time Stories*, is written largely in dialogue, thus lending itself to "reading in parts."

KATHERINE M. ANTHONY

THE COMPLETE PRIMER, by Eva Smedley and Martha C. Olsen. Chicago: Hall and McCreary Co. 1922. 128 pages. (72 cents).

That a book is written for young children does not mean that it can contain anything put together in any way. It must contain reading material worth reading, and not a jumble of words; it must be based on the interests of children; it must meet all the hygienic rules and regulations; it must be well illustrated and it must contain a variety of material. The authors of this book have met all of these requirements besides adding a new element, that of a novelty. In the main the lessons are based on children's activities,

together with a few old classics told in a simple way, yet keeping to the original.

There is much opportunity for the skillful teacher to get supplementary reading lessons based on the child's actual experiences, for the words which the child learns are the words which he uses in his daily conversation.

Its dramatic qualities can perhaps best be illustrated by one of the lessons:

Is this 596?

Yes, this is 596.

Is that you, Ben?

Yes, John.

Come on over, Ben.

I can't.

Why not?

It is raining.

Mother says, "Tell Ben to go to bed."

My mother says, "It is time for you to go to bed."

Well, goodbye, Ben.

Goodbye, John.

MARY LOUISE SEEGER

PSYCHOLOGY AND THE SCHOOL, by Edward H. Cameron. New York: The Century Co. 1921. 339 pages.

One feels inclined sometimes to paraphrase an old saying as follows: "Of the making of psychology textbooks there is no end." This volume of Dr. Cameron's in the Century Educational Series is a nicely bound and printed book written for beginners and particularly for teachers.

While the book is not sectioned, the first half deals with the typical problems of general psychology in very much the usual method the viewpoint being that of a conservative behaviorism. In these eleven chapters there is very little reference to the teacher's problems and very little definite use of recent scientific investigation. Indebtedness is, however, clearly indicated to the work of Judd, Ebbinghaus, Dewey, Thorndike, and James, the leaders in the development of modern psychology.

The distinctive part of the text is the later eight chapters, which deal with learning, the transfer of training, individual differences, mental development, and the psychology of elementary school subjects. A great deal of valuable material is here assembled and the teacher in the field, whose psychology is a bit rusty or whose viewpoint is that of ten or even five years ago, will find these chapters very helpful, while the student approaching psychology for the first time will get thru them a vital, usable psychology of the classroom.

W. J. GIFFORD

ARITHMETICAL ESSENTIALS, by J. Andrew Drushel, Margaret E. Noonan, and John W. Withers. Chicago: Lyons and Carnahan. 1921. Book I, 304 pages; Book II, 306 pages; Book III, 308 pages.

In this new three book series the first book is prepared especially from the point of view of attractiveness to the child. The type is good and clear, and the pictures as well as the subject matter bring out problems of interest in the child's life, and make a very attractive book for the first four grades. The same clear

and attractive methods are carried on in the second and third books. The introduction to the properties of simple geometrical figures appears at the end of book two. Book three opens with certain graphic representations with their use in solving problems, then using the spiral method, reviews the essentials of arithmetic. Following this is a good chapter or two on introductory geometry under the guise of mensuration, handled chiefly by the laboratory method. The latter portion of the book is occupied with the consideration of financial problems.

The illustrations add greatly to the interest of the books, and the arrangement is more attractive than that usually found in books of this class.

H. A. CONVERSE

LABORATORY PROJECTS IN PHYSICS, by Frederick F. Good. New York: The Macmillan Company. 1921. 267 pages. (\$1.40)

This book contains a group of ninety-five experimental projects, divided into three approximately equal groups. The classification is on the basis of both simplicity of apparatus and difficulty of the experiment. Consequently, the author offers in a single text sufficient material for selection and also for a two years' course if desired.

In addition to the customary group of physics experiments there is an excellent group of experiments dealing with water and heating systems in the home, which require only the simplest apparatus. Furthermore the appliances of everyday life, such as the camera, phonograph, sewing machine, etc., are taken up. The list of experiments also includes a group pertaining to automobile work.

The description of each experiment to be performed includes a drawing of the apparatus, a list of well-chosen questions to bring out the value of the experiment, and a list of books to which reference can be made for further study or explanation. An appendix is added to the text giving a very complete list of books suitable for both student and instructor, as well as apparatus lists with prices and name of manufacturer.

The book is admirably suited for both high schools and colleges and deserves the attention of all teachers in science.

RAYMOND C. DINGLELINE

BREAKFAST, LUNCHEON AND DINNER, by Mary D. Chambers. Boston: Bosting Cooking School Magazine Co. 1921. 137 pages.

This book takes up, briefly, the planning, preparation and serving of food from the meal view point. Meals are considered as a unit, under varying conditions. Eight pages are given to the balanced menu. The book contains eight brief tables showing caloric value of foods, one-fourth ounce protein portions, base forming foods, ash and vitamine content of foods.

The book is primarily a book on table etiquette. Many questions, which have arisen with student, teacher or homemaker on the niceties of life are here answered.

P. P. MOONY

X

SCHOOL ACTIVITIES

Formal ceremonies attending the opening of the winter quarter of the State Normal School at Harrisonburg were held the morning of January 9, when J. H. Binford, Assistant Superintendent of

Schools, Richmond, Virginia, was present as the invited speaker. Mr. Binford spoke of "Teachers I Have Known", and in his usual happy vein gave picturesque characterizations of various types of teachers, suggesting why one teacher makes a success while another meets with failure. Besides drawing on his own experience, Mr. Binford described some of the teachers in J. H. Smith's *The Evolution of "Dodd"*, a book which he commended to his audience.

None of the interscholastic games will arouse more eager enthusiasm, probably, than the game played Saturday evening, January 14, when the annual Senior-Junior game was played. Here was a good fight, with teams quite evenly matched, with all the student-body rooting for one side or the other,—with one end of the gymnasium flaunting the green and white of the Seniors, the other end bedecked in the orange and black of the Juniors.

There was room for much speculation as to the outcome because of the record the Juniors had established both in the Old Girl-New Girl game, and in the P. G.-Junior game. The Seniors knew they had a real struggle ahead, but they put in some hard practice in the ten days after Christmas.

It was a fine game, both teams putting up a great fight. The Seniors were ahead at the end of the first half, but early in the second half lost their lead when Ada Long made three goals in hardly more minutes. They regained some of the lost ground, but the whistle blew on a score of 20 to 18 in favor of the Juniors.

The general opinion of spectators was that of the material of these two teams Miss Franke will be able to shape a varsity team which will do some interesting things.