IN PRAISE OF LIBRARIES

I would like to see over the doorway of every free library the inscription: “Hope, learn, and achieve, all ye who enter here.”
—Victor King, mayor of Camden, N. J.

The library should be a mental irritant in the community; it should help to make the old fresh, the strange tolerable, the new questionable, and all things wonderful.—John Cotton Dana, librarian, Newark.

The library is . . . the noblest exponent of the American spirit. It is the most vital, indispensable public utility in town. It means beauty, happiness, intelligence and well being, the prosperity and thrift of its community.—W. F. Seward, librarian, Historical Society, Binghamton, N. Y.

The function of the library as an institution of society is the development and enrichment of human life in the entire community by bringing to all the people the books that belong to them.—Salome Cutler Fairchild, late of the New York State Library School.

CONCERNING BOOKS

A borrowed book is like a guest in the house; it must be treated with punctiliousness, with a certain considerate formality. You must see that it sustains no damage; it must not suffer while under your roof. You cannot leave it carelessly, you cannot mark it, you cannot turn down the pages, you cannot use it familiarly. And then, some day, although this is seldom done, you really ought to return it.

But your own books belong to you; you treat them with that affectionate intimacy that annihilates formality. Books are for use, not for show; you should own no books that you are afraid to mark up, or afraid to place on the table, wide open and face down. A good reason for marking favorite passages in books is that this practice enables you to remember more easily the significant sayings, to refer to them quickly, and then in later years it is like visiting a forest where you once blazed a trail.

—William Lyon Phelps

BOOKS

PUBLICATIONS OF THE AMERICAN AND CANADIAN COMMITTEES ON MODERN LANGUAGES


These monographs are the first of a series to be issued by the American and Canadian Committees on Foreign Languages, under the auspices of the American Council on Education. Volume One consists of studies of the character and results of objective language tests applied in the junior high schools of New York City in 1925 and 1926, with a searching comparison between the old-type and the new-type examinations, which were used in equal numbers by the Regents of the State of New York in 1925.

The Committees are convinced that these new-type tests “have been given a stern try-out” and are proved, roughly, to be “twice as reliable and valid” as those of the old type. The tests actually employed in this investigation are those known to modern language teachers as (1) the Columbia Research Bureau Tests and (2) the American Council Beta French Tests for junior high schools—both published by The World Book Company, of Yonkers, New York.

The monograph is filled not only with scientifically tabulated data but with nuggets of old truths newly discovered, or at least demonstrated anew. “Learning students is pre-requisite to teaching them.” . . . “The individual classroom situation is
more potent in determining the progress of the class than any other influence that we can isolate." . . . "The only excuse for grades . . . . is to convey accurate information." And again, "Constructive usefulness is the only justification for tests and examinations." Repeatedly there flashes out righteous indignation at the "time-serving conception of achievement and preparation which was born in sin and perpetuated in iniquity" which, being interpreted, means let us give credit, not according to how much French a pupil has "had" or "taken," but according to what he can do in that tongue.

The second monograph of the series is the report of a careful scientific investigation of the reading of foreign languages (1) by pupils of the fourth and fifth grades, (2) by high-school students, and (3) by experts. Photographing the eye-movements counted for much in this research, as symptoms of the manner in which one reads—not primarily as a test of the comprehension of the reader. This latter must be more definitely determined in other ways—by questions and conversation, for instance.

If the goal is the ability to read a foreign language silently in a manner closely resembling good reading in the mother-tongue, Dr. Buswell thinks that reading must be kept in the foreground throughout, both in method and in course content: that a direct method produces far more desirable reading habits than does translation, and that one learns "to read thought-content by abundant experience in reading thought-content from the beginning." The student is urged, of course, "to set up direct associations between foreign symbols and their meaning rather than to allow intervening vernacular symbols to be introduced. . . . It is better to approach the reading of French with a proper reading attitude, even with unsuccessful results, than to go to the other extreme of deciphering."

Other conclusions are (1) that there is no notable difference between students who begin the study of the language in high school and students who begin at the college level, but that children who begin the language in the elementary grades fall very much below the level of maturity of the high-school and college students at the end of two years; (2) that during equal periods of time approximately equal degrees of maturity are reached in the study of French, German, and Spanish.

Elizabeth P. Cleveland

FRESHMAN BIOLOGY


For some time there has been a growing tendency to introduce biology into the curricula of secondary schools in the early years because this subject has been recognized as fundamental as a preparation for right living. Still more recently it has been realized that it is logical to begin this course with the study of botany. It was with this idea in mind that the authors have written these companion books.

The most striking feature of the text is that an unusually large amount of vital botanical information is given in such simple and understandable language. It is almost the equivalent of a college freshman botany course reduced to terms that a high school student can readily understand. Another excellent feature is the large number of well-selected illustrations.

The book begins with the general principles of botany and a study of cells, tissues, and organs. Leaves, stems, roots, flowers, and fruits are next studied. Four chapters are devoted to economic botany. Six chapters are given over to the morphology of the four great divisions of the plant kingdom.

The laboratory manual is in keeping with the text and is heartily recommended for the library of all teachers of secondary
biology. Both books are recommended for the consideration of all people interested in textbook adoption.

G. W. CHAPPELEAR

A TRUTHFUL GENERAL SCIENCE


This is one of the very best of general science texts for high school students. The book starts right by beginning with Matter and Energy. The authors have selected appropriate topics, and have told the truth about them. The latter statement can not be made concerning all books of its kind. The book is very readable, yet not filled with "jazz." Facts are presented in a logical order. Due attention is given to such vital topics as Care of the Body, Food Values, First Aid, Protection Against Disease, etc. The authors are to be commended for including chapters on Narcotics and The Effects of Alcohol on Cell Life. The pictures and illustrations are to the point. An excellent glossary is to be found at the close of the book.

NEWTON S. HEROD

WORLD HISTORY FOR HIGH SCHOOL PUPILS


Believing that our ancestors have made our world for us, the authors have given on the first 150 pages of their book a short preview of world history from the beginning of time to 1700. The interesting manner in which this is presented makes it ideal reading matter for a class which is taking up world history for the first time. It is excellent, too, for a class that is about to review world history, in that it contains a wealth of facts and demonstrates the art of putting emphasis on the proper historical movements.

Knowing that our world has been remade for us since 1700, the authors have devoted the rest of their 821 pages to the study of modern world history. Russia, India, China, Japan, Africa, France, Germany, Italy, England, and Latin America each come in for their share of the limelight. The relation of each one to the rest of the world has been fully developed.

The sane position from which these authors have viewed the vital questions and forces of world history makes this an excellent reference book for the world history class. It is a favorite reference with high school pupils and should be a satisfactory textbook. It is written in an easy, readable manner, the print is clear, and the illustrations plentiful and unusually well-chosen. The few questions given at the close of the paragraphs provide opportunity for a quick check on the understanding of the pupil.

SARAH ELIZABETH THOMPSON

IMPROVED QUESTIONS IN CHEMISTRY


This book contains a variety of types of questions as follows: 1. The old type questions requiring the answer in essay form. 2. True-false questions. 3. Completion questions. 4. Evidence questions in which the pupil gives the reason for the truth or falsity of the statement. 5. Wrong statements to be corrected. 6. Home tests. These involve much thought on the part of the student as well as careful searching of the text.

The questions are conveniently grouped under topics such as oxygen, volume of gases, molecular weights, etc. Questions are asked on such modern topics as Atomic Numbers, Atomic Structure, Radium, and Radioactivity. A large number of equations for balancing are listed. Many of the questions are asked in such a way that a very brief answer can be given, and the answer
papers can be corrected rapidly. In connection with the addition of several very useful specimen examination papers as an appendix, it would have been better had the author stated the source of these examination questions, e.g., College Entrance Board.

Altogether this concise handy volume will prove a great aid, as well as a time-saver to progressive high school teachers of chemistry.

Fred C. Mabee

MUSIC APPRECIATION


Practical, simple, and interesting is this new tool for the professionally interested reader and the intelligent layman in the field of music appreciation.

The author has avoided mere theory, centering the attention upon concise fundamental facts and methods with few detailed descriptions.

Discussions of composers, fundamental musical forms, rondo, minuet, fugue, suite, sonata, opera, oratorio and song are clearly presented. The author simplifies the technicalities making it a valuable working manual that will challenge its readers to further study.

Teachers and students will find the review and test questions and book list at the conclusion of the book very helpful.

Ida Pinner

OTHER BOOKS OF INTEREST


The new movement for combining the useful in arithmetic, algebra, and geometry is producing a number of valuable texts. Something of their value may be seen from the headings of the chapters in Part I of this text:

I. Strengthening the Foundation. Whole Numbers

II. Breaking up Whole Numbers into Fractions for Fine Work

III. Fractions as Ratios Pictured in Graphs

IV. Pictures of Line Relations in Geometry and Algebra

V. Using Geometry as a Tool

VI. Simplifying Arithmetic by Geometry and Algebra

Part II concerns the use of the New Mathematics in our everyday business, and deals with a rational application of the mathematics received in Part I to the business of today, almost entirely eliminating archaic forms.


A clear and concise supplement to general nutrition and physiology with special reference to dietotherapy, this book should be especially valuable to nurses and student dietitians who wish to increase their professional ability. It contains many diet charts.


The aim of this book is to give the student a thorough grasp of the essentials of Spanish grammar, and, by teaching him, as far as possible, to think in the foreign language, to start him on the road to a speaking and reading knowledge of Spanish. To accomplish this aim, the author has combined the grammar method with certain effective principles of the direct method, and in applying the combination he has made every effort to make the lessons simple and thorough. The book contains many illustrations closely related to the text, and which may be used as a basis for conversation or written description in Spanish.


This book is intended for the use of students who have completed the study of a Spanish grammar, and who have done a little reading in some simple text. The chief aim is to drill the student thoroughly in the essential points of Spanish grammar and to fix them in his mind in order that he may construct sentences in Spanish with a proper degree of correctness, and in order that he may write short compositions with greater ease of expression.


Aside from a larger application of modern psychology and a stronger insistence that English is a tool for achievement in all subjects, the author has modified very slightly the excellent study first published ten years ago. Three matters are given such emphasis as their growing importance seems to merit—new methods in the teaching of spelling, standardized tests and scales in the field of English, and the use of the precis, or summary.

In almost every field of language, teachers are feeling more and more the need of some textbook which reviews briefly the fundamentals and which is adapted to the second or third year of study. Meyer's *Fundamentals of German* seems to be a book to fill this need—as praiseworthy for what is left out as for what it contains.


Here are fifty-four essays, inspiring and interesting, appealing—all of them—to the high school student. They are classified under five heads: essays, addresses, biographical sketches, book reviews, and editorials. Two reviews of each of three books offer opportunity for comparisons in method; the group of editorials include those awarded the Pulitzer prize in 1919, 1922, 1923, and 1924. Simple notes and helpful reading lists are offered. The collection is wide in its range of interests; it should admirably serve to awaken in young people an interest in the prose form which they quite usually seem to regard with indifference.

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**NEWS OF THE COLLEGE AND ITS ALUMNÆ**

The list of honor students for the first quarter, 1927-28, as announced from the Registrar's office, is as follows:

**SENIORS:** *Course III*—Rowena Lacy, Oak Park. *Course IV*—Mary Moore Aldhizer, Broadway; Mary Armentrout, McGaheysville; Hilda Page Blue, Charlottesville; Martha Derrick, Pulaski; Helen M. Goodson, Norfolk; Mamye Snow Turner, Stone Mountain; Virginia Mae Turpin, Norfolk. *Course V*—Pattie Waller Callaway, Norwood; Beth Cornelia Jordan, Roanoke; Annie Kathryn Womeldorf, Lexington.

**JUNIORS:** *Course III*—Kathryn T. Pace, Hampton. *Course IV*—Elizabeth Roberts Miller, Smedley. *Course V*—Mrs. Mary Finney Smith, Parkslope.

**SOPHOMORES:** *Course II*—Elizabeth Larned Knight, Westfield, New Jersey; Mary Elizabeth Malone, Roanoke. *Course IV*—Mary E. Crane, Waynesboro; Kathryn Neeson Compton Harris, Wheeling, West Virginia; Janet Elizabeth Houck, Harrisonburg; Elizabeth Lee Kaminsky, Norfolk; Nina Gray Pifer, Mt. Crawford.

**FRESHMEN:** *Course I*—Harriet Virginia Harris, Winchester. *Course II*—Gladys Gray Green, Saxe; Virginia Margaret Wilson, Harrisonburg. *Course IV*—Lola Katherine Davis, Harrisonburg. *Course V*—Lois Watson Winston, Hampden-Sidney.

Two students whose names appear in the above list attained the highest grade given in all subjects: Pattie Waller Callaway, Norwood; Beth Cornelia Jordan, Roanoke.

The past month has been an eventful one in several respects. The establishment of Kappa Delta Pi, a national educational fraternity, came January 23 as an outgrowth of Pi Kappa Omega, formerly the only honorary society on the campus and now dissolved. Dr. T. C. McCracken, dean of the school of education in Ohio University, and president of the national organization, came to install the chapter and to initiate the charter members: Mary Armentrout, Hilda Page Blue, Lorrainie Gentis, Helen Goodson, Lucy S. Gilliam, Frances Hughes, Mary McNeil, Kathryn Pace, Florence Reese, Virginia Turpin, Sarah Elizabeth Thompson, Virginia Buchanan, Bertha McCollum, and Dr. W. J. Gifford.

A simplified election system has been planned and is to go into effect for the nomination and election of the new officers who will take their positions at the beginning of the spring quarter, with the supposition that they will be better prepared to do their work next year if they have this one quarter training. The nominations come from a convention consisting of five representatives elected from each of the four classes together with the president of the Student Association, the president of Y. W. C. A., the editor of the *Breeze*, the *Schoolma'am*, and the president of the Athletic Association.

The vice-president of the Student As-