citizenship and an insurance against the revolutionary conditions which exist in countries whose peoples are ignorant and illiterate.

“Our free public school system is an integral part of our free government, essential to its life and prosperity. The only secure foundation for democracy is an enlightened and intelligent electorate. A government of the people and by the people can be no better and no stronger than the composite citizenship of which it is constituted.

“The fact was recognized by the far-seeing statesmen who founded this nation. William Penn declared that the only way to preserve free government was by the education of all its citizens, ‘for which,’ said he, ‘spare no cost, for by such parsimony all that is saved is lost.’ Washington urged his countrymen ‘to promote as objects of primary importance institutions for the general diffusion of knowledge.’ Jefferson, Adams, and Madison taught that the education of all the people furnishes the greatest safeguard for our free institutions.

“The greatest need of our country today is competent, well-qualified teachers to train the future citizens of the Nation. We must get rid of the incompetent and unprepared in our public schools. The schools of tomorrow should be taught only by the best, and the profession of teaching must be made so inviting that it will attract and hold the best. Any reduction in the salaries of teachers or any failure properly to appreciate the importance of education will turn from the teaching profession those young men and women now preparing for their life’s work who should be secured for this most important field of public service.

“Let us cut down expenditures for luxuries. Let us reduce appropriations wherever it can be done with safety, but for the perpetuity of those ideals and principles which are nearest to the hearts of the American people, there can be no backward step in the development of a strong, intelligent, patriotic citizenry, upon whom must depend the preservation of the things for which we have made such sacrifice in blood and treasure. The hope of America is in her free public schools. To elevate their standards and promote their efficiency should be the purpose of every American statesman and citizen.”

S. P. D.

RECENT BOOKS THAT SHOULD INTEREST TEACHERS


The authors of this book have two main considerations in mind: “first, that the work in measurement should be handled more and more by the individual classroom teacher; and second, that the chief purpose to be served by standard tests is the diagnosis of pupil ability and pupil difficulty.” The volume aims therefore to include a relatively small number of tests which are already well standardized, and which are easily scored, and to give readable and simple directions for their use by the teacher untrained in scientific measurement.

While the actual test of the book will be its use by such teachers, the reviewer believes that these purposes are fairly well met. In regard to the first, directions additional to those sent out by the publishers are given explicitly, and furthermore about half of Chapter XI entitled “Statistical Terms and Methods” is an admirable general statement concerning the steps in the use of standardized tests.

The second aim seems hardly so well cared for. In the first place, but a single reference is given in the index to educational diagnosis with no additional general references. In the body of the text, data on this subject is often imbedded under other topics as in the case of the Woody Arithmetic Scales. These scales by the way are given more attention as diagnostic tests than others specifically framed for this purpose, just as the Trabue Language Scales receive more attention as measures of intelligence than all the group intelligence tests. The partial justification of this selection is the relative ease of scoring and using these particular tests.

In plan and mechanical arrangement the book is thoroughly disappointing. There is no list given of figures and tables, nor is there anywhere any list of the scales and tests treated in the body of the text. The index is unilluminating. There are frequent errors of misspelling and of whole words. Topics in a single chapter are unusually dissimilar, while topic headings are frequently printed in larger capitals than the chapter titles. The whole volume lacks that systematic, clear-cut arrangement so essential for the beginner in so difficult a field.

In all likelihood the book will not rapidly displace any text now in the field, but will probably be used as a companion book with Monroe’s Measuring the Results of Teaching which has the advantage of workmanship and organization and lacks only the discussions of drawing, high school tests, and intelligence...
tests. The pressing need now is a book which will place the major emphasis on educational diagnosis through educational and mental tests with a wealth of illustrative material regarding the reclassification and special instruction of pupils.

W. J. Gifford


The claim made for this latest text in educational psychology in the Editor's Introduction is that it represents the "consensus of opinion as to what an elementary course in psychology should contain." The author states that he has aimed to make the text "highly practical, highly workable, and highly understandable."

On the whole the text seems to be a little behind what would be expected in a text for teachers in training; the results of researches as regards the best methods of directing these abilities and capacities. The conceptions of the learning curve and the curve of distribution, so fundamental to the beginning student in psychology and education in getting a scientific-professional attitude toward work at the outset, are entirely neglected. The splendid contributions by Thorndike and James as to the best methods of habit-formation are similarly omitted. In fact the author seems to leave to the teacher and the student the problem of application through the answering of questions listed at the end of each chapter and the study of problems for observation in the training school listed at the introduction of each chapter. The strongest features of the text aside from the questions noted above, are its fine mechanical get-up, the division into a large number of short chapters, and the inclusion of a few usually neglected topics, such as the subnormal child, the gifted child, and adolescence.

W. J. Gifford


This little book is a dictionary prepared for elementary school children. "It is aimed at the pupil in just the situation in which he so often finds himself—knowing the meaning of a word but not knowing how to spell it." The 9,000 words contained in it are selected with care from public school lists and from the results of scientific investigators. They are arranged alphabetically in clear, well-led type. Derivatives formed by adding a suffix are listed separately when there is any danger of an error. Instead of "meaningless definitions" concrete illustrations of confusing words are given. This book will do much to accomplish its aim—the establishment of a spelling conscience and the dictionary habit.

Katherine M. Anthony


For college classes in which a brief but discriminating critical study of Milton is desired, the Clarendon Press has prepared a little book that makes an excellent beginning. "It presents Milton none of the heaviness and dreariness which unfortunately is the prejudgment of many students.

C. T. Logan


It is the aim of this little book to present the fundamental principles of working drawings through a series of progressive problems, and to present the fundamentals of procedure and practice by means of explanations, illustrative problems, and drawings given in connection with the problems. It is not intended to be a complete textbook of mechanical drawing but it gives the important things which the learner must master and upon which a more extensive study and training must be based.

The book is intended for use by beginners and should be equally valuable to those who can take only a brief course and to those who expect to pursue more advanced study.

Instead of being divided into chapters presenting certain phases of the subject, the book is arranged in sections dealing with certain types of problems and the information necessary to the solution of the problems is given in connection with them. This seems to be the most direct and natural arrangement as it corresponds with the process of learning.

W. J. Bailey

**The Virginia Teacher**

**THE VIRGINIA TEACHER**
drawing is entirely completed before passing
to the next. Thus the pupil has a complete
experience with each problem and the work
has more meaning when presented in this
way. \textit{Frances I. Mackey}

\textbf{Good Times For Girls, by Mary E. Moxcey.}
\textit{New York: The Methodist Book Concern.}
1920. 96 pages. (60 cents).

\textbf{A Year of Recreation, by Ethel Owen. New}
\textit{York: The Abingdon Press. 1920. 60 pages.}
(50 cents).

"What shall we play?" is often a vexing
question to the mother in the home or to the
leader of any group of happy, wide-awake
girls and boys. In Miss Moxcey's \textit{Good Times
For Girls} there is a most satisfactory answer
to these difficulties. Suggestions are given,
ranging from plans for the party through the
refreshments, even including the "dressing
up."

The entertainments are for a variety of
occasions: when all take part, when some en-
tertain the others, and for special occasions.
Sunday afternoons are provided for, and par-
ties that result in some form of service being
done for others.

This is an inexpensive pamphlet and the
fun suggested is wholesome, lively, suggestive
and in good taste.

In the pamphlet \textit{A Year of Recreation} by
Miss Owen, twelve socials, one suitable for
each month in the year, are given complete
in every detail. Suggestions are made for
the invitations, for decorations, for the enter-
tainment of the group, for the menus, and
for place cards. \textit{Natalie Lancaster}

\textbf{XI}

\textbf{SCHOOL ACTIVITIES}

As the end of the school year approaches,
there seems to be a redoubling of effort to
get everything done. Every
\textit{Morituri spare moment has its outside
work or its amusements to be
provided for. So there have been parties
and picnics and plays and music and suppers
and speakers. But before another month
has rolled around there will be tests and exams and examinations!}

We are getting to be right sizeable, too,
when we stop to count ourselves. A recent
study shows that the registra-
\textbf{Grand Total} for the third quarter was
1809 328, making for the present
session a total of 349 different
students. The 1920 summer school enrolment
included 51 professional students and 648
others. This makes a total of 1,048 students
who have received regular instruction during
the last twelve months.

Adding to this figure an enrolment of 37
students in the music department who are
not accounted for elsewhere, and 724 pupils
in the training school department, all of
whom receive instruction from critic teach-
ers or student teachers, a grand total is ac-
counted for amounting to 1,809 persons.

We are getting to be right sizeable!

President S. P. Duke has been unusually
fortunate in securing as commencement
speaker for the twelfth session
\textit{Governor Davis Will Westmoreland Davis}. Invita-
tions will soon be issued, and
it is expected that commence-
ment ceremonies this year will be of added
interest because of the laying of the corner-
stone of the new Alumnae-Students' Build-
ing.

\textit{Reverend Dr. John F. Vines}, of the
First Baptist Church, Roanoke, Virginia,
has accepted the invitation to preach the
baccalaureate sermon, and will also take part
in the annual vesper service on Commence-
ment Sunday.

"The practice house," officially known as
the "Smythe property," has recently been
purchased and is now a part of
\textbf{Addition to Campus} point out that when they re-
turn in the fall there will be
an apple orchard to the left of them as well
as the one to the right of them. The re-
moval of the fence is a further achievement
to be credited to the Grounds Department.

Two evening concerts at the Virginia
Polytechnic Institute, April 29 and 30; a
program of sacred music at
\textit{Our Migratory Song-}
\textit{Birds} 1; a concert at the Roanoke
High School Monday morning; and another
program in the evening before the Thurs-
day Morning Music Club of Roanoke—
these were the engagements filled by twenty-
eight members of the Harrisonburg Normal
School Glee Club when they made their re-
cent trip to Blacksburg and Roanoke. The
same group had also sung before the students