

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.

X

RECENT BOOKS THAT SHOULD INTEREST TEACHERS

HOW TO MEASURE, by G. M. Wilson and K. J. Hoke. New York: Macmillan Co. 1920. 285 pages. (\$1.60).

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 un-illuminating. 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

PSYCHOLOGY FOR NORMAL SCHOOLS, by L. A. Averill. Boston: Houghton Mifflin Co. 1921. 362 pages. (\$2.25).

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 better and certainly not worse than the typical elementary psychology. It does seriously belie its title in that very few definite suggestions for teaching are made. Chapters on the various instincts, and on memory and thinking, for example, do not give, as one would expect 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

WORD FINDER, by Hubert V. Coryell and Henry W. Holmes. Yonkers-on-Hudson, New York: World Book Company. 1921. 150 pages. (72 cents).

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-leaded 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

MILTON—POETRY AND PROSE. With Essays by Johnson, Hazlitt, and Macaulay. Introduction by A. M. D. Hughes. Oxford: The Clarendon Press. 1920. (American Branch, 35 West 32d St., New York). 224 pages. (\$1.60).

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 also a definite appeal through the neatness of its dress and the excellent taste of its composition. The volume includes, besides excerpts from the essays on Milton by Samuel Johnson, William Hazlitt, and Macaulay, a neat introduction that attests the soundness of modern scholarship.

The minor poems, the sonnets, and well chosen portions of *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes* offer the student a more complete sample of Milton's verse than do excerpts from the *Areopagitica* and *The Reason of Church Government* of his prose. Facsimile reproductions of various title pages are not without a quaint charm. This little volume will bring to the study of Milton none of the heaviness and dreariness which unfortunately is the prejudgment of many students.

C. T. LOGAN

MECHANICAL DRAWING FOR BEGINNERS, by Charles H. Bailey. Peoria, Illinois: The Manual Arts Press. 1920. 93 pages. (\$.68).

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.

The author believes that the best way to learn to make working drawings is to make working drawings. Therefore complete problems are used right from the start. Each

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.

FRANCES I. MACKEY

GOOD TIMES FOR GIRLS, by Mary E. Moxcey. New York: The Methodist Book Concern. 1920. 96 pages. (60 cents).

A YEAR OF RECREATION, by Ethel Owen. New 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 *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 entertain the others, and for special occasions. Sunday afternoons are provided for, and parties 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 *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 entertainment of the group, for the menus, and for place cards.

NATALIE LANCASTER

XI

SCHOOL ACTIVITIES

As the end of the school year approaches, there seems to be a redoubling of effort to get everything done. Every 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 registration for the third quarter was 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 teachers or student teachers, a grand total is accounted 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 the Governor of Virginia, Westmoreland Davis. Invitations will soon be issued, and it is expected that commencement ceremonies this year will be of added interest because of the laying of the cornerstone of the new Alumnae-Students Building.

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 Commencement Sunday.

"The practice house," officially known as the "Smythe property," has recently been purchased and is now a part of the school campus. Juniors point out that when they return 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 removal 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 St. Mark's Lutheran Church, Roanoke, the evening of May 1; a concert at the Roanoke High School Monday morning; and another program in the evening before the Thursday 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 recent trip to Blacksburg and Roanoke. The same group had also sung before the students