ONE'S first impression regarding this book is that it may prove too technical for the average reading circle or methods class, but, following a closer examination, the decision is thoroughly in favor of the book. There are few books which go into every phase of reading procedure, as does this one.

There is first a survey of reading tests and their results upon method, then an analysis of reading from the standpoint of quantitative and qualitative perception, and the motor processes involved, such as eye movement and breathing, followed by a discussion of the higher mental processes such as association, imagery, appreciation, and comprehension.

These chapters are followed by other summarizing tests, not from the standpoint of results upon method but with regard to the tests themselves and how to conduct and score them. Last, comes the meat of the book for those engaged in teaching—a discussion of remedial measures and a discussion of variations of methods to meet the needs revealed by diagnosis, all so much to the point and so clearly based on real experiences, one can not help suggesting that Dr. Gray make his next book a book of methods.

*Ethel Dulin*

**Intelligence Tests and School Reorganization**

This is a report of the N. E. A. Sub-committee on Revision of Elementary Education, put up in booklet form. Its purpose is to show how superintendents and other educators may "follow up" the administration of intelligence tests. It is composed of six chapters, one by each of the above authors, on problems growing out of the use of tests and the attempts made to readjust school methods, curricula, and organization on the basis of mental test results.

Terman in the first chapter presents an historical discussion of the use of tests, from the individual tests of Binet to the present widely used group tests. He shows how much tests are necessary for the discovery of individual differences and the solution of the problems arising from such differences.

The remaining chapters describe experiments that are been made in readjusting the school to meet this problem of individual differences. In Chapter II Dr. Dickson describes the Oakland, Calif., plan of classifying school children according to mental ability. This plan affects all the school children and the whole administration. In Chapter VI the other extreme is reached when Dr. Fernald shows how adjustment and corrective methods are used with individual children. Mr. Tupper, superintendent of schools, Miami, Arizona, gives a very helpful discussion of the use of intelligence tests in small city schools.

It is a book that will make many superintendents turn to their files and go over the results of their tests with renewed interest.

*Clyde F. Shorts*

**Introduction to the Use of Standard Tests**

The book is divided into four parts and an appendix and glossary. Part I, How to Use Tests, devotes four chapters to a discussion of what the test is, the relation of tests to school problems, statistical methods, and the use and abuse of tests.

Part II describes the tests used in measuring achievement in the various school subjects under the headings of General Nature, Practicability, and Use. Illustrations are given of each type of test.

Part III is devoted to the measurement of general mental ability.

Part IV. It is this chapter on Important General Principles Regarding Tests that makes the book a departure from the present books on the market. Here he describes how a test is made, how to select a project and choose a test best suited to that project, and how to administer and score the test. In Chapter XV the author shows how to relate the test results to teaching, and how to plan for further testing. Part IV is a real addition to the literature that is available to the average teacher interested in tests and measurements.

In the Glossary a list of 87 technical terms are defined and will be a great aid in remedying the looseness with which terminology is used at the present time.

*Clyde P. Shorts*

**Human Traits and Their Social Significance**

Written for freshman students in Columbia University in a course entitled "Introduction to Contemporary Civilization", this stimulating book is bound to attract a larger audience, one of thinking men and women. It will do this because it interprets modern life in terms of the newer psychology and sociology.

The first part of the book is devoted to what the author entitles social psychology, a subject usually intangible and expressive of the author's pet theories. In this treatment
it is a concrete and illuminating study of types of human behavior, nature of the self, language, reflection, and so forth, and besides being a keen analysis of the fundamental activities of men in group life, it is full of hints for the individual in his efforts at self-direction and self-development.

The second part of the book is a study of the manifestations of human reason in the fields of religion, art, science and morals, which are really man's efforts to adjust his life to his environment and perhaps we should say his environment to his life as well. Controversialism and completeness are not aimed at, but illustration and stimulus to thinking abound. No college student could make a careful study of this book without gaining a broad foundation of ideas for the interpretation in his life of the place of the many various courses he shall pursue in college, and at the same time laying a sound foundation of ideals for his life in college and after college.

W. J. GIFFORD


Books for beginners in algebra appear with the regularity of the recurring seasons and frequently they are as much alike as one summer is another. But in this text we have at least something a bit out of the ordinary.

The first 45 pages are used to review some important parts of arithmetic and to make an easy transition from arithmetic methods to those of algebra. A number of pages are used to clarify the idea of translating from the language of the street to the language of algebra, i.e. statement of problems—all this before the idea of negative number is introduced on page 64. Following the four fundamental operations we find a chapter on Graphs which is perhaps rather difficult for a beginner, and then linear equations in two unknowns. All this comes before factoring or fractions.

A review follows in which fractional equations are introduced and more difficult problems presented.

An appendix contains subject matter which in the opinion of the authors should be omitted in a first year course in algebra.

The same authors have prepared a book on Plane Geometry and another on Solid Geometry along traditional lines, with a slight difference in arrangement in order to throw emphasis on important theorems.


HENRY A. CONVERSE


As an introduction to Geography the author of Around the World with the Children has put into a book the true spirit of the teaching of Geography. With the appeal to the fundamental interest of food, clothing, and shelter as a theme, and with the social instinct of a child for facts in the lives of other children as an incentive, this volume of one hundred and thirty pages will be very gratifying to any boy or girl.

As a book to be taught it has a distinct advantage in the excellent ideas that are included in the book as an appendix. The “Suggestions to Teachers” give the inspiration that may be developed into an artistic and unique piece of instruction.

ETHEL SPILMAN


Despite the large number of available texts in the field of general psychology, there is still a strong demand for others and Elements of Human Psychology promises to take its place among the better recent texts for the use of college students. The binding and print of the book are especially to be commended, as also its general organization.

Perhaps the stronger features of the book are as follows: the number of excellent cuts and illustrations, the new classifications of mental states and mental phenomena, the “practical exercises” at the end of each chapter, the review questions at the end of the book, and the rather detailed combined glossary and index. While the outline of the book as a whole does not differ greatly from most texts in elementary psychology, the author is to be commended for laying especial stress upon the psychology of attitudes, language and thought, intelligence, and human character. The book does not abound in practical applications to education and other arts because the author’s purposes are rather to set forth the field of general adult psychology.

W. J. GIFFORD


This is a collection of essays on agriculture by ancient and modern authors and includes among others the names of Xenophon, Huxley, Washington, Darwin, Lincoln, Roosevelt, Bailey, Butterfield, Emerson, Houston, Meredith, and Hoover. It is intended to be used as illustrative material in courses in composition. The list of authors is a guarantee of its excellence for that purpose. It should serve the dual purpose with agricultural students of promoting interest in the specimen
essays and of convincing them that there is abundant opportunity for the same hand to wield the hoe and pen.

I am very glad that this book was brought to my attention as I could scarcely have afforded not to have read it. It is more than a question of instruction; the person that could not be inspired by these essays must be mentally dead.

GEORGE W. CHAPPELEAR, JR.


Landmarks of Liberty is a collection of twenty-five notable documents that have stimulated the growth of democracy in England and America during the last century and a half. The names of James Otis, William Pitt, Patrick Henry, Daniel Webster, Woodrow Wilson, and Charles E. Hughes appear as authors, among others, of the addresses and messages presented. The editors have tried to gather into a single small volume as many as possible of the great speeches that have had an important influence on the growth of American political ideals. Teachers of history and civics will find the book useful and convenient. The average citizen would do well to carry a copy in his pocket for reading in odd moments.

JOHN W. WAYLAND

VII

SCHOOL ACTIVITIES

With an attendance of 480 students, the high water mark for the second term of the Summer Quarter was reached this year. This marks a growth from classes so small that for several years it was a questionable point as to whether the second term could ever be made justifiable, to the present summer, in which practically all the advantages of the winter terms have been furnished to numbers on a par with those of the regular session. This large enrollment is the more remarkable in that approximately four-fifths of the number of students are doing professional work, while a group of less than a hundred are preparing for state examinations.

The attendance for the quarter has exceeded the 1250-mark predicted at the beginning of the first term. In this number there have been for the two terms 976 different students.

As, however, among this summer-term’s student body there are 40 men, the question might arise as to when the school will become a regular co-educational institution.

Tending towards the men are obviously enjoying the advantages offered and expressing their satisfaction at having the opportunity of attending a teacher-training institution within comparatively easy reach of their homes. All the work this summer has been on the college-hour basis; and the largely increased numbers of students working for school credit have justified a sufficiently rich offering of courses to obviate the necessity of substitutions.

For the first time in the history of the school, and so far as we have been able to ascertain in the history of our state institutions, the number of students completing their work at the end of one or the other of the summer terms has become so large that it has been deemed advisable to hold graduating exercises at the close of the present term, September 1. The exercises will be held in the Open Air Auditorium. Hon. Harris Hart, Superintendent of Public Instruction, will make the address. The list of graduates, twenty in number, is as follows:

Mary Lucile Biedler, Dorothy Isabel Crank, Virginia Venable Garden, Hawsie Lewis Goodloe, Adrienne Goodwin, Mary Alice Herringdon, Catherine DeVaul Kemp, Mary Agnes Stephens, Luna Saunders, Claudine Catherine Cundiff, Mary Pauline Drinkwater, Elizabeth Ernest Hunter, Elizabeth Ridgley Jackson, Edith Louise Lickfold, Helene Moorefield, Hazel Grimes Payne, Ella Antrim Stover, Florence Collins Taylor, Mrs. Winona Rigel Miller, Floss Whisman Tucker.

The indicated enrollment for the coming fall term is not only far in excess of the total enrollment for any previous winter session, but gives prospects of the largest entering class in any of our state institutions. The Junior Class now numbers approximately 300. With the adjustments, due to some withdrawals, it is safe to predict an entering