

Freshmen of about 40 colleges and universities report a week in advance of the formal opening in order to receive preliminary instruction intended to acquaint them with the life they are to lead in the institution.—*School Life*.

“Chicago principals secure 100 per cent in arithmetic computation from every child,” is the statement in a letter to the United States Commissioner of Education from the superintendent, Dr. William McAndrew. The annual report of the Chicago public schools relates how it is done, he says.

BOOKS

THE TEACHING OF GENERAL SCIENCE

HOW TO TEACH GENERAL SCIENCE, by J. O. Frank. Philadelphia: P. Blakiston's Son and Co., 1926. 240 pages. \$2.00.

THE TEACHING OF SCIENCE AND THE SCIENCE TEACHER, by Herbert Brownell and Frank B. Wade. New York: The Century Co. 322 pages.

INVESTIGATIONS IN THE TEACHING OF SCIENCE, by Francis D. Curtis. Philadelphia: P. Blakiston's Son and Co., 1926. 341 pages. \$2.50.

While the teaching of general science has met with occasional discouragement in some quarters, there is abundance of evidence that its position is becoming daily better assured as a suitable foundation upon which to build the differentiated sciences. The usual difficulties in handling the subject will, I feel sure, be completely removed by a better understanding of the problem involved.

To this end, three recent books will make a large contribution. Frank's *How to Teach General Science* is full of notes and suggestions of practical aid to every general science teacher. Recognizing that the major difficulty which teachers face in the presentation of this science is the point of view of the course, the author sets forth very carefully what the attitude of the general science teacher should be, particularly as distinguished from the viewpoint of the science specialist. The introductory chapters on the

history of education and of science teaching are intended to reveal the background for the reorganization that has made a place for general science in the program of studies. The chapters on content, method, and materials of instruction are all directly applicable to classroom conditions. The special teaching aids have the merit of presenting material that is easily accessible. The book keeps close to the practical work of teaching and will be found useful alike to the inexperienced teacher of the subject as well as to the seasoned veteran; and, above all, its views are sane and modern.

A text intended primarily for use in teacher-training institutions, but which will be found to fill a need felt by teachers already in service is *The Teaching of Science and The Science Teacher*, by Brownell and Wade. It is the evident desire of the authors of this text to be of service to beginners in science teaching and to all who are making a study of science teaching. They believe that any selections and adaptations of subject matter, and all methods of presentation for teaching purposes, are distinctively means rather than ends in an educational process. The book covers thoroughly the science teacher and his work in so far as it relates to secondary schools and the upper elementary grades and is a credit to the splendid work of its authors in the general field of science.

The third work in this field to be mentioned here is the digest of *Investigations in the Teaching of Science*, by Francis D. Curtis. This work also deals with the elementary and secondary schools. It consists of a report of a search of the pedagogical literature of the past twenty years in an endeavor to make available for convenient reference and ready comparison two types of studies and investigations in elementary and secondary school science, those placing major emphasis upon learning and those placing major emphasis on the curriculum. These studies involve the determination of the relative effectiveness of different meth-

ods, the determination of the strong and weak points of particular methods, and the evaluation of certain teaching devices and practices. Digests of seventy different learning and curricular studies compose the body of the book. Such a work is obviously of large value to any one who is concerned with the teaching or the supervision of science.

JAMES C. JOHNSTON

POETRY FOR TOMORROW'S AVERAGE MAN

POETRY FOR JUNIOR HIGH SCHOOLS. By Elias Lieberman. New York: Charles Scribner's Sons. 1926. Vol I, pp.169. 96 cents. Vol. II, pp. 198. 92 cents.

Elias Lieberman's collection of poetry for junior high school children is a rare and much-needed thing. It includes both narrative and lyric verse and ranges from the Psalms to Sandburg. It varies in theme, but is constant in excellence of choice. It is also well suited to the comprehension and appreciation of the developing adolescent. *Evangeline*, *Snow-Bound*, *The Lady of The Lake*, and *The Courtship of Miles Standish* are included, of course, for they have always belonged to these years, but a new heritage has come to children now from Emily Dickinson, Carl Sandburg, Walt Whitman, Alfred Noyes, Edna St. Vincent Millay, Joyce Kilmer, Rupert Brooke, John Masefeld, Walter de la Mare, and other such disciples of beauty, intensity, and compression. The best and most appropriate of this new poetry happily balances off and complements the established classics in these two little volumes.

The introduction, although directed primarily at the teacher rather than the child, has both charm and value, for it sets forth briefly and yet explicitly the philosophy as well as the mechanics of poetry. A general outline is also suggested to help the teacher in developing an appreciation of poetry in the children. It is said that to the average man today poetry is still something strange

—just a bit beyond his powers. These little books well used should make a poetry lover of the average man of tomorrow.

MAMIE WILSON OMOHUNDRO

OTHER BOOKS OF INTEREST TO TEACHERS

SYSTEMS OF PUBLIC WELFARE. By Howard W. Odum and D. W. Willard. Chapel Hill, N. C.: University of North Carolina Press. 1925. Pp. 302.

This volume is presented as an effort to meet the demand for comprehensive information concerning the scope, organization, and administration of state systems of public welfare in the United States. After historical and functional surveys, typical state systems are outlined and the plans now followed in Pennsylvania and North Carolina are submitted. The book is supplied with 15 charts.

UNITED STATES: ITS PAST AND PRESENT. By Henry W. Elson. New York: American Book Company. 1926. Pp. 588.

This is an attractive volume, written in easy style, and suitable for grammar grades or high school pupils. It is well supplied with maps and interesting pictures, eight of the latter being in colors.

INTRODUCTION TO RURAL ECONOMICS. By Paul L. Vogt. New York: D. Appleton and Company. 1925. Pp. 377.

In 24 readable chapters the author has presented agriculture as a world industry, the consumer as a factor in rural economics, the factors of production, taxation, the tariff, rural credits, the economics of good roads, and many other topics of interest not only to farmers but also to all who buy, sell, eat, or travel. The book is illustrated with pictures and diagrams, and is suitable for use in high schools.

CLEAR, CORRECT ENGLISH. By Roy Ivan Johnson. New York: Allyn and Bacon. 1926. Pp. 165. \$1.00.

A text adapted to high school use. The first part deals with clearness in both oral and written English, with exercises well adapted to the pupils' immediate needs. In addition to the practical exercises, the author has stated his principles in such clever and exact terminology that the book cannot fail to make an appeal to the pupils' interest.

The second part deals with correctness, with a very thorough discussion and drill in mechanics of writing, diction, and grammar.

The vitalized treatment of the essentials of good English and its adaptability to the pupils' immediate need make this book of inestimable value to both high school pupils and teachers.

SOCIAL PROBLEMS OF TODAY. By Grove S. Dow in collaboration with Edgar B. Wesley. New York: Thomas Y. Crowell Company. 1925. Pp. 337. \$2.00.

This is a work in sociology for secondary schools. The nature of sociology, the influence of

geographic environment, heredity, problems of the family, problems of industry, poverty, crime, and defectiveness are some of the phases of the social complex that are discussed. The style is easy and interesting, and numerous illustrations aid the exposition of facts.

SHORT PLAYS FROM AMERICAN HISTORY AND LITERATURE. By Olive M. Price. New York: Samuel French. 1925. Pp. 245. \$1.75.

This book, for classroom use in grammar grades, contains seven typical plays: "Lantern Light," on New England witchcraft; "Evangeline," based on Longfellow's poem; "Hiawatha," based on the well known poem by the same author; "Little Lady Dresden," an incident at Mt. Vernon; "Around the Blue Wigwam," featuring Pocahontas and John Smith; "White Asters," an Americanization playlet; and "Memories," a commencement pageant. There are notes on staging, costumes, etc.

A BOOK OF MODERN PLAYS. Edited by George R. Coffman. Chicago: Scott, Foresman and Company. 1925. Pp. 490. \$1.20.

The usual satisfactory editorial helps that always accompany a Scott Foresman English textbook are here used to introduce modern plays to the high school student or to the college freshman. Plays included are Robertson's *Caste*, Bennett and Knoblock's *Milestones*, Synge's *Riders to the Sea*, Lady Gregory's *Workhouse Ward*, O'Neill's *Where the Cross Is Made*, Ibsen's *An Enemy of the People*, and Rostand's *The Romançers*.

ENGLISH PROSE AND POETRY. Revised edition. Selected and annotated by John Matthews Manly. Boston: Ginn and Company. Pp. 882.

Believing that the chief value of the study of literature by types is the cultivation of the student's ability to recognize and discriminate different forms, and that a systematic classification of modern literature on any single principle is impossible, and that the study of literature exclusively by types and forms is narrow and misleading, Professor Manly has not followed the vogue of numerous other anthologists, preferring to issue his revised collection in its original form save for the addition of old English prose and verse and some recent literature.

PROBLEMS AND PROJECTS IN INDUSTRIAL ARTS. By Kenneth R. LaVoy. Peoria, Ill.: The Manual Arts Press. 1924. Pp. 142. \$1.25.

Shop teachers in the upper grammar grades and junior high schools, who wish to introduce some general shop work, will find this book admirably adapted to their needs.

A FIRST GERMAN BOOK. By Frederick Betz and William Raleigh Price. New York: American Book Company. 1926. Pp. 448.

A revision of a standard textbook for junior and senior high school. Each lesson consists of a "story" or an anecdote.

GREGG SHORTHAND JUNIOR MANUAL. By John Robert Gregg. New York: The Gregg Publishing Company. 1925. Pp. 168.

For the pre-vocational study of shorthand in junior high schools.

A NEGLECTED FACTOR IN EDUCATION. By George E. Walk. New York: The Gregg Publishing Company. 1926. Pp. 76.

THE NEW RATIONAL TYPEWRITING. By Rupert P. Sorelle. New York: The Gregg Publishing Company. 1926. Pp. 156.

JUNIOR BUSINESS TRAINING. By Frederick G. Nichols. New York: American Book Co. Pp. 233.

NEWS OF THE CAMPUS AND ITS ALUMNÆ

CAMPUS NEWS

The fall days with their variance of clear coolness and rain have not been long enough for the college activities. The hustle and bustle is at its height. The literary societies are on the road to learning, the Lees and Laniers studying fiction, the Pages taking up magazines, and the Alphas giving varied programs. The Lee challenge of a program in chapel on Eugene Field was answered by the Laniers at Hallowe'en with a seasonable form of literary entertainment in assembly. *The Breeze* likewise blew in the public eye from the platform when the staff was formally introduced and some of the secrets of college newspaper work were disclosed. Not to be outdone, the Grammar Grade Club put on a clever playlet during Children's Book Week, November 8 to 13, and all the beloved story book children made their appearance on the stage.

The High School Club began work with a boom when Mr. Sidney Hall, State Supervisor of Secondary Education, spoke to the society October 15.

There have been many things to keep the college "thrills" thrilling. The intensive drive for the swimming pool fund is still on. The local business men have raised nearly \$4,000, the board of control has given Mr. Duke encouragement in the personal appearance of Colonel McIntyre, Warrenton, and Mr. George N. Conrad, Harrisonburg, who gave their hearty congratulations to the student body on the progress made. Initiating the new building to its formal uses, Ollin Rogers, well known tenor from Petersburg,