

Bureau of Education, the new department would continue to serve the same democratic purpose for which the bureau was organized, and in so doing would preserve all of the rights of the States in educational matters and make available to all the benefits offered by the department's studies.

Distribution of information has been accepted as a national function and is now carried on successfully in agriculture, commerce, and labor, but it is greatly neglected so far as our schools are concerned—neglected in spite of the fact that a fourth of our population, either as pupils or teachers, is constantly engaged in the one enterprise of education. To give that fourth of our people deserved recognition and to insure the future welfare of our Nation, to make more effective the greatest instrument for establishing and perpetuating our democratic form of Government, to hasten the removal of illiterary, and to bring together the most sound educational facts bearing upon our industrial, commercial, and intellectual welfare, a department of education is essential.—Extract from address made by CONGRESSMAN DAVID A. REED, of New York.

#### SPECIAL NUMBER ON READING

Evidence of excellent service to teachers of elementary English is to be found in the announcement of the contents of the *Elementary English Journal* for April. Its editor, Mr. C. C. Certain, has assembled an issue of decided value to those who are interested in silent and oral reading. Here is a list of articles announced to appear in the April and May numbers:

- Development of Independence in Word Recognition—Arthur I. Gates, Teachers College, Columbia University, New York City.
- Hygienic Standards in Type and Format of Reading Materials—J. Herbert Blackhurst, Drake University, Des Moines, Iowa.
- Diagnosis, and Remedial Reading—Arthur S. Gist, President, The Department of Elementary School Principals, Oakland, California.
- The Analysis of Skills in Reading as a Basis for the Teaching Situation—L. J. Brueckner, Pro-

fessor of Elementary Education, College of Education, University of Minnesota, Minneapolis, Minnesota.

Suggestions on Remedial Work in Reading—W. J. Osburn, Director of Educational Measurements, State Department of Public Instruction, Madison, Wisconsin.

The Use of Research Results in the Teaching of Reading—H. L. Donovan, Professor of Elementary Education, George Peabody College for Teachers, Nashville, Tennessee.

Experimental Work in Beginning Reading—Miriam Blanton Huber, Teachers College, Columbia University, New York City.

The Oral Interpretation of Literature—Gertrude E. Johnson, Associate Professor of Speech, The University of Wisconsin, Madison, Wisconsin.

Teaching Silent and Oral Reading—Franklin T. Baker, Department of English, Teachers College, Columbia University, New York City.

Oral Reading and Speech Defects—Alice C. Chapin, Supervisor of Speech Correction, Los Angeles, California.

Children's Choices in Poetry and How They Overlap with the Teacher's Choices—Alice B. Coast, Denver, Colorado.

Recent Books of Poetry for Children—Elizabeth Knapp, Public Library, Detroit, Michigan.

#### BOOKS OF INTEREST TO TEACHERS

AMERICAN HISTORY FOR YOUNG AMERICANS. By Edith Latané and John Holladay Latané. New York: Allyn and Bacon. 1927. Pp. 573. \$1.80.

This book is intended for use in junior high schools, and should prepare young Americans to study further in our history with interest and understanding. The type is plain, the sentences are clear, and the matter presented is well selected. The maps and illustrations cover a wide range and are works of art, many of them being printed in beautiful combinations of color. Even the indifferent pupil should fall in love with the subject in spite of himself with such a book in his hands.  
J. W. W.

THE MAKING OF OUR UNITED STATES. By R. O. Hughes. New York: Allyn and Bacon. 1927. Pp. 607. \$2.00.

In this volume the author, the publisher, the printer, and the binder have united happily in producing a readable and attractive volume. The building of constitutions and the fabrication of automobile tires represent widely separated poles between which a wealth of information and inspiration may be gathered. Numerous maps and pictures in color enhance the interest and value of this book.  
J. W. W.

EDUCATIONAL MEASUREMENTS. By Norman Fenton and Dean A. Worchester. Boston: Ginn and Co. 1928. Pp. 144. \$1.40.

The authors aim "to give in a simple and easily comprehended form the practical essence of all the more recent scientific contributions in educational measurement. The attempt is made to

present, in detail and with specific examples, materials of genuine classroom usefulness."

The secret of its usefulness lies in the fact that it gives practice in finding the Median, I. Q., making Tables of Distribution, etc., but omits such scientific knowledge as computing the Co-efficient of Correlation and the like. The chapter on the new-type examinations and their daily use in the classroom is exceedingly good and helpful.

M. L. S.

THE HORACE MANN SUPPLEMENTARY ARITHMETIC, BOOK II. By Milo B. Hillegas, Mary G. Peabody, Ida M. Baker. Philadelphia: J. B. Lippincott Company. 1927. Pp. 174+viii.

NEW TYPE DRILL EXERCISES IN ELEMENTARY ALGEBRA. By Elsie Flint Neuner. New York: Charles E. Merrill Company. 1927. Pp. 50. 56 cents.

The day of tests and measurements is at hand. Two new books of diagnostic and practice tests are worthy of mention.

*The Horace Mann Supplementary Arithmetic, Book II*, consists of 113 sets of exercises which may be used either as supplementary exercises to be used with any text, or as practice exercises to develop speed and accuracy in the fundamental operations, or as diagnostic tests to determine where a pupil's weakness lies. The exercises appear to be well chosen for their purpose. A few pages of instructions to teachers in regard to the use of the text are included and a complete contents enables the teacher to choose quickly the test required for any purpose.

The exercises cover the four fundamental operations with integers and common and decimal fractions.

*New Type Drill Exercises in Elementary Algebra* is the second of these books. This consists of fifty tests or sets of exercises reviewing the topics usually taught in elementary algebra through quadratic equations of one variable. The exercises are listed according to subject matter in a table of contents, to which is added a paragraph of "Directions to Pupils."

At the end is a chart upon which are to be recorded the grades made by pupils on each of the tests, thus giving an opportunity for judging accomplishment.

H. A. C.

HISTORY OF EDUCATION. By Philip R. V. Curoe. New York: Globe Book Company. Pp. 123.

The outstanding features of this brief history of education are its logical arrangement and its compact summary of the material. The chronological graphs, the lists of questions at the close of each chapter, the parallel column of arrangement of the material, the chronological drill, and the true-false test at the end of the text all help to make it invaluable for supplementary material for both the instructor and pupil.

M. L. S.

THE SUNSHINE SCHOOL. By J. Mace Andress and Mabel C. Bragg. Boston: Ginn and Co. 1928. Pp. 185. 72 cents.

The authors have satisfied a long felt need, giving children in the primary grades reading matter about every day interests and happenings.

Mr. Andress's work in the field of health education naturally leads him to include such subjects as "Games played at Recess," "The Visit of the Dentist," "A Thanksgiving Feast," and the like. Such exercises as "Try this," "Put these words in order" at the ends of the chapters give the children much pleasure and the teacher a check on the reading.

M. L. S.

THE STORY-A-DAY BOOK. By Nellie A. Holt. New York: The Macmillan Company. 1927. Pp. 145. 80 cents.

We learn to do by doing. The child learns to read by reading. The primary teacher is looking for easy, interesting material which will stimulate the beginning reader, as soon as a limited sight vocabulary is acquired, to try to use his new ability. *The Story-A-Day Book* furnishes such material. Interesting things are happening to *Dog Rags* and *Gray Cat* after they find a home with the little girl, *Jill*.

The continuous story tends to concentrate attention on finding out what comes next, thus cultivating the attitude of reading to get thought. Other original and adapted stories dealing with the things children like to read about are included in the book, as *The Little Pink Pig*. Numbers of excellent practice exercises to test comprehension of what is read are given under the titles: *Something To Do*, *Yes and No Game*, *Do This For Fun*. The book supplies some excellent supplementary material suitable for the very young reader.

E. G.

THE GOAL OF MAY DAY: A YEAR-ROUND PROGRAM. Prepared by the Division of Publications and Promotion, American Child Health Association, 370 Seventh Avenue, New York City. Pp. 79. 10 cents.

Here is a readable and authentic book that shows how the stimulus of May Day—Child Health Day becomes a driving-force for the entire year. The material is based on actual results achieved and permanent programs organized in many communities of the United States. It is distinctive in outlining a plan for co-ordinating, with the division of child hygiene program, the health work of all community groups, home, school, church, public health department, and national organizations.

In the past four years all these groups have worked together to make May Day—Child Health Day a force for the progress of child welfare. Out of the co-operation, developed for a part of each year and culminating on May Day, has come a plan for making this co-operation and co-ordination effective for every day in the year. Under the leadership of the directors of the divisions of child hygiene, permanent State May Day Councils have been formed and a whole year's program has been evolved in which every group makes the contribution to child health which best furthers the needs of the individual communities.

Definite sections of the book are devoted to the mother, father, teacher, social worker, professional or non-professional advocate of child health. The goal of May Day will prove interesting and highly suggestive. It is, for the moment, a last word in community effort for child health.