

to super-impose teaching upon an already fully occupied librarian. "I am very much interested," writes one such librarian, "in the problem of library instruction, especially in the need for it in teachers colleges, but I have been unable to do much with it on account of the fact that I have no trained assistants, and find it impossible to add teaching to my already full schedule of work."

The remedies are obvious where a state law does not intervene: eliminate the highly technical subjects such as cataloging and classification, and concentrate on what the part-time librarian in the small school really needs—knowledge of children's literature and book selection and a few simple administrative details. Where state law specifies the teaching of technical processes, or wherever the demand for school librarians suggests the necessity for intensive library science curricula in teacher-training agencies, several procedures are indicated: (1) making library science a full-fledged department of the school with an adequate staff and a curriculum approximating the best available standards; (2) concentration of library science courses in one or two of the several teacher-training agencies of the state, development of a full curriculum, employment of an adequate staff, and steering of prospective school librarians to that agency; (3) offering the full library science curriculum through the summer session, so arranging the program that students may complete the curriculum in a series of years.—*Annual Report of American Library Association*.

That 93 per cent of the members of county boards of education in North Carolina are natives of the State is indicated by a study of the development and present status of the county board of education, made by Rawleigh Lewis Tremain, of the University of North Carolina, Chapel Hill. The median age of the members is approx-

imately 50 years, and their education ranges from one with no formal schooling to 31 who are college graduates; practically all are members of the church. More are connected with farming or merchandising than with any other occupation. The median value of property held by them is \$15,735, and the median annual income is \$2,781. Slightly more than half have held previously some other public position, and 26 are engaged in other public service. The median number of years served on the board of education by these members is between three and four years.

BOOKS

LIVE STORIES ABOUT DEAD ONES

CLASSICAL MYTHS THAT LIVE TODAY. By Frances E. Sabin. New York: Silver, Burdett and Company. 1927. Pp. 348. \$1.92.

More and more it is being felt that mythology should be taught in every high school because classical literature seems to be holding a place in the curricula of colleges of all ranks. In tracing the classical element through English literature one finds numberless allusions to the mythology of the ancients, and for the understanding of many English classics *Classical Myths That Live Today* will be of great assistance. The last part of the title "That Live Today" brings out one special feature of the book, that of connecting the work of a textbook with real life. It is different from any other book on mythology.

The stories are told simply and concisely so that a young student can understand them. In case the book is used as a text there are questions to aid in study. For maturer students there are references for additional reading and further study of literary allusions. Many of our words and expressions which are dependent upon the knowledge of classical mythology are explained through the stories and are also given in summary in the appendix. The book contains a list of projects which may be worked out by individuals or in class

groups, suggestions for connecting the study of mythology with the city in which one lives, and a "Who's Who in Mythology." The whole make-up of the book is very much "alive" in the treatment of subject matter and its suggestions for teaching.

MARGARET V. HOFFMAN.

WHEN CHILDREN CHOOSE FOR THEMSELVES

CHILDREN'S INTERESTS IN READING. By A. M. Jordan. Chapel Hill, N. C.: University of North Carolina Press. 1926. Pp. 103. \$1.50.

Zane Gray's works have attained a popularity with both boys and girls that makes them outrank all other fiction, according to Professor Jordan's study of the reading preferences of over 5,000 children.

His book shows the results of two investigations, one made in 1925 on the basis of 1500 children, the other in 1917 and including 3500 children's replies. The comparison of the two investigations shows that the boys chose in 1917 three adventure stories, *The Call of the Wild*, *The Boy Scout Series*, and *Tom Sawyer*, whereas in 1925 their favorites, besides Zane Gray's books, are *The Covered Wagon*, *Kazan*, and *The High School Boy Series*. The author is of the opinion that this change of attitude in the last few years may be due to the great development and patronage of the moving picture.

On the other hand, while *The American Boy* was most popular with the boys of 1917, *The American Magazine* has taken its place by a wide margin in the 1925 investigation. In 1917 the girls preferred the *Ladies' Home Journal*; in 1925 their choice was also *The American Magazine*. (O tempora! O mores!)

The earlier investigation showed *Little Women*, *The Girl of the Limberlost*, and *Pollyanna* to be the preferences of the girls, and the later study disclosed their preference for Zane Gray, *The Girl of the Limberlost*, *The Little Shepherd of Kingdom Come*, and *Freckles*.

The author concludes that "while the type of book liked by both boys and girls was very nearly the same in the two investigations, the actual books changed." Such studies as this, showing the actual preferences of children from twelve to eighteen, are of decided value to those who have faith in the doctrine of "interest and effort in education." The study as here published is in reality a revision of the author's earlier investigation published in 1921, and therefore antedates the Winnetka List, which has sometimes been referred to as the beginning of a new era in the field of children's literature.

CONRAD T. LOGAN.

SNEDDEN ANSWERS A QUESTION

WHAT'S WRONG WITH AMERICAN EDUCATION? By David Snedden. Philadelphia: J. B. Lippincott Co. 1927. Pp. 379. \$2.00.

The title of this book reflects admirably the spirit and nature of its contents. In all of the chapters save a few summarizing ones the author sets up a problem, discusses it, and suggests a solution. His years of experience as a teacher and as a student of education, together with his open-mindedness and optimism, enable him to offer criticism of a real constructive value. This criticism, which is principally in the field of the specific purposes of education, may be either commendation or blame.

The book was written for two classes of readers—educators and laymen. Its scientific outlook makes it interesting to the first group, while its easy style and clear thinking makes it readable for the latter group.

New trends of thought are apparent today in education as well as in other fields. Vocational education, the progress of which has been slow but sure, is coming quickly to the front. Through its proper use in our schools, may we not solve some of our educational problems?

SARAH ELIZABETH THOMPSON

OTHER BOOKS OF INTEREST

SUBJECT MATTER IN HEALTH EDUCATION. By Ruth Strang. New York: Bureau of Publications, Teachers College, Columbia University. 1926. Pp. 108. \$1.50.

There are numerous and various types of subject matter in health education. It is in acknowledgment of this that Miss Strang has analyzed courses of study and texts representative of those used in the different parts of the United States. She has shown the disparity in statements concerning health as found in different texts; the varying degrees of emphasis on similar topics; and lack of proper scientific accuracy in many.

An evaluation of the usefulness of the material is presented which includes examples of desirable statements that are frequently omitted.

The analysis is of value to those who are constructing tests of health knowledge, rewriting subject matter in textbooks and courses of study, or making courses of study, for the material is definite, concise and helpful.

RACHEL F. WEEMS

A GUIDE TO THINKING. By Olin Templin and Anna McCracken. Garden City, New York: Doubleday, Page and Co. 1927. Pp. 252. \$1.50.

This beginners' book in logic is written with the aim of encouraging and developing habits of good thinking. The reviewer, however, feels that aside from new exercises and improved introductory chapter beginnings, as for example on the pathology of thinking, the content shows little development over the textbooks long considered standard in this field. One also finds relatively little influence from the newer psychology and pedagogy of reflective thinking, as exemplified in the works of Dewey, Thorndike and their followers.

W. J. G.

PERMANENT PLAY MATERIALS FOR YOUNG CHILDREN. By Charlotte Gano Garrison. New York: Chas. Scribner's Sons. 1926. Pp. 118.

In Miss Garrison's years of experience with young children, she has had the opportunity to try every play material as it came on the market, from Froebel's gifts and occupations to Montessori's materials, and to Tony Sarg's A B C book. The play materials described in this book have thus stood not only the test of experimentation but also that of actual use. To the teacher and parent alike she brings a book which may guide them in the choice of play things for their children.

M. L. S.

EVERYDAY PROBLEMS OF THE COUNTRY TEACHER. By F. J. Lowth. New York: Macmillan Co. 1926. Pp. 563.

The book is definitely written for the rural teacher who under existing circumstances is a victim of brief training in normal schools, normal training departments of high schools, and teachers college short courses. It aims therefore to include the fresher materials and points of view not only on the standard problems of teaching and management but also on the physical

plant, educational measurement, and teaching procedures. It falls short, as is typically the case, on the side of the organization of subject matter except in its analysis of the problem and project methods of teaching technique. Excellent printing and good exercises with abundant bibliographies and appendices make the work even more valuable not only to beginning teachers but also to experienced teachers in the field who do not or cannot get back to school to freshen up on the newer developments in their art.

W. J. G.

SOME PRIMARY METHODS. By Laura Gilmore Sloman. New York: The Macmillan Company. 1927. Pp. 248.

In a letter to the publishers the author said "This book is intended for young teachers. I have attempted a series of talks with them about things which may give them suggestions and may bring them in line for a rather modern type of work." A study of the book, however, will show that the teacher of some experience may find in it much help. Mrs. Sloman writes in a very readable style. She organizes the subject matter of the elementary grades in terms of what children do. She offers valuable suggestions and helps. The book can be used equally well in the normal training classes and by the classroom teacher.

M. L. S.

FARM PROJECTS AND PROBLEMS. By Kary C. Davis. Philadelphia: J. B. Lippincott Co. Pp. 539. \$1.40.

Wide experience in the teaching of agriculture has enabled the author of this book to produce a manual of exceptional value. It utilizes the job analysis plan of teaching and correlates agriculture with the other school subjects. The arrangement of the material is by enterprises rather than by chapter topics and is adapted especially to the junior high schools.

Aside from its interest to teachers of agriculture this book should be very helpful to teachers who are concerned with the organization of and analysis of jobs. They have been well chosen and outlined.

MAKING THE MOST OF AGRICULTURE. By Theodore Macklin, W. E. Grimes, J. H. Kolb. New York: Ginn and Co. Pp. 541. \$1.88.

This book is an effort to apply the principles of economics and sociology to the problems of agriculture and in this effort the authors have succeeded very well indeed. The topic is a timely one in view of the fact that for farmers the distribution and marketing of their products is of more vital interest than production at the present time. The chapters on farm accounts, farm management, and rural institutions are especially interesting.

CURRICULUM STUDIES IN THE PLACE OF RADIO IN SCHOOL SCIENCE AND INDUSTRIAL ARTS. By Earl R. Glenn and L. A. Herr. New York: Lincoln School, Teachers College. 1926. Pp. 50. Paper cover.

The history of the early sets is reviewed and their relative advantages and disadvantages are compared and then the modern and effective sets

are studied. Illustrated instructions are given for their construction and operation. The teacher of physics will find this little bulletin a great help in the study and construction of radio sets.

JULIA. By Maud Reed. New York: The Macmillan Company. 1926. Pp. 98.

ELEMENTARY LATIN. By B. L. Ullman and Norman E. Henry. New York: The Macmillan Co. 1926. Pp. 391.

SECOND LATIN BOOK. By B. L. Ullman and Norman E. Henry. New York: The Macmillan Co. 1926. Pp. 508.

HENRY THE FIFTH. By William Shakespeare. Edited by Samuel Thurber and A. B. DeMille. Boston: Allyn and Bacon. 1927. Pp. 358. 65 cents.

THE WHITE COMPANY. By Arthur Conan Doyle. Abridged and edited by Mabel A. Bessey. Boston: Allyn and Bacon. 1927. Pp. 500. \$1.00.

QUENTIN DURWARD. By Sir Walter Scott. Edited by Mabel A. Bessey. Boston: Allyn and Bacon. 1927. Pp. 584. \$1.00.

THE PATHFINDER. By James Fenimore Cooper. Abridged and edited by Marietta Knight. Boston: Allyn and Bacon. 1927. Pp. 382. \$1.00.

THE CONDUCT OF PHYSICAL ACTIVITIES IN ELEMENTARY AND HIGH SCHOOLS. By Wilbur P. Bowen. New York: A. S. Barnes and Company. 1927. Pp. 173. \$2.00.

HISTORY OF EUROPE, OUR OWN TIMES. By James Harvey Robinson and Charles A. Beard. Boston: Ginn and Company. 1927. Pp. 654. \$1.96.

NEWS OF THE COLLEGE AND ITS ALUMNÆ

After the Easter vacation the College settled down to its regular routine of work and play. Mary Ellen Fray and Mary McNeil combined the two in attending a student government conference held at the Alabama State Women's College, Montevallo, Alabama. The girls returned with new ideas that are expected to help in developing campus government. Katherine Mosby, sophomore in the College, was the fortunate winner of a district piano contest in Norfolk and was sent as a Harrisonburg delegate to a meeting of the National Federation of Music Clubs in Chicago, April 18-25. That reminds one of the Aeolian Music Club, the activities of which are ever vigorous. Mar-

garet Lawrence and Sallie Norman have recently been admitted to this honor music society.

One of the biggest events of the year was the part the College took in the Apple Blossom Festival held the latter part of April in Winchester. Harrisonburg took first prize among the numerous floats entered in the parade. There were 265 girls either marching or on the float. The dainty pink and green costumes with garlands of apple blossoms won the judges' eyes, and Harrisonburg brought home the \$100 award. Last year the College took second prize. The Glee Club spent two days in Winchester, among other things singing at the coronation of the Queen.

Blossom time brings with it May Day. Ruth Nickell, attractive and pretty senior, was crowned Queen of the May at Harrisonburg with Lucy Davis as Maid of Honor, and a lovely court: Mary and Helen Turner, Mildred Alphin, Bernice Wilkins, Virginia Harvey, Eila Watts, Sara Belle Shirkey, Martha Spencer, Marion Lee, and Mary Green. For the pleasure of the Queen a pageant, "The Pomegranate Seed," was presented with Mary McNeil, Anne Garrett, Lorraine Gentis, Sarah Bowers, Dorothy Gibson, Wilmot Doan, and Ruby Hale taking leading parts. Dances, in which many different groups of girls participated, were part of the program. The celebration is said to have been the prettiest ever given at the College.

May Day was also celebrated in other manners. Faculty members, big sisters, honorary members, and mascots received lovely May baskets, and the givers went back to the campus rejoicing—after washing their faces in dew!

Dr. Thomas Galloway gave a concentrated lecture course at the College on Sex-Character Education. The series of nine talks was scheduled during one week and the plan seemed very effective. Another scientist of note has been to Harrisonburg.