

## BOOKS

THE NEW TREND IN HOME  
ECONOMICS EDUCATION

HOME ECONOMICS EDUCATION, Studies of Vocational and General Courses. Edited by David Snedden. New York: Teachers College, Columbia University. 1924. Pp. 224. \$2.00.

No field of education is being investigated more closely than that of home economics. Hence in no field is there a greater incentive for making good. Dr. David Snedden, no doubt, has done more than any other one person in questioning the methods used as well as the subject matter given in home economics. He has at times aroused the ire of teachers who come from the best colleges and universities, and also from small normal schools and high schools all over the United States, to attend his classes in Columbia University. They have heard of him, and not a few come in a critical attitude prepared to tell him how perfectly home economics functions in their school or in their state. This book will tell you some of the important conclusions drawn from such classes.

*Home Economics Education* is divided into five parts. Part I—Problems of Objectives and Courses: Problems of terminology are treated; the much discussed term "homemaking" is defined. Desirable courses of study are proposed—Personal Regimen, Cultural, and Vocational Courses. Differences of aims are made clear. Suggestions are given as to how the "project method" may be adapted to each of these courses. In this part we also find a digest of certain findings and hypotheses growing out of several years' interest in home economics as a division of vocational education. Current popular criticisms, more basic criticisms, problems needing investigation, and proposals for early study and research are forcefully presented.

Part II—Non-Vocational Cultural Courses in Home Economics: Proposed units for the various courses are given. Case

Groups are suggested, problems set up, model instruction sheets given in full for both teacher and pupil, and ample reference material is appended.

Part III—Non-Vocational Personal Regimen Courses Derived from Home Economics and Allied Subjects: Three types of courses are here proposed to meet the needs of the girls who do not enter high school, or, if they do, enter the commercial department. They are of necessity primarily interested in wage earning. The Personal Regimen, or Self-Service Course, aims to develop an appreciation for higher standards of living by a consideration of the value of health, the wise expenditure of money, the wise use of leisure time, and the relationships to the home, business, associates, and community.

Part IV—Proposed Vocational Home-making Courses: The teachers of vocational home economics would find it exceedingly interesting to compare these proposals with the instructions sent out by the Federal Board for Vocational Education. This is a most valuable section of the book, since it deals in an able and practical way with the education of the masses of our people. One cannot read this part without feeling the stupendous task that confronts the present day teacher in her effort to teach her people to be helpful, healthful, and happy.

Part V—Suggested Courses for the Teachers of Home Economics Courses: This proposes a teacher-training curriculum, a course in special methods as a part of the curriculum for the training of teachers of vocational home economics, and a course in special methods as a part of the curriculum for the training of teachers for home economics. It is interesting to note that Dr. Snedden would require practical summer work between the junior and senior years in order to gain skill in whatever one has elected as her major. This summer work is to be carefully supervised by the university—by a member of the faculty, or one approved by the faculty, preferably a



former graduate who has had both teaching and homemaking experience. A list of vacation projects is suggested.

This book should make an unusually strong appeal to the beginning teacher of home economics on account of its practical suggestions—model lesson plans, model projects, points to consider in choice of subject matter, thoughtful questions, etc. It should make a direct appeal to the older teachers because it is "brim full" of new ideas in home economics education. It will appeal to the makers of modern curricula because they know that home economics education is not a thing unto itself, but a part of the general scheme of education.

MARY E. MORGAN

#### WILL ENGLISH TEACHERS EAT CROW?

EVALUATION OF ENGLISH LITERATURE IN THE HIGH SCHOOL, by Charles Sumner Crow. New York: Teachers College, Columbia University. 1924. Pp. 172.

This study is based on the judgment of 2000 senior pupils of seven states in regard to seventy-four books, stories, and poems widely used in high schools. It seeks to evaluate this literature in terms of the following ends: leisure time value, moral value, aesthetic value, and permanent value. These criteria were, for the pupils, labeled less abstractly, as, for instance, "Interesting, entertaining—excellent book for my leisure time," or on the contrary, "Tiresome, irksome for me." Dr. Crow added a fifth question in regard to ease or difficulty of mastery.

The tabulated results of the pupils' judgments must arrest and hold the attention of any teacher of literature. *Daddy Long Legs* and *Freckles* are the "classics" that head the list for interest and also, with *Little Women*, for lack of difficulty. *The Story of the Other Wise Man* and Helen Keller's *The Story of My Life* are not far behind them in either of these scales, and in the scales of inspiration and permanent

value far outstrip all competitors. *The Story of the Other Wise Man* decidedly wins out as the masterpiece, for it holds the first place in a third list also—that of artistic worth—while *Evangeline* is ranked by the youthful critics as the second-best work of art. Chaucer with his *Prologue* stands humiliated at the foot, or close to the foot, in every scale, where *Rip Van Winkle*, Emerson's *Essays*, or the *De Coverley Papers* are apt to bear him company.

Among many other things, Dr. Crow infers from his research that the seventy-four classics seem much better adapted to the interests of the girls than of the boys, especially the poetry; that some of the selections are probably over-taught, and need to be read only; that the popular books are those dealing with the life of young people of today, written in so easy a style and so filled with action that the reader is carried along without effort.

Nothing is more noticeable in this study than the fact that boys and girls seem to find more moral inspiration in books that represent rather *definitely and directly* the standards and ideals needed while the struggle for character is at its height. Even the *beauty* that appeals to youth involves, apparently, an evident moral quality not so fully dissolved in artistry as to reach the point of invisibility.

The findings of Dr. Crow in regard to high school literature indeed support those of the Illinois Association of Teachers of English, which he quotes with hearty endorsement: "The popular books are uniformly those containing *vivid and dramatic presentations of human life, with strong ethical import*; while the books that are distinctly disliked are those in which the primary appeal is aesthetic, stylistic—which convey their message indirectly through their beauty or humor, or which present human life, not with bold plainness but delicately, lightly, subtly."

ELIZABETH P. CLEVELAND



## DRESS

HOW TO DRESS WELL, by Margaret Story. New York: Funk & Wagnalls Company. 1924. Pp. 478. \$3.50.

This is not only "the blue book of personal attire"; it is almost an encyclopedia. There is not a phase of the subject of clothing that has been omitted. It is the author's purpose to "inspire a feeling for dress and instill a deep regard for individual expression through the medium of clothes."

Beside the general problems of costume design, the book discusses the individual's everyday problems and offers practical solutions of them. The result is more intelligent selection, more economic buying, more appropriate expression generally.

Not only women of limited incomes but those of wealth as well will value the information concerning the proper selection, care, and manner of wearing clothes, for such advice enables women to obtain the greatest final satisfaction from their wardrobes.

Recognizing that this knowledge is as necessary for men as for women, the author has companion chapters on "The Seven Ages of Woman" and "The Seven Ages of Man." The entertaining manner in which the book is written will make it appeal to all who happen to scan its pages.

GERTRUDE GREENAWALT

## OTHER BOOKS OF INTEREST

PERSONAL PROBLEMS OF THE TEACHING STAFF, by Ervin Eugene Lewis. New York: The Century Company. 1925. Pp. 460. \$2.00.

This book will most likely find its way to the "five-foot shelf" of every live superintendent in the country. For it fills a gap in the job literature for superintendents—guidance in handling the teaching staff. Moreover, because Mr. Lewis attacks the problem both as a theorist and as a practical administrator, it fills the gap well.

PRACTICE LEAVES IN ENGLISH FUNDAMENTALS, FORM A., by Conrad T. Logan, Elizabeth P. Cleveland, and Margaret V. Hoffman. Harrisonburg, Va.: The Practice Leaves Company. 1925. Pp. 66. 65 cents.

A bound pamphlet containing preliminary instructions, progress curve, and thirty leaves offering practical drill in thirty language essentials. While similar in general plan to the preliminary

edition issued last fall, there have been a number of minor changes made; and Form A offers an entirely different set of sentences.

The leaves in loose leaf form offer a syllabus of such language essentials as high school graduates theoretically have mastered, but which many colleges must in fact drill their freshman in. This material is therefore designed especially for high school students in their fourth year and for inadequately prepared college freshmen.

SCHOOL PROGRESS IN A MODERN CITY: What Public Schools Do and Might Do. By William H. Allen, director, and others. Mount Vernon, N. Y.: Board of Education. 1924. Pp. 243.

This survey of the public schools in Mount Vernon, N. Y., is distinctive in that it is a co-operative self survey. For although the work was directed by the Institute for Public Service, it was sought by the Mount Vernon Board of Education, and it was participated in by patrons, by teachers, and by pupils.

Throughout the report emphasis is placed on an enriched curriculum; there are numerous illustrations of children in the Mount Vernon schools engaged in purposeful activity.

BRIEF GUIDE TO THE PROJECT METHOD, by James F. Hoscic and Sara E. Chase. Yonkers-on-Hudson, New York: World Book Company. 1924. Pp. 243. \$2.00.

Part I of this guide book in the project method shows that the idea is not another scheme or way of teaching, but an underlying principle that unifies the entire educative process. There is some timely counsel to the teacher as to her own part in the initiation and development of projects.

Part II consists of descriptions of actual projects and Part III of some general hints to the project teacher.

THE BOY AND HIS VOCATION, by John Irving Sowers. Peoria, Ill.: The Manual Arts Press. Pp. 198. \$1.50.

A vocational reader best fitted to the eighth and ninth grades. The author treats inspirationally the matter of vocational and life guidance.

THE COLLEGE BLUE BOOK, by Huber William Hurt. Chicago: The College Blue Book. 1923. Pp. 472. \$6.00.

Here is a new convenience, an educational atlas. It contains 47 maps, all cross-indexed, and all the basic facts about the 958 colleges and universities in the United States. The book is indispensable to high school and college officers who have need to know the comparative rating of institutions, their entrance requirements, their graduation requirements, their fees, resources, etc. Information here assembled has hitherto been accessible only through collecting and examining 958 college catalogs.

SPANISH COMPOSITION, by Joseph S. Galland and Roberto Brenes-Mesen. Boston: Allyn and Bacon. 1925. Pp. 286. \$1.40.

An introduction to modern Spanish thought and life by way of conversational sketches. There are thirty-six sketches in Spanish which are to be translated into English, then thirty-six exercises



in English to be written in Spanish. There are the usual appendix and vocabularies.

EL INGENIOSO HIDALGO DON QUIJOTE DE LA MANCHA, by Miguel de Cervantes Saavedra. Edited by Daniel Da Cruz and J. W. Kuhne. Boston: Allyn and Bacon. Pp. 240. \$1.00.

Interpolated stories unessential to the main plot of *Don Quixote* have been omitted entirely. This volume thus offers to high school and college students a world masterpiece, with the classic illustrations of Gustave Doré.

WEBSTER'S SELF-PRONOUNCING DICTIONARY, combined with ROGET'S TREASURY OF WORDS. Edited by C. M. Stevens, C. O. S. Mawson and Katharine A. Whiting. New York: Thomas Y. Crowell Company. 1924. Pp. 1245. \$1.75.

The combination of dictionary and thesaurus provides a very convenient desk volume. It offers not only word definition, but also extensive lists of synonyms, antonyms, and parallel words and phrases. This "two-in-one word book," as it is called, is a real book bargain.

THE CROSS-WORD-PUZZLE SPELLER. Prepared by Edwin A. Turner and Chester F. Miller. Bloomington, Illinois: The Public School Publishing Co. 1925. Pp. 24. 10 cents.

When the magazines and newspapers began omitting cross-word puzzles, subscribers protested in such numbers that they were reinstated. The "fad" may be dying, but some inherent interest still holds large numbers of people.

Perhaps it is not surprising, then, that the cross-word puzzle should have been hit upon by two teachers, one a director of practice teaching, the other a superintendent of schools, as an effective device for mastering more than a hundred of the most commonly misspelled words in the English language.

HOW TO STUDY MODERN LANGUAGES IN HIGH SCHOOL, by Peter Hagboldt. Chicago: The University of Chicago Press. 1925. Pp. 31. 25 cents.

A companion to the same author's *How to Study Modern Languages in College*, this little paper-bound booklet will serve well in providing a definite aim to those who are struggling with an unfamiliar tongue. There are sections on Fundamental Principles of Learning; Extensive Reading. Its Nature, Technique and Effect; Vocabulary; Translation; Grammar; and Speaking.

The entertaining and provocative style of the author is indicated by this passage: "A rule without several illustrations is nonsense. A rule in itself is an empty concept; it ought to be founded upon an example, or forgotten."

HUMAN GEOGRAPHY BY GRADES, by James Fairgrieve and Ernest Young. Book One: Children of Many Lands. Book Two: Homes Far Away. Book Three: The World. New York: D. Appleton and Co. 1923; 1925.

The aim of this series is to furnish interesting reading material for children in the grades, and at the same time to fill their minds with ideas of the relation of man to his environment. The books do both admirably. Book Three fascinates the reader with its choice of details from the lives of those whose environment is strange and

unique, who must live strangely to conform with it.

SELECTIONS FROM BROWNING'S POEMS, edited by J. Charles Hazzard, New York: Allyn and Bacon. Pp. 93. 50 cents.

A simple collection for high school students.

## NEWS OF THE COLLEGE AND ITS ALUMNÆ

### CAMPUS NOTES

In a number of ways the August commencement marked a new era in the growth of the College. To begin with, the two-year graduating class was so large that a baccalaureate sermon seemed in order. This was in the nature of a vesper service on Sunday evening, August 23, in the open air auditorium. Rev. J. J. Rives, pastor of the Harrisonburg Methodist Church, spoke to the class on the advantages of difficulties; he led the graduating class to see in the overcoming of hardships a means of character growth.

The sophomore dinner was held in the College dining hall on Wednesday evening, August 25. In addition to the two-year graduates special guests included Miss Anthony, Dr. Converse, Dr. and Mrs. Gifford, and President and Mrs. Duke. Florence Fray, president of the two year class, presided in a most gracious way; Nancy Bracey read the class prophecy; and President Duke made a short farewell talk to the class.

When Eunice Lambert came up for her B. S. at the August commencement last year, the College graduated a fourth year student in the summer school for the first time. This summer three candidates for the degree presented themselves: Hester Van Meter, who completed the home economics course; Edith Ward, who completed the course in elementary teaching and supervision; and Gladys Hopkins, graduating from the course in high school teaching and supervision.

Two year graduates in August were: Professional Courses—Mrs. Roberta Crew