

BOOKS

"SELLING" THE LIBRARY TO THE COMMUNITY

THE LIBRARY AND THE COMMUNITY. By Joseph L. Wheeler. Chicago: American Library Association. 1924. Pp. 417. \$3.50.

The Library and the Community is the most notable of recent contributions to library literature. Its author is librarian of the Youngstown (Ohio) Public Library, and is a well-known leader in his profession.

His book is concerned entirely with the problem of how best to make the community understood by the library staff, and the library understood by the community. His sub-title, "Increased book service through library publicity based on community studies," indicates the whole purpose of the book.

The first division deals with the value of the community survey. Any public library, to serve its public best, must study the community interests, vocational, racial, social, religious, and so on. Then, having organized the library to meet these needs, there remains the necessity of informing the public about it.

The second part suggests various things that the public should know about the library. One librarian is quoted as saying that the objects of library publicity are: "To interest the public in the library, to keep it in the public mind, to make people favorably disposed toward it, to teach them its opportunities, to impress them that within its limitations it serves them to the best of its ability."

People are interested in the service offered by the library, but they are also interested, if they are taken into the confidence of the library about its organization, its history, its finances, its circulation, the duties of its staff, and any human interest stories that may come to light in connection with it. A free public library is the property of the people, and the more they know of its workings, the more they feel like making use of it.

Of course each citizen must be convinced

that the library holds something of interest to him personally. Mr. Wheeler lists the appeal of books under seven heads:

Entertainment: Enjoyable recreation, thrilling story.

Greater Efficiency: In occupation, for love of subject, craftsmanship, salary, higher position.

Self-Improvement: In general culture, for one's own satisfaction, for effect on friends, for social standing.

Curiosity: Leading to interest in a subject.

Aesthetic Desire: For art, for beauty of thought and language, for imagination (travel).

Being in Style: Reading the best sellers because everybody else is doing it.

Citizenship: How to vote on the tariff, soldiers' bonus, or other public questions.

Having decided what the public needs to know about the library, the reader proceeds to Part Three to find methods of getting this information broadcasted. Most of us could think of a few ways of accomplishing this, but Mr. Wheeler suggests nineteen different ways. He takes up each method fully, practically, and painstakingly, even to recommending the type of lettering to be used on posters.

The appendix contains a summary of thirty-one library campaigns. There is also an excellent bibliography at the end of the book, classified according to the chapter headings. Mr. Wheeler, being a librarian, adds an index, for which librarians are always grateful.

There is nothing of the vague and theoretical about any part of Mr. Wheeler's book. It contains a wealth of practical advice gathered from years of experience, not of one, but of many librarians. Not every book can tell us what is best to do, and also how best to do it. *The Library and the Community* is enthusiastically recommended to everyone interested in the development of a public library. Every librarian should read it, and apply it as far as possible, in

accord with the motto of the American Library Association: "The best reading for the largest number at the least cost."

VIRGINIA HARNSBERGER

A NEW METHOD IN GEOGRAPHY

GEOGRAPHY—JOURNEYS IN DISTANT LANDS. By Harlan H. Barrows and Edith Putnam Parker. New York: Silver, Burdett and Company. 1924. Pp. 152.

Barrows and Parker explode the theory that children should first study about their home conditions and then reach out into the world. They believe that children are naturally more interested in distant lands and their people than they are in their home surroundings. Therefore their first book takes the beginner in geography on a journey to representative peoples in foreign lands and finally leads them back to their home continent.

The organization of the book, based on man's relationship to his environment, grows out of recent tendencies in experimental education. It systematically provides for supervised study throughout the text. Untitled pictures scattered through the book serve to arouse the child's interest in the journeys. The directions for studying them challenge the child's best thought and rouse his curiosity. The book provides an interesting and unique system of checks, reviews, and tests, many of which are on the play level. The authors have not failed to arrange a number of them so that the child may make a check on his own work.

In the past we have been satisfied with grading the steps in fundamental subjects, but the distinctive feature of this book is its careful graduation of map study. The first map symbols are very simple and few. Others are gradually introduced when needed. In fact, the first attempt at map work is a study of an airplane picture showing a city on both sides of the river; second, a drawing showing the same thing and finally a dot is given to represent it on the river. These steps give real meaning to the symbol.

Excellent study helps are given on how to

use reference materials, a table of contents, and an index. There is also a large list of supplementary materials, with pages designated for enriching each unit of work. The text is quite full and could be used independent of the supplementary material if necessary.

In spite of a simple style, the vocabulary seems a little difficult for beginners in that it is necessary in studying distant lands to introduce quite a number of words that are foreign to the child.

PAMELIA ISH

THE PRINCIPAL AND HIS SCHOOL. By Elwood P. Cubberley. New York: Houghton Mifflin Co. 1923. Pp. 571. \$2.40.

This volume, from the pen of one of our leading American educators and one of our most facile American educational authors, is of the same high standard as others in the Riverside Textbook Series. The author has attempted a preliminary job analysis dividing the main body of the work into the big problems of the organizations of the school, the administration of the school, and the supervision of instruction. Every problem of consequence that is likely to confront a school principal is treated concretely with abundant illustration and with such charts, graphs, forms, and outlines as will enable the reader to tackle his job with real assurance. It is not surprising that principals have found it one of the most essential books in their professional libraries.

THE GREEN GATE TO THE SEA. By Ethel C. Brown. New York: Silver Burdett and Co. 1924. Pp. 165.

This little green book is intended primarily as a silent reader and contains thirteen pages of directions for its use. The subject matter is also excellent and contains much valuable information concerning animals of the seashore: the crab, the starfish, the horseshoe crab, the sea urchin, shells, the sand dollar, barnacles, the jelly fish, and the hermit crab. It is a very enjoyable book that anyone would read from cover to cover.

THE BOOK OF PLANTS. By Bertha Morris Parker and Henry Chandler Cowles. Boston: Houghton Mifflin Co. 1925. Pp. 252. 88 cents.

This is an excellent silent reader designed for the sixth, seventh, and eighth grades; it is notable for its large fund of botanical information compressed in so few pages and yet in such clear and simple language. A fourth grade child can understand it and college graduates who profess to know botany can read it with profit.

SOCIAL CONTROL

CONSTRUCTIVE SCHOOL DISCIPLINE. By Walter Robinson Smith. Chicago: American Book Co. 1924. Pp. 275.

This compact and well-organized little volume has as its objective the interpretation of school discipline as social control, the author being one of our foremost educational sociologists. He aims to point out how student control may "harmonize with social trends in other phases and provide a useful training for citizenship in a democratic society."

As a consequence the matter of reward and punishment, while treated adequately, is given a minor place compared with such problems as the use of extra-curricular activities as a means of control, the development of school spirit, and the organization of student participation, that is, so-called self-government. The volume is thoroughly practical and would be helpful to experienced as well as inexperienced teachers.

W. J. GIFFORD

OTHER BOOKS OF INTEREST

ARITHMETIC WORK-BOOK. By F. B. Knight, G. M. Ruch, and J. W. Studebaker. Chicago: Scott, Foresman and Company, 1925. Book 5, 75 pages, Book 6, 61 pages. Teacher's Edition, Book 5, 76 pages, Book 6, 62 pages.

These work-books may be used to supplement any arithmetic text. They are built on sound scientific principles, both as to grading of the exercises, and as to frequency of practice afforded any habit.

With each set of exercises is a set of standards so that the child can secure his rating in comparison with other classes. There is also a progress chart at the close of the book on which he can draw a graph of his achievement. Facing each set of exercises is a set of study helps,

so that much of the child's work should be independent.

The teacher's edition of each book supplies many valuable suggestions as to developing skill in arithmetic. It also supplies a set of blanks on which the teacher may make her diagnostic tables.

A MOTHER'S LETTERS TO A SCHOOLMASTER. With an introduction by James Harvey Robinson. New York: Alfred A. Knopf. 1923. Pp. 283. \$4.00.

This series of anonymous letters portrays the education of the boy Peter. The mother protests at the deadening influence of ordinary school routine; but the book is largely constructive, setting forth the outlines of early elementary education in a world that takes the training of its young seriously.

PUPILS' SELF-INSTRUCTION ARITHMETIC. By Mary A. Ward. Chicago: Rand McNally Company. 1925. Book One, Formal and Problem Percentage, pp. 209; Book Two, Applications of Percentage, pp. 206; Book Three, Mensuration, pp. 237.

These books are so planned that the child can direct his own progress. Each topic is introduced with a set of study helps, making him independent in new work; each topic has ample practice material, a set of tests, and a set of score sheets for recording his progress. The books may be used alone, or as supplementary drill material.

NARCISSUS. An Anatomy of Clothes. By Gerald Heard. New York: E. P. Dutton & Co., 1924. Pp. 150. \$1.50.

Readable? Yes, and with something to think about, too. A rather new line of attack with no regard for classical conventions.

The author traces the development of architecture and parallels it with the changes in fashion of dress. He makes many radical statements, but one can easily accept them at face value for the moment. If one is looking for entertainment, he may well pass a pleasant hour reading *Narcissus*.

PAINTINGS OF MANY LANDS AND AGES. By Albert W. Heckman. New York: Art Extension Society. 1925. Pp. 63.

A handbook of picture study and art appreciation prepared by an instructor in fine arts at Teachers College, Columbia University, for use with ninety color reproductions of paintings which have been selected for study in the elementary grades and high schools. The author urges that in place of the present emphasis on the historical, biographical, and anecdotal attributes of fine paintings, there should be more study of the way in which the artist combines intelligent use of his medium with aspiration.

EXERCISES IN BOOKKEEPING AND BUSINESS PROBLEMS, PART III. By Harold E. Cowan and Harold W. Loker. Boston: Ginn and Company. 1925. Pp. 157. 56 cents.

A pad of exercises designed for use in the third-year course in bookkeeping.

STANDARD HISTORICAL STUDIES. By Severe E. Frost. Fort Worth, Texas: Pioneer Publishing Company. 1924. ANCIENT HISTORY. Pp. 96. 50 cents. MODERN HISTORY. Pp. 88. 50

cents. UNITED STATES HISTORY. Pp. 100. 50 cents.

Ancient History contains 24 outline maps, and 44 pages for notes on lessons. Designed for the 8th grade. *Modern History* has 17 outline maps, and covers the period from 1555 down to date. It is designed for use in the 9th grade. *United States History* has 30 maps with copious notes. There are references to standard histories, to phonograph records, to appropriate paintings, to lantern slides. For use in either the 7th or 11th grade.

ELEMENTARY PRINCIPLES OF PHYSICS. By Robert W. Fuller, Raymond B. Brownlee, and D. Lee Baker. Boston: Allyn and Bacon. 1925. Pp. 853. \$1.80.

Believing that the student's natural interest in scientific phenomena is expressed by "What is it?" or "How did it happen?" or "Why does it happen?" rather than by the question "How much?" the authors have departed from the traditional treatment of physics and have avoided too many exercises in mathematical calculations. In simple language and with great completeness of illustration, this book offers one of the best presentations of physics now on the market.

THE LIFE AND LETTERS OF WALTER H. PAGE. By Burton J. Hendrick. Adapted for school use by Rollo L. Lyman. Garden City, New York: Doubleday, Page and Company. 1925. Pp. 349. \$1.00.

An extraordinarily popular collection of letters in two volumes which recently received the Pulitzer award is here skilfully abridged to make a single volume for use in English classes. Useful for classes in high school or college, and certainly a bargain for the general reader.

A SCHOOL DICTIONARY OF THE ENGLISH LANGUAGE. Edited by Harry Morgan Ayres. New York: Silver, Burdett and Company. 1925. Pp. 454.

"The dictionary is the most archaic of our school texts today," says the compiler, who then proceeds to show what changes are needed. The publishers have provided a most satisfactory type page for school children.

OUR PLAYHOUSE. An Industrial Reader. By Ella Victoria Dobbs. Chicago: Rand McNally & Company. 1924. Pp. 125.

A project in building a house forms the basis of these lessons in reading. Abundant illustrations show the children at their work.

THE OREGON TRAIL. By Francis Parkman. With an introduction, notes, and questions by Russell A. Sharp. Boston: Houghton Mifflin Company. 1925. Pp. 351. 80 cents.

The only way to secure lasting international peace is to establish a league of faith-keeping nations, large and small, all committed to the prevention of war, and to the use of their combined forces against any State which commits a breach of the peace.—DR. CHAS W. ELIOT.

NEWS OF THE COLLEGE AND ITS ALUMNÆ

WHERE RECENT GRADUATES ARE

Graduates in the two-year classes of the spring and summer of 1925 are now scattered from Florida to New York and engaged in a great diversity of work. An apparent shortage of positions caused a good many to return to school who otherwise would not have done so and left a few at home who would have preferred to teach. Painstaking care has been taken to have the roll below as complete as possible and the placement committee would be glad to hear of any error which has crept into it.

Forty-six members of the two-year classes of 1925 came back to their Alma Mater in the following groups: 5 in the elementary, 22 in the high school field, and 19 in home economics. Alene Alphin is a student at Greensboro College for Women. Wilmot Doan is at Darlington Seminary, West Chester, Pennsylvania. Margaret Greaves is a student dietitian at the Johns Hopkins University Hospital and Hallie Copper is engaged in similar work and training at the University of Virginia Hospital. Helen Leitch is engaged in Library work in the Western Reserve University, Cleveland, Ohio.

Those staying at home are as follows: Nancy Bracy, Eva Bargelt, Gladys Brubaker, Constance Cleek, Flora Frances, Flora Garber, Helen Gardner, Bernice Hicklin, Lucille Kern, Christine Maria, Lelia Moore, Virginia Motley, Frances Ripberger, Rosa W. Smith, Ollie Strough, Edythe Styne, Margaret Tharpe, Mary Alice West, and Irene White.

Alethea Adkins—Primary grades, Norfolk

Lucille Allen—Primary grades, Gertie

Sadie Ashwell—First grade, Harrisonburg

Virginia Ayres—Grammar grades, Kempton, W. Va.