mittee. Marion S. Hanckel, supervisor of kindergarten and primary grades at Richmond, is president of the Department of Kindergarten Education. The State Director of the N. E. A. for Virginia is Nannie W. Thompson, 130 Second Avenue, Richmond.

RED CROSS SCHOOL NURSES

Miss Agnes P. Kloman, Red Cross school nurse for Fauquier county, Virginia, has met the problems of a school nurse in a rural community in such an admirable fashion that a recent Health Education bulletin issued by the Bureau of Education is devoted to an account of her work. Numerous quotations are made from a diary which Miss Kloman kept regarding the health teaching.

Miss Mary E. Strickler, Red Cross school nurse for Frederick county, Virginia, makes an excellent report on the work done in her county. She has worked with Miss Elizabeth Russell, rural supervisor, in preparing a series of talks to be given in schools in the hilly section of the county where there are children who seldom get to Winchester.

During January and February, 1921, Miss Strickler made 146 professional visits, including visits to 28 schools. She inspected 155 pupils, made 26 talks to classes, driving 400 miles to and from these schools. Five Health Leagues were organized, with a total number of new League members of 105. This is only a meagre summary of the large work being done.

VIII

RECENT BOOKS THAT SHOULD INTEREST TEACHERS

TWENTIETH YEARBOOK OF THE NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. *Report of the Society's Committee on Silent Reading.* Ernest Horn, Chairman. Bloomington, Ill.: Public School Publishing Co. 1921. 172 pages. ($1.10 postpaid.)

In this 1921 yearbook, likely to be called the "Horn Book," Dr. Horn's committee has surveyed the national movement for improvement in silent reading. They have thus gathered up the outstanding problems, conclusions, tendencies, etc., into less than 200 pages.

Primary reading comes in for a full share of the discussion. W. W. Theisen contributes a careful study of factors affecting results in primary reading. Among other things he stresses the relation between intelligence and learning to read. He wonders why we put our chronological six-year-olds at it instead of our mental six-year-olds. He also raises some pertinent questions in regard to phonics, pointing out that none of the data now at hand justifies our present emphasis on the subject. J. H. Hoover describes very concretely an experiment in motivating drill work in third grade, possibly the place of greatest difficulty in the teaching of reading. From the University of Iowa comes a detailed study of the vocabularies of ten standard first readers, while Starch reports an investigation of the contents of school readers. But possibly the most real help for primary teachers is found in the series of practical exercises for silent reading comprizing the second half of the book. These come from different middle western cities, the ones from Detroit being prefaced by a short but extremely suggestive discussion of primary reading as a means of controlling behavior instead of as an experience in aesthetic appreciation.

The results of Dr. Burgess's monograph discussed below are summarized with a clear explanation of the "single variable." Dr. Gray offers some concrete illustrations of his study of individual differences in reading in the middle grades. Nowhere in the country is more worthwhile work being done in educational diagnosis than by Dr. Gray. The four remaining papers also deal with the middle grades. J. A. O'Brien summarizes his investigation of the development of speed; there is also a study of the effect of a single reading upon comprehension, and one evaluating the written summary.

The committee has rendered a great service to educators and teachers of America in its preparation of this yearbook. It will bring pertinent usable suggestion to any teacher who reads it. One can not help wishing that it could be put into the hands of every elementary teacher in the country.

THE MEASUREMENT OF SILENT READING, by May Ayres Burgess. New York: Russell Sage Foundation. 1921. 163 pages.

This little monograph by Dr. Burgess is of marked significance to all students of educational measurement. It is destined to play no small part in the present movement for more scientific accuracy in scale making.

Dr. Burgess points out that there are three variables subject to educational measurement —quality, difficulty, and speed. She insists that a valid scale must hold two of these constant and attempt measurement of one only, the "single variable." Certain subjects can be measured satisfactorily in terms of quality, such as writing, drawing and composition. Spelling alone lends itself to measurement of

difficulty. Silent reading can not be estimated accurately in terms of either quality or difficulty, but only by speed or how much the child can do in a given time. The quality must be held constant, "good enough to get the central thought," and the difficulty kept level. The recent Thorndike-McCall Silent Reading Scale makes no attempt to hold the difficulty level, in fact it is purposely a series of increasingly difficult steps. It attempts to hold the time constant, but the half-hour limit means that the lower grade child reaches a place where he can go no further, not for lack of time but because of the difficulty of the material. It does hold the quality level, good enough to answer the questions asked. Evaluating this recent scale from Teachers College in the light of Dr. Burgess's standards, one feels safe in predicting some interesting discussion.

In formulating her own scale Dr. Burgess listed 25 factors influencing silent reading. After prolonged experimentation with three different types of scales, she feels that in her PS-I (Picture Supplement Scale) she has a measure of the single variable, amount done in a given time with all other factors held constant. If so, this scale marks a milestone in educational measurement.

The scale consists of 20 pictures, with a paragraph of explanation and direction combined, accompanying each. The child reads and marks the picture in a way so simple that there is no misunderstanding or loss of time. The scale is printed on one sheet instead of in a folder. It can be had from the Russell Sage Foundation, Department of Education, 130 East 22nd Street, New York City. A sample costs five cents, in lots of less than 1,000 it is $1.25 a hundred; in lots of 1,000 or over it is $1.00 a hundred. Any grade teacher of reasonable intelligence can administer the scale. The scoring and interpretation are reduced to a minimum. Duplicate forms can be had for successive testing, making it possible to use it as a teaching device as well as a testing one. KATHERINE M. ANTHONY

CREATIVE CHEMISTRY, by Edwin E. Slosson. (Century Books of Useful Science). New York: The Century Co. 1919.

Creative Chemistry seems to the writer to be the work of a master mind. It combines features of history, science, prophecy, and humor in a most unique way. It inspires in the reader a conception of the many-sidedness of what men are often inclined to think of as the prosaic search for truth. What need would there be for works of fiction if all phases of truth could be as interestingly recorded as are these very plain facts about the adaptation of chemical knowledge to the creation of desirable goods out of nature's stores of raw material?

The book will no doubt be read with various motives by different readers. Yet it is safe to say that one who for the first time reads it with the absorbed interest aroused by the best of novels, may later use it as a reliable reference for the dates, statistics and scientific information it contains. It has a literary style not usually to be found in textbooks nor in ordinary scientific treatises; and at the same time the facts of chemistry are handled with an ease and an exactness that show the author to be well versed in that branch.

There is absolutely no tendency to deal with mere freakish subjects as is done so often by those who try to make science interesting to the lay reader. These subjects are big and vital to each one of us, and to all of us as a nation. They have held the attention of men of purpose for years, first as problems of laboratory research and then as industrial and commercial problems. And in this book they are so clearly and interestingly dealt with they will surely mean much to any reader and give to the prospective chemist a feeling of joy and confidence in his choice of work.

Of course there is nothing exhaustive about this work. The whole story of creative chemistry will never be written by a single hand. But the choice of subjects is good, being such as to give a good idea of the nature and variety of the tasks to which chemists have set themselves in the past and to suggest some of the lines of activity that will probably be followed in the future.

Bridgewater College ERNEST M. STARR

PRINCIPALS OF HUMAN GEOGRAPHY, by Ellsworth Huntington and Sumner W. Cushing. New York: John Wiley & Sons, 1921. 430 pages. 8 vo. ($3.50).

It is a pleasure to find a text so well suited for geography classes in normal schools. The authors have brought to its preparation the happy combination of careful scientific study and world-wide travel. Moreover they have shown an unusual understanding of the demands modern education is making upon geography in the elementary school. They have organized the book around human relationships and selected geographical facts with this end in view. For instance, they stress the effects of climate rather than the physical and meteorological sides of the subject. Again they give considerable space to the interpretation of political relations, both national and international, which grow from geographic conditions. They have provided so much experience in problem-solving with geographical material that the student can scarce escape acquiring the geographical outlook on life.

The grade teacher will find definite help in "Principles of Human Geography." She will be guided in her own thinking and she will get many suggestions for "problems" around which she can so organize her subject matter as to challenge the child to "purposeful activity." In other words, her ideas of "project teaching" will be classified, and made more tangible. But the book will be of

most service as a text in normal schools. Students must study geography after the same fashion in which we expect them to later teach it. The normal school instructor has realized this, but has been sadly hampered heretofore for lack of a suitable text.

The book is well illustrated with pictures, maps and diagrams. It has an index and a carefully selected though somewhat limited bibliography. KATHERINE M. ANTHONY

ELEMENTARY ECONOMICS, by Thomas Nixon Carver. New York: Ginn and Company. 1920. 400 pages. ($1.72).

"The purpose of this book," says the author, "is to examine the economic foundations of our national welfare and to point out some of the simpler and more direct methods of strengthening these foundations, to the end that our nation and all nations that aim at democracy and justice may prosper more and more." The author kept this purpose constantly in mind throughout the book, and emphasizes actual economic conditions as they are found. Economic terms and phrases are introduced, but they are carefully defined and explained. Economic theories are given and discussed, but care is taken to show how these theories have actually worked out in the life of man, or how in all probability they would work, should they be tried. The book is very well written, attractive in appearance, and well worthy of the reputation of its author.

Departing somewhat from the time honored custom of first giving the industrial evolution and development of man from primitive times to the present time, the author opens with a thorough discussion of "What Makes a Nation Prosperous." In this part, the first of the seven, he discusses wealth and well-being, the geographical situation, the quality of the people, competition and co-operation, law and government, and morals and religion. Failure is made, however, to emphasize education and its influence. Part II is entitled "Economizing Labor," in which attention is called to the division of labor, power, capital, organization of business, economical use of labor and land, and the maintenance of a proper balance among the factors of production. Part III, "The Productive Activities," deals with the ways of getting a living, the extractive, genetic, and manufacturing industries, transportation, and merchandising and the professions. "Exchange," Part IV, discusses value, its meaning, cause and quantity, scarcity, money, banking, commercial crises, and international trade. Part V is a study of the problem of "Dividing the Product of Industry" in which the author takes up the bargaining process, the law of variable proportions, wages, laborers and their organizations, rent, interest and its effect on capital, profits, and taxes. Part VI, "The Consumption of Wealth," treats of the meaning and importance of consumption, rational consumption, luxury, the control of consumption, and the battle of the standards of living. In conclusion Part VII, entitled "Reform," deals very concisely and effectively with communism, socialism, the single tax, anarchism, and constructive liberalism.

Helpful outlines are interspersed throughout the text, and at the end of each chapter is an admirable list of questions and exercises, which add much to the value and use of the book. The illustrations, although not numerous, are exceptionally well chosen and materially assist the student.

The material in the text is sufficient for one or two semesters, depending chiefly upon the maturity and previous training of the class but also upon parallel reading which can easily be added at the discretion of the instructor. The book could be used to an advantage in the advanced classes of a high school, but it is especially well adapted to use in the first years of college and normal school work, particularly where a brief, yet effective, course in practical economics is desired.

R. C. DINGLEDINE

THE PROJECT METHOD IN EDUCATION, by Mendel E. Branom. Boston: Richard G. Badger. 1920. 282 pages.

The Project Method in Education is a neat, well designed book that covers the subject in as many ways as one can think of. The nature of the project is treated to a thorough defining. When all is said the reader is sure the project lies somewhere between the answering of such "a simple intellectual difficulty" as "what is your name?" and such "a complex intellectual difficulty" as satisfying "a project to establish a league of nations."

The evolution of the project is treated with thoroughness also. From its conception in the mind of educators in the early part of the present century, through its changes and modifications, up to the time when normals will have prepared men and women for the millennium of education its steps are logically analyzed. Nor is its basis slighted. It rests firmly upon primitive instincts and accepts the child as a physical being, but not without hinting that it could include some "speculations concerning the prior or future state of the individual in relation to this mortal life." The social basis is the fact that the project is the hope of education in its effort "to permit the child as a child, to enter into the fullness of living."

It is probably in the two chapters "Teaching by Projects" and "Learning by Projects" that the most complete analysis and classification takes place. But all the divisions and sub-divisions of all the aims and purposes of both teaching and learning are there. Several possibilities of the project itself, The Project-Question, The Project-Exercise, The Project-Problems, are differentiated, compared, evaluated and applied carefully and clearly.

Chapters 11 and 12 begin again with the subject as a whole and use a new scheme for its division. This analysis offers "Manual or Physical Projects," which are discussed in

twenty pages, and "Mental Projects not Involving Manual Activities," which get off with seven pages.

The author concludes his treatment of the subject with the application of "The Project to History and Geography." In these chapters there is much to interest one who wishes to see a clear and complete dissection of the subject. ETHEL SPILMAN

RECONSTRUCTION IN LOUISIANA, by Ella Lonn. New York: G. P. Putnam's Sons. 1918. 538 pages. ($3.00).

In a handsome octavo volume Dr. Ella Lonn, assistant professor in Grinnell College, tells the dramatic story of reconstruction in Louisiana after 1868. The facts have been gathered from public documents at Washington and at New Orleans, from magazines and newspapers of Louisiana and other states, from reminiscences printed and contributed personally, and from various other sources. The style is readable and the spirit is judicial. Visitors to New Orleans who have observed the conspicuous monument on lower Canal Street, without knowing just what it commemorates—for it is possible to read the inscription thereon without knowing much—will be especially interested in Chapter XIII, which tells of the "September Rebellion," etc. Students who are still disposed to dig into the unhappy and uncomplimentary experiences of those days long past will find Miss Lonn's book quite helpful. Four maps are appended. JOHN W. WAYLAND

IX

SCHOOL ACTIVITIES

Basketball Season

The basketball season is over—definitely over; and a post-season game has been played. Of course, if you prefer, you may call it a scream; but participants prefer to allude to it in more dignified terms—as a post-season game. To begin at the beginning, however—

Fredericksburg Loses

Fredericksburg came to Harrisonburg for a return game in the inter-normal school series March 21. A referee from Washington and an umpire from Staunton were provided. Shortly before the game, arrived also several automobile-loads of students and friends, headed by President A. B. Chandler, of the Fredericksburg State Normal School. Then came a host of telegrams from students and friends in Fredericksburg. The game began.

Harrisonburg had a stronger team and clearly outplayed her opponent. The score mounted rapidly, standing 30 to 16 at the end of the first half. At the end Harrisonburg, by steady team work, had run the score up to 56 to 34.

Harrisonburg	*Position*	*Fredericksburg*
Steele	R. F.	Coleman
Ferguson	L. F.	Broaddus
McGaha	J. C.	Broaddus
Ward	S. C.	Sinclair
Roark	R. G.	Garnett
Bonney	L. G.	Broaddus

Substitutes—Hodges for Roark; Faulkner for Ferguson.

Field goals—Coleman 10, L. Broaddus 3, Steele 14, Ferguson 9, Faulkner 4.

Fouls—Coleman 8, Steele 2.

Referee—Dr. Darney, Washington, D. C.

Umpire—Miss Shattock, of Mary Baldwin Seminary, Staunton.

Timekeepers—Miss E. Harnsberger, of Harrisonburg, and Mr. James, of Fredericksburg.

Radford Wins

Radford had a strong aggregation and proved too much for our team both in the game here and in the return game. The Southwesterners won the second game by a score of 21 to 9 and it was clearly their game, but our team put up a pretty fight throughout. The line-up:

Harrisonburg	*Position*	*Radford*
Steele	R. F.	Bird
Faulkner	L. F.	Melon
McGaha	J. C.	Shumate
Ward	S. C.	Oglesby
Upshur	R. G.	Shumate
Bonney	L. G.	Hayter

Substitutes—Roark for Bonney; Ferguson for Faulkner.

Referee—Clyde P. Shorts, of Harrisonburg.

Umpire—Holden Barnett, of Radford.

Timekeepers—Misses Seeger and Moffett.

Wire Pulling

Just before the Radford game the Harrisonburg team received telegrams from the Senior Class; the president of the Rockingham National Bank; Blatt's Dry Cleaning and Pressing; the Sugar Bowl; Harrisonburg Chamber of Commerce, Andrew Bell, secretary; Harrisonburg Mutual Telephone Co.; Employees Rockingham National Bank; W. R. Friddle's Restaurant;