FIRST HITTITE EXPLORATIONS IN ASIA MINOR BY THE UNIVERSITY OF CHICAGO'S ORIENTAL INSTITUTE

After traveling some 2,600 miles in the heart of Asia Minor during the last three months, Mr. H. H. von der Osten, field director of Hittite explorations for the Oriental Institute of the University of Chicago, has just returned to America. His trip was one of exploration only, chiefly in the region between Angora, the new capital of Turkey, and Kaisariyeh. In this center of the ancient Hittite civilization, so unvisited by scientists heretofore that only three Hittite cities there were known, Mr. von der Osten has discovered fifty-five sites: cities, towns, or castles. Some of the city mounds show as many as eight different periods of occupancy, ranging from prehistoric down to Moslem times.

Hilllocks and artificial mounds scattered along the stream valleys were found to link up into a complete system of signal posts, each one visible from at least two others, guarding this region from invaders. Some of the castles most strategically located were provided with stepped tunnels down through the hill along which troops might be maneuvered unseen by the enemy. A three-story subterranean temple, too, was discovered, together with the procession road leading thither.

Mr. von der Osten was accompanied and assisted by his wife. He succeeded in accomplishing many of his trips by auto, though roads in central Asia Minor are still largely unimproved or lacking. The Turkish government is, however, making progress in this as in other lines. Its officials were most courteous and helpful in forwarding the work of the expedition.

The director of the University's Oriental Institute is James Henry Breasted, chairman of the Department of Oriental Languages and Literatures, and the secretary is Thomas G. Allen, of the same department.

INSTITUTION'S LOCATION BASED ON SCIENTIFIC SURVEY

We have recently had an unusual educational exhibit in Montana. The Nineteenth Legislative Assembly of Montana authorized the establishment of a so-called Eastern Montana Normal School; that is, it was a normal school to be established east of the one hundred and tenth meridian. Due to some rather careful planning, the legislature accepted a proposition providing for the use of a scientific commission to survey the eastern portion of the State and recommend the location which seemed to insure suitable and most satisfactory returns from the standpoint of training teachers for the schools of Montana. As a result of that legislation a survey commission was chosen and its recommendations were accepted. In other words, an institution of higher education was located purely as a result of a commission's scientific survey. There were 12 or more contestants for the site, but the work of the commission was so outstanding that the adoption of the report met with almost universal approval.—Melvin A. Brandon, Chancellor of the University of Montana.

BOOKS

SIGNIFICANT EDUCATION PHILOSOPHY


Dr. Morrison offers no integration of views of other educators; rather he unfolds step by step his own educational philosophy developed in years of practical school work—the last six years as superintendent of the laboratory schools of the University of Chicago. The book is quite long, but it is cogent and clear; it is expensive, but it is a bargain at that.

Dr. Morrison puts the teacher too much in the foreground, to my way of thinking;
nevertheless he sees education as growth. His teaching and learning cycles, his discussion of sustained application, his carefully worked out schemes for direct teaching, his classification of schools into primary, secondary, and college on a basis of intellectual growth—these are destined to an ever-increasing influence on the American system of education.

Secondary education begins with Dr. Morrison whenever children are masters of the fundamentals, the tools for learning. Thus the middle grades become an integral part of one school, not merely a necessary evil between the primary and secondary schools. Teachers from the fourth grade up will find this book stimulating.

KATHERINE M. ANTHONY

A BOOK WORTH EMULATING


One of the series of County Geographies gotten out at the Cambridge University Press. A scholarly, scientific book, with maps and diagrams and many illustrations. Contains the general features, the geology, the natural advantages, and the industries. The historical part specializes on antiquities from pre-historic days down through the Roman and Anglo-Saxon times, and contains the roll of honor of the important men produced within this Riding, or third part (Triding), of England's largest county. It is a very compact and authentic book of reference, which is suggestive of the detailed geographic and historic work which would be so well worth doing in the various sections of Virginia.

E. P. C.


If universal history is at bottom the history of the great men who have labored there, as Carlyle believed, it is reasonable to assume that those best qualified to speak and write about it are those who, by sheer force of their thought and acts, became leaders of the common mass of men. In American Patriotism, Mr. Hill has brought together poems, essays, and addresses by American statesmen, authors, and poets, that expound and interpret those noble ideals that have long been our common heritage. The plan is to have the great men who helped make the history interpret it. By critical choice and grouping of related readings at hand, the clever teacher can trace historically the vital force in our national life. American Patriotism is an excellent little book for teachers of history and of literature. A good textbook, too, for those who wish to stress the correlation of literature and history.

C. H. H.

REVERSING EDUCATIONAL REFORM


A scholarly study of our national life and the problems of contemporary education. Mr. Hart knows education from the days of primitive man on down to our "standardized" school of today. He sees no real progress in reforming schools for children; only by educating the young adults can we hope for a rebuilding of our civilization to keep pace with our economic development. The survey of contemporary movements in adult education includes the Saturday Evening Post, the Chautauqua movement, and the Danish Folk High Schools. It is in some American modification of the Danish scheme that Mr. Hart sees a possibility of an educated generation, so freed intellectually that it can attack our problems creatively.

The book is well written and delightful in its humor. Any educational leader who misses it is much the loser thereby.

KATHERINE M. ANTHONY
INCLUDING TESTS OF SPEED AND ACCURACY


These books presuppose a knowledge of the fundamental operations applied to integers, common fractions and decimals. Book One for the seventh grade begins immediately to tell a story of the number system and introduces the idea of graphs and then treats problems of the home and business forms. These problems and forms are followed by the introduction of a constructional geometry leading to problems of areas and volumes. Through the book are scattered tests for speed and accuracy.

Book Two for the 8th grade introduces the equation in simple form, extends the work on graphs, gives an introduction to the geometry of space with particular application to volume of solids, some problems of the kind ordinarily occurring in the home, and some practice in the theory of percentage.

It next introduces in a rather interesting way the question of taxes and insurance and a discussion of the ordinary business forms and not too difficult problems connected with them.

Finally, a little more elementary work in algebra is added and, as an afterthought, some discussion of the metric system of measures and weights appears. This book, too, introduces from time to time valuable tests for speed and accuracy.

It is the writer’s opinion that if books of this sort were put into the hands of pupils in the 7th and 8th grades in place of the old straight topical form arithmetic, more interest would be aroused in the pupils.

H. A. CONVERSE

OTHER BOOKS OF INTEREST


Good organization into units, much fresh material of intrinsic interest to children at this age, high standards in book making, a not-too-evident training in how to study; these books are fit members of this excellent series of basic readers.

ELECTIVE OF DIAGNOSIS AND JUDGMENT OF HANDWRITING. By Paul V. West. Pp. 22. 20 cents.

CORRECTING FAULTS REVEALED BY DIAGNOSIS. By Paul V. West. Pp. 16. 20 cents.

DIAGNOSTIC PRACTICE SENTENCES IN HANDWRITING. By Emery W. Leamer. 28 cents per set of 25 cards. Teacher’s Manual free with orders for 25 sets, otherwise 5 cents.


These materials should make it possible for even the untrained teacher to apply some of the principles of psychology to the teaching of handwriting. The manuals give definite help while the Leamer cards make it possible for each child to work at his own rate without much disturbance of the ordinary school situation.


A survey of the curriculum of the elementary school with the emphasis on things to do. Occupying a middle ground between the traditionalists and the progressives, well written, and enriched with much concrete material, this book should have a wide use in general methods classes and in reading circles.


Chapters on technique and on the teaching of spelling, reading and literature, composition and grammar, arithmetic, history, and geography.


The suggested programs include many entertaining ideas; the plays are eight in number and include material useful for Better Speech Week. Commercial teachers and students will find in the book many stimulating suggestions.


Because pupils are less interested "in Spain's shadowy past than in her vivid present of everyday people who work and play," the editor has provided a Spanish reader centered in modern Spain. But she has not neglected the romance of old Spain, for the book is illustrated.
with photographs of rare beauty. Spanish paintings, Spanish architecture, Spanish music all contribute to the pupils' information. The book is intended for use in the second semester.

The first five chapters consider the meaning of health in terms of life; the remaining chapters consider in a systematic way hygiene from its scientific aspect. The book is planned for college students, but it will be useful for parents and patients in need of guidance for living.

For the drama class which undertakes a thorough study of Sheridan this new book in the Modern Readers' Series will be invaluable. The volume offers The Rivals, St. Patrick's Day, The Duenna, The School for Scandal, and The Critic.

A conservative series of language texts with plenty of work in usage and in formal grammar. The careful division of work in daily lessons will appeal to some teachers.

**NEWS OF THE COLLEGE AND ITS ALUMNÆ**

February is the shortest month, but it brings a full quota of campus activities with athletics taking the headlines. The Blue Stone varsity made a trip to Fredericksburg and played, according to reports from newspapers and witnesses, one of the fastest and smoothest games ever exhibited. The 25-11 score favored Harrisonburg.

Equally fast and certainly more breathless was the game that about a thousand people attended in Walter Reed gymnasium, Monday, February 7. Radford and Harrisonburg kept moving the score up by ties until the spectators were in a frenzy. The game ended 26-25 in favor of Radford.

The faculty room in Harrison Hall has been converted into a reading room where there is an atmosphere of light reading rather than of heavy study.

Study brings its rewards. The honor roll for the first quarter reads:

- **Seniors**—Pauline Harbine Callender, Rockingham; Elizabeth Grubb, Norfolk; Mary Louise McCaleb, Iron Gate; and Kathryn Brown Roller, Harrisonburg.
- **Juniors**—Thelma White Lewis, South Richmond; Helen Roche, Newport News; Mary Travers Armentrout, McGaheysville; Jessie Woods Hill, Richmond; Mary Alice McNeil, Fishersville; Mary Gordon Phillips, Gloucester; Virginia Mae Turpin, Norfolk; Elizabeth Genevieve Warwick, Norfolk.
- **Sophomores**—Ruth Kimmerle Harris, Newport News; Elizabeth Lee Mason, Norfolk; and Florence Ellen Reese, Atlee.
- **Freshmen**—Elizabeth Larmed Knight, Westfield, New Jersey; Bernice Amelia Mercer, Norfolk; Jessie Voight, Norfolk; Mary Eleanor Crane, Greenwood, West Virginia; and Elizabeth Kaminsky, Norfolk.

The literary societies are keeping up work on regular programs. Two new organizations are being formed on the campus—a Mathematics Club and an Art Club, each for the specialists.

Y. W. services have been particularly interesting this year and well attended. Other organizations frequently present programs at the Thursday night service.

The tea room continues in popularity, but is as yet un-named. A list of possible names suggested by students is now under consideration. Some predict that it will always be The Tea Room.

Work on the Schoolma'am progresses rapidly. All the individual photographs are taken; group pictures are now being made. Two tables are reserved in the dining room for the members of the staff; there they congregate and discuss deep secrets as they eat.—Not so many secrets are told at the French tables, but the young ladies there are learning the art of light conversation!