

WHERE DO YOU STAND ON THE CHILD LABOR AMENDMENT

THE fight over this movement is on. It will be one of the bitterly fought battles in American Constitutional history. In the white light of the struggle our opinions will be measured by the eternal principles of truth, justice, equality, and human liberty. The methods of the opposition are intrigue, prejudice, and misrepresentation—the very things against which education should stand like the Rock of Gibraltar. Let everyone who is trying honestly to make up his mind on this great problem ask the following questions of those who urge him to oppose the Child Labor Amendment:

1. Who are the friends of the measure? What are their motives?
2. Who are the enemies of the measure? Were they not also the enemies of compulsory school attendance? What are their motives?
3. Where did you get your facts?
4. Just what do you mean by "States' rights"? Would you put "States' rights" above human rights?
5. Is it good American citizenship to try to create a lack of faith in the Federal Government? Has it been less efficient and high-minded than the State governments?
6. Would you exempt from military service to the Nation in time of war the men who as children the Nation denied an opportunity for a fair start in life?
7. Do you think it is possible under present conditions to confine to the State of its origin the bent and broken human life that the exploitation of children leaves in its wake?
8. Do you believe that mature men and women should be required to compete with the commercially exploited labor of children?
9. Have you read the proposed Amendment itself? It does not prohibit child labor, but merely gives Congress power to deal with

the problem. Has any honorable citizen anything to fear by granting to Congress authority to deal with a recognized National evil?

10. Were it adopted, have we reason to believe Congress would go further than the standards of the two child labor laws that have been enacted and acknowledged to be good, although declared unconstitutional?

JOY E. MORGAN.

CURRENT EDUCATIONAL PUBLICATIONS

THE CHURCH AS AN EDUCATIVE FORCE

NATIONALISM AND RELIGION IN AMERICA, 1774-1789, by Edward Frank Humphrey. Boston: Chipman Law Publishing Company. 1924. Pp. 536.

From the beginning of American history down to within recent times the ministry has played a large part in the shaping of American policies. This influence of the Church as a factor in American history has been recognized by historians, but has never received the emphasis it should have.

Historians in reviewing American history have stressed different factors as being the "main-spring" of different periods, ranging all the way from the influence of individual men to economic causes, which are stressed today; but in no case has the pulpit been stressed as an educative force in American ideals. Yet we know that the ministry until recent times has freely voiced its opinion in political matters from the pulpit and has just as freely been consulted by government officials on matters of State.

Histories have been written on religion in America, but they either contain an inadequate treatment of the subject or are written from a denominational point of view. Professor Humphrey has considered the part played by religion in the creation of American nationalism.

In the Introduction to the book he points out very emphatically the need for such a work. In Part I he considers the action of the various churches in their contributions to the political independence. He takes up each denomination and considers the stand of that denomination in regard to independence. In Part II, his problem is the study of the nationalization of the churches and the influence which this process had in the creation of a national American conscience. He deals with the problem from the view of each church, but does not answer it in a satisfactory manner. In Part III, he deals with the problem of State and Religion.

The book is valuable chiefly because it calls attention to the need of histories showing the influence of the Church on American history.

J. N. McILWRAITH.

AN OUTLINE FOR SHAKESPEARE

OUTLINE GUIDE TO SHAKESPEARE, by Paul Kaufman. New York: The Century Company, 1924. Pp. 326. \$1.75.

Interest in Shakespeare as poet and playwright increases with the passing years. The tercentenary of his death (1916) and of the publication of the First Folio (1923) was but a signal for more zealous study than before of his works. The unprecedented demand, therefore, of teachers, scholars, and general readers for information that would throw light upon the plays from any angle has been met in a measure by the publication of many useful books. Every scrap of information, new or old, has been studied again and again. But information about the poet's life and his work is so voluminous, so widely scattered, and often so disconcerting to general readers that much of it is either unavailable or unusable. "The time has come, therefore," asserts Doctor Kaufman, "to assemble in comprehensive outline form abstracts and analyses which will serve to guide the study of Shakespeare."

This little guide to the study of the poet and his works contains more useful information on this big subject than any book of similar size yet published. Indeed it is astonishing to find so much packed within so narrow a compass. The subject is divided into eighteen chapters: There are facts and inferences about the poet's life, and documentary evidence to support most of them; brief, concise synopses of the plays; a literary and historical outline of Shakespeare's age; sketches of Shakespearean actors; and a comprehensive bibliography for the study of Shakespeare. Sources of the plays, time analyses, metrical analyses, grammar, pronunciation, vocabulary, and eleven illustrations make up this handy and useful guide.

The book commends itself alike to scholars and to general readers, because the subject is mastered in brief, thorough, and comprehensive manner. To those who have not ready access to some of the more extensive studies, this guide is indispensable.

C. H. HUFFMAN.

A COLLECTION OF HIGH SCHOOL VERSE

GLIMPSES—A NATIONAL ANTHOLOGY OF SECONDARY SCHOOL VERSE FOR 1923. Edited by Paul Sumner Nickerson. Middleboro, Mass.: Ambrose Press, Inc. Pp. 50. \$1.00.

For the past three or four years the best poetry written by high school children all over the country has been collected and published by Paul Sumner Nickerson, principal of the Middleboro High School, in a little bi-monthly magazine called *The Gleam*. The superior quality of this verse seemed to justify a more permanent form, so as an experiment, Mr. Nickerson has published an anthology of school verse for 1923, with the hope that an annual publication may make a place for itself.

The sixty selections which are included in this remarkable collection are representative of twenty different states and embrace many more different

themes. In this little book we hear the voice of the country, the city, the sea, the mountains, and the plains. Most of the poems are lyrical in form and surprising in style and depth of thought. Much of it is free verse, but ingenious rhyming schemes also abound. Color, youth, joyous freedom, and that feeling of beauty which is so poignantly sweet to the adolescent pervade the whole volume. One sometimes wonders while reading, with how many embryonic Edna St. Vincent Millays, Richard Le Galliennes, and Walter de La Mares one is becoming acquainted.

In his introduction Mr. Nickerson says that the function of *Glimpses* and *The Gleam* "is not the manufacturing of poets, but the broadening, deepening, and refining of young lives at an impressionable age through stimulating a more general appreciation of poetry." This recognition of efforts made by children is one of the very best ways to stimulate a general appreciation of poetry. Many high schools all through the country are finding so much pleasure and inspiration in both the monthly magazine and *Glimpses* that it seems that every teacher of vitalized modern English in the upper grades and high school should have this small volume on her desk.

MAMIE OMOHUNDRO.

IMPROVEMENTS IN SPELLING

INDIVIDUAL SPELLER, by Carleton W. Washburne. Yonkers, N. Y.: World Book Co. 1924. Pp. 80.

SUPERVISED STUDY SPELLER, by Willard F. Tidyman. Yonkers, N. Y.: World Book Co. 1923. Pp. 128.

Mr. Washburne's *Individual Speller* is all that the name implies—a plan for teaching the individual to spell, with particular directions for its use. The accompanying guide for the teacher shows how to check on the progress of each pupil and how to manage the review at regular intervals.

Since only the most frequently used words are included, the list is short enough to be taught in grades three, four, five, and six with comparative ease. Time is left, then, for each child to learn to spell the words not in the list, but which he needs in writing. The blank space left for recording such words is the outstanding feature of the book.

Dr. Tidyman's book contains a scientifically selected list of 3,250 words grouped according to difficulty for use in the first seven grades. There is a "standard" test provided by which the spelling ability of a class may be measured at the end of each half-year.

In addition to exercises for following correct study habits, the author has prepared specific directions for the pupil's use in studying.

MARIE ALEXANDER.

A STANDARD TEXTBOOK REVISED

NEW BIOLOGY, by W. M. Smallwood, Ida L. Revaley and Guy A. Bailey. New York: Allyn and Bacon. 1924. Pp. 762. \$1.60.

This volume presents the fundamental functions of living things in so simple and clear a manner that any high school child may understand it and enjoy reading it.

It aims to give the pupil a general notion of the plant and animal world, by studying a few typical

forms, including the way in which these organisms live, their relationship to one another, their dependance upon the physical world, and man's power to control them. The practical and economic aspects are stressed throughout.

The book is replete with illustrations which are an organic part in the presentation of the subject matter. Thirteen portraits of prominent biologists are shown, including a brief description of the life and work of each. Other interesting features are the projects, field and laboratory work suggested, outlines, summaries, and references given at the end of each chapter and the glossary at the end of the book. It is an attractive book, made to endure pupil use.

New Biology may be used in the ninth and tenth grades of junior and senior high school and in the first and second year of the four-year high school.

BERTHA WITTLINGER.

NEWS OF THE COLLEGE AND ITS ALUMNÆ

NEWS OF THE CAMPUS

Athletics have been in a state of vociferous activity during the past month, owing chiefly to the keen rivalry which has developed between the various classes. Particularly have the class basketball games been accompanied by abundant excitement.

When the Freshmen beat the Juniors the week before Thanksgiving by a score of 39 to 33, spectators saw one of the best played games of the season. A week later the Sophomores beat the Juniors still more decisively by a score of 50 to 35. The final game on November 29 was the Sophomore-Freshman contest, which was the peppiest of them all. The gym was in gala attire and the rooters were "pepped to the limit." The Freshman team made the first score and kept ahead for more minutes than the Sophomores liked. At the end of the half, the Sophomores were ahead 10-14. The Sophomores tightened up in the second half, but were not able to prevent the Freshmen scoring. The final score was 21-13.

Following the class games Mrs. Johnston made up the Varsity squad and arranged for the training tables. The Varsity schedule has not yet been completed, but arrangements have been closed for one game which bids fair to arouse special interest—a game with the girls' team of the George Peabody College for Teachers, at Nashville, Tennessee, on February 19. Those on the squad are: Centers—Blanch Clore, Frances White, Doris Kelly, Virginia Harvey, Ruth Nickell, and Helen Bargamin; Guards—Mary Miller, Sadie Harrison, Lorraine Gentis, Virginia Jackson, Carolyn

Weems, and Phyllis Jones; Forwards—Jessie Rosen, Wilmot Doan, Elise Taylor, Mary Phillips, Thelma Hager, and Virginia Turpin.

On the hockey field teams were not organized by each class. Only the one class game was played, and that was between the Sophomores and Freshmen on Saturday, November 22, when the Sophomores won by a score of 9-0. This game had been preceded one week by Harrisonburg's first intercollegiate hockey game, played with the girls of Westhampton College. Here, on a slippery field and between cold showers, Harrisonburg was defeated by a score of 4-1.

Harrisonburg's captain was Ruth Ferguson, a native of Bristol, England; coming from a land where hockey is a favorite sport, Miss Ferguson made interesting "news" for the city papers, and her picture appeared in Richmond, Roanoke, Norfolk, and Baltimore newspapers, as well as others.

The presence here of thirty-five foreign students of Teachers College, Columbia University, made of Armistice Day—November 11—a red-letter occasion, for representatives of five nations spoke at our assembly exercises and their physical presence brought out strikingly the thought of a day when, through education, sweet reasonableness may prevail and swords may be beaten into plowshares.

The visitors, many of them distinguished educators in their own countries, were given their first taste of this country through the bounty of the International Institute of Teachers College. Countries represented in the party were India, Russia, Australia, Arabia, China, Korea, Japan, Poland, Bulgaria, Austria, Czecho-Slovakia, Porto Rico, Mexico, England, and France.

The visitors were in Harrisonburg as members of a party conducted by Professor Thomas Alexander, of Columbia University, and visited also the College of William and Mary, the University of Richmond, and the University of Virginia. After spending the morning in the local training school, the students were entertained at luncheon by the Harrisonburg Rotary Club and later visited the Shenandoah Caverns. Returning to Harrisonburg in time for dinner, they joined the student-body in the dining room, and afterwards went to the reception room of Alumnæ Hall, where they met representative students and members of