

In promoting this study the American Child Health Association aims primarily to gather all valuable data developing from health programs being directed by individual schools. The achievements and suggestions offered by the schools submitting programs will be published in a report to serve as a source of material for other schools in the country that need advice and assistance. The committee will announce the three winning schools at the beginning of the school year in September. The Association is offering one thousand dollars to be divided among the three schools contributing the most valuable programs. This award is to be used to further the health program of the school.

The salient points on which the committee will make their recommendations are: 1—Health Training and Instructions (the development of good health habits, desirable attitudes and practical health knowledge). 2—Hygienic Arrangement and Administration of the School Program for the Pupil and Teacher; 3—Physical Training Program; 4—Hygiene of the School Plant. The schools have been entered each under a code number in order that the committee may rate the schools with unbiased opinion.

## BOOKS

### WHAT SHOULD ENGLISH TEACHERS TEACH

THE SOCIAL OBJECTIVES OF SCHOOL ENGLISH, by Charles S. Pendleton. Nashville, Tenn.: Published by the author. 1924. Pp. 225. \$2.50 postpaid.

Is correct spelling the first end and aim for the teacher of English to hold to? Is speaking in complete sentences the second great objective? Is writing English which is grammatically correct the third?—Such is the group judgment of eighty trained teachers of English, teachers of professional standing, whose assistance Professor Pendleton had in the evaluation of the list of aims he submitted to them.

These aims the author collected to the number of 1581—count them! 1581—by drawing on the following sources: direct statements of English teachers, direct statements of other educators, articles pertaining to English in important educational periodicals, standard general writings on education, standard volumes on English and the teaching of English, state and city courses of study, and widely used school textbooks.

The mere accumulation of these aims is a noteworthy achievement, for the author has listed them as compactly-worded statements, expressed in terms of habits, abilities, skills, and attitudes. If efforts to define and focus the English curriculum lie just ahead of us, certainly those who undertake such a task will find in this study a solid beginning.

Indeed, one wonders, after an examination of the 1,581 aims, whether English teachers may not have been too zealous in their efforts to extend their usefulness. Surely, it is an astonishing accretion by which what we call "English" has grown in the last ten or fifteen years. "Taking in too much territory" is not only sometimes a tactical error; it may even be a blundering step that ends in scotching us.

Certainly the eighty representative teachers consulted in this investigation placed a large emphasis on the formal objectives of English teaching.—But what, we may ask, will it profit a pupil if he gain only formal correctness and miss the adventure, the joy, of self-expression?

English teachers everywhere need to ask themselves, "What price mechanics?"

C. T. LOGAN

### A USEFUL OUTLINE

BACTERIA IN RELATION TO MAN, by Jean Broadhurst. Philadelphia: J. B. Lippincott Co. 1925. Pp. XVI and 306.

This book is intended for use by classes in introductory microbiology and is especially adapted for use by home economics students. It is written in outline form and



combines textbook and laboratory material.

The first part of each chapter consists of an excellent lecture and reading outline. This is followed by directions for the demonstration and laboratory exercises, a good part of which are for demonstration. These are clear and practical. Numerous excellent illustrations are included. At the end of the chapters are listed books, valuable reports and publications for reference; also review and study questions. An appendix, glossary and key for some of the common bacteria are useful additions. An excellent introductory chapter on "Work with the Microscope" will be appreciated by the teacher.

The practical, rather than the technical, is stressed throughout. The book is most useful, however, when the student has access to some of the standard texts and other references mentioned.

BERTHA WITTLINGER

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#### SCIENTIFIC, ENLIGHTENING, READABLE

THE CHILD: HIS NATURE AND HIS NEEDS. Edited by Children's Foundation. 1924. Pp. 516.

"The Children's Foundation," says a foreword statement, "has for its objects the study of the child and the dissemination of knowledge promotive of the well-being of children. It came into existence at Valparaiso, Indiana, late in 1921, when a charter was granted to it by the State of Indiana as a corporation not for profit, and a gift was made available to its trustees for effecting its organization and developing its program of work."

This book is the first contribution of the Children's Foundation, and may be obtained by subscribing one dollar to the publication fund of the Children's Foundation. A second survey, now in preparation, will appear late in 1925. It will deal with the child and his life in the home.

Edited by Dr. M. V. O'Shea, of the Uni-

versity of Wisconsin, the volume is made up of twenty-one chapters written by authorities of national reputation in their special fields. Some of the contributors are Dr. Bird T. Baldwin, State University of Iowa; Dr. Walter F. Dearborn, Harvard University; Dr. H. H. Goddard, University of Ohio; Dr. Leta S. Hollingsworth, Teachers College, Columbia University; John J. Tigert, United States Commissioner of Education. Several chapters relating to the health of the child have been contributed by physicians who are specialists in this field.

The book consists of three parts, each dealing with the present status of our knowledge (1) of Child Nature, (2) of Child Well-being, (3) of Education.

Part I. In the opening chapter Dr. Baldwin aims to show how the gap between recent findings in psychology and educational practices may be bridged. He gives the outstanding contributions of recent years that combine theory and practice in education and cites some of the best plans which have been tried out. Very brief descriptions of such plans as the Dalton, the Batavia, the Winnetka, the Mannheim, and the Platoon are given. This chapter is followed by excellent discussions of the child's instincts and impulses, development of the intellect and morals, social traits, the child's mastery of the arts of expression.

Part II. Dr. Goddard introduces this section of the book by facing the fact that the anti-social element is increasing and the burden of the insane and the feeble-minded is becoming heavier. This he attributes, not to any cause or group of causes, but to in-born tendencies which have not been sufficiently modified to fit into present world needs. In a better understanding of child nature and capacities, and better educational facilities for developing the individual needs, lies the hope of the future.

Dr. Goddard groups children roughly into four classes: the normal or average, the sub-normal or feeble-minded, the super-normal, and the sick or unstable child. The



succeeding chapters of this section deal largely with these groups. Special attention is given to the relation of nutrition to mental development; prevention, the best treatment of certain forms of nervous and mental disturbances; responsibility of parents and physicians to children of pre-school age; the adolescent period and its problems.

Part III. The first of these five chapters is written by Commissioner Tigert, the others by Dr. O'Shea. Here is shown the need for bringing educational practice up to educational theories. Changes in the objectives of education involving changes in courses of study and methods of teaching are constructively discussed.

To the teacher, this book will prove to be a good review of recent findings in child study, educational theories and practices. The bibliographies given for each chapter will be most helpful to all teachers of education.

To the parent, this book is of untold value. It is the work of experts written in non-technical language putting before the reading public the findings of educational research, giving parents a more human understanding of their children and a better knowledge of the aims of our educational system.

PEARL POWERS MOODY

#### WHY LIBRARIANS CHORTLE

A READER'S GUIDE BOOK, by May Lamberton Becker. New York: Henry Holt and Company. 1924. Pp. 374. \$2.75.

For several years questioning readers have found solace and aid in a column called "The Reader's Guide," published first in the *Literary Review* of the *New York Evening Post*, and now in the *Saturday Review of Literature*, its successor. The editor of this column is Mrs. May Lamberton Becker, who has recently summarized these years of advice in the "Reader's Guide Book."

Librarians everywhere will hail with joy this most valuable addition to their lists of "best books." An astonishing breadth and

depth of knowledge was required to cover so many subjects so well—and much human sympathy, to realize so well the needs of readers. These are not just dead lists of books, arranged by subject. The entire book has a live, humorous, and conversational flavor, and each book recommended has a description that gives it a personality. The professional touch is seen only in the fact that the author is practical enough to name the publisher of each book mentioned.

The average reader will not read this book from cover to cover, for the reason that the average reader is not interested in as wide a range of subjects as Mrs. Becker. But let him turn to the chapter that discusses his particular hobby, and it will be hard to pry him loose. It is more than likely, too, that he may discover a new hobby, for Mrs. Becker's enthusiasm is contagious. She not only advises you what to read, but makes you eager to follow her advice. Who could help chasing to the nearest library for something of Fabre's, after reading this, in the section on nature books for children?—"I think I have normally less interest in insects than in almost anything else, but let me read ten pages of Fabre and I feverishly pursue their lives and loves through the whole book, and leave off determined to spend hours every day watching bugs."

To English teachers, librarians, and others who are called upon to give advice on reading to literary societies, to women's clubs who want to pursue a course of study, to anyone interested in reading but uncertain what to read, Mrs. Becker's book will be invaluable.

VIRGINIA HARNSBERGER

#### THE TEN BEST

SUPERLATIVES, by Grant C. Knight. New York: Alfred A. Knopf. 1925. Pp. 197. \$2.00.

The Inquisitive Reporter is at last justified, if to the stimulus of "What are your ten favorite novels, professor?" the author responded by building the framework of



this volume. For he has done just that—listed ten great novels, containing ten characters, each superlative of its kind.

As a device for piquing the interest of college students, arousing a desire to read the novels critically, these essays are excellently done. Mr. Knight has skillfully touched on the elements of literary criticism, and through judicious allusions has compared and contrasted other great novels and novelists with those he has studied more intently.

Even were one disposed to quarrel with Mr. Knight's selection, he would find in the volume a sweet reasonableness that fits it admirably for its prime purpose in the novel class. The ten superlatives are:

The Greatest Rogue—Moll Flanders (in Defoe's *Moll Flanders*.)

The Most Terrible—Heathcliff (in Emily Brontë's *Wuthering Heights*.)

The Happiest—Jane Eyre (in Charlotte Brontë's *Jane Eyre*.)

The Most Tragic—Doctor Lydgate (in George Eliot's *Middlemarch*.)

The Most Unreal—Diana (in Meredith's *Diana of the Crossways*.)

The Most Humorous—Mr. Pickwick (in Dickens's *Pickwick Papers*.)

The Greatest Lover—Vanamee (in Norris's *The Octopus*.)

The Most Memorable Children—Miles and Flora (in James's *The Turn of the Screw*.)

The Most Pitiful—Kate Ede (in George Moore's *The Mummer's Wife*.)

The Greatest Hero—Peyroll (in Joseph Conrad's *The Rover*.)

C. T. LOGAN

## CONSOLATION AND INSPIRATION

TEACHING JUNIOR HIGH SCHOOL MATHEMATICS, by Harry C. Barker. Boston: Houghton Mifflin Company. 1924. Pp. 137. \$1.20.

Since the time has come when school systems must give heed to the reorganization of mathematics, the viewpoint set forth here is both a consolation and an inspira-

tion. The teacher who prides himself on conservatism finds in it only reasonable modifications of his honored curricula, while the one who dashes into new fields with zest and intrepidity feels in these pages sympathy and encouragement. Very deliberately and logically arithmetic is shorn of many of its hours, while algebra and geometry are cut to fit into the time so that a pattern of mathematics, perfectly suited both to vocations and college, becomes the possession of the pupil.

Pages 90, 91, and 92 are given to an expression of the pupil's attitude, supposedly by a pupil. His enthusiasm for the new course of study for the junior high school mathematics is endorsement enough.

ETHEL SPILMAN

## SOME TESTS FOR THE MEASUREMENT OF INTELLIGENCE

THE MILLER MENTAL ABILITY TEST, by W. S. Miller. New York: World Book Co.

This is a test for measuring the intelligence of high school pupils, but may be used as low as the seventh grade. It is a result of six years of experimentation in individual and group examination of high school pupils, having been given to over 6,000 high school pupils to establish standards. It has been used four years as a basis for classifying entering pupils in the University of Minnesota High School; its value as a basis for predicting success in high school work has been clearly shown.

Test I is a combination of the disarranged sentence test and the directions test, and eliminates the element of guessing which characterizes so many disarranged sentence tests. The items are arranged in the order of their difficulty.

Test II is a controlled-association test which also serves as a vocabulary test of 200 words arranged in the order of difficulty.

Test III is an analogy test consisting of forty judgments.



While there is a time set for each test, it is a liberal one and ought not to enter into the results greatly. The time necessary to give the test should not be more than one-half hour over all. A manual of directions and a key goes with the tests. There are two forms, A and B.

THE DEARBORN GROUP TESTS OF INTELLIGENCE, by Walter F. Dearborn. Philadelphia: J. B. Lippincott Co.

These tests are arranged in two series: Series I is designed for use in grades I to III inclusive and Series II for grades IV to XII inclusive. Each series is divided into two examinations to be given a few days apart, the sum of the credits on the two examinations being the pupil's score.

The title of each examination is Games and Picture Puzzles. They consist largely of pictures which have things to be done to them, test the child on analogy, sequence, vocabulary and ability to follow directions. They also measure judgment.

An advantage is that the child's ability to read is not a factor of influence in the result.

CLYDE P. SHORTS

### BRIEF REVIEWS

EXERCISES IN BOOKKEEPING AND BUSINESS PROBLEMS, by Harold E. Cowan and Harold W. Loker. Boston: Ginn and Company. 1924. Pp. 196. 60 cents.

Sixty-two exercises with numerous worksheets, bound in a pad, perforated. The exercises are designed for use in the first-year bookkeeping course, and offer a convenient and stimulating device to the teacher of bookkeeping.

THE JONES COMPLETE COURSE IN SPELLING, by W. Franklin Jones. Chicago: Hall & McCreary Company. 1924. Pp. 227.

The latest volume in the series of Jones spelling books contains work for years two to eight in the graded school. Novel devices include pictures for self-dictated words, and words with one letter omitted. The author has provided a number of "contextual drills," in which the words are used in sentences. This is a very complete piece of work in the spelling field, and seems to point to an improved spelling standard among school children.

WHAT IS AMERICANISM? by G. M. Wilson. New York: Silver, Burdett and Company. 1924. Pp. 330.

Designed to "put real meat and substance into the outlines of history," this volume offers not

preachments on Americanism, but rather the actual words of the makers of our history. In addition to speeches and messages by all our presidents since Garfield, there are sections of the book presenting the ideals of the founders—Webster, Jackson, Adams, Marshall, Jefferson, Hamilton, Washington, Henry—and the ideals of later statesmen and leaders—Lane, Gompers, Mrs. Catt, President Eliot, Grady, Emerson, Franklin. Between the prose selections are interspersed patriotic poems.

DYNAMICS OF TEACHING, by Henry Edward Thralle. New York: George H. Doran. 1924. Pp. 190. \$1.60.

By emphasizing the dynamics of teaching, the author makes the teaching profession seem vital and real. The book is simple, untechnical, inspiring. Every teacher in service as well as those anticipating teaching will find profit in this volume.

THE SLIDE RULE, by H. T. Erickson. Milwaukee, Wis.: The Bruce Publishing Co. 1924. Pp. 32. Paper cover. 32 cents.

Slide rule fundamentals for drafting students.

WOOD-FINISHING, by Harry R. Jeffrey, Peoria, Ill.: The Manual Arts Press. 1924. Pp. 177. \$1.50.

Underlying the author's treatment is the conception that wood-finishing is a fine art; that something beautiful must be created as well as something practical. A textbook for the school shop. The more important processes are illustrated by photographs.

## NEWS OF THE COLLEGE AND ITS ALUMNAE

### NEWS OF THE CAMPUS

Not until March 14 was the basketball season closed, this lone March game being played at Farmville. A 24-17 victory for Harrisonburg, although the third quarter had ended with Farmville one point ahead, the score standing at 15-16, made the perfect "happy ending."

For two seasons the Harrisonburg tossers have played a consistently strong game, winning 14 out of the 17 games played and tying one game. Scores for the past season were as follows:

H. T. C.	Opponents
28—	Bridgewater College ..... 3
49—	Bridgewater College ..... 15
38—	Farmville Teachers College ..... 19
24—	Radford Teachers College ..... 24
38—	Roanoke Y. W. C. A. .... 19
5—	Radford Teachers College ..... 22
16—	Peabody Teachers College ..... 21
39—	Tennessee University ..... 18
24—	Farmville Teachers College ..... 17

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