

REVOLUTIONARY LEADERS WERE WELL EDUCATED

Twenty-three of the 56 signers of the Declaration of Independence were college-bred men, nearly all of them graduates, according to *School Life*, a publication of the Department of the Interior, Bureau of Education. Harvard was represented by 8; William and Mary by 3; Yale, 3; Cambridge (England), 3; Princeton, 2; "Philadelphia," 2; Edinburgh, 1; Jesuit College at Rheims, 1. Sixteen others received "excellent" or "classical" education, one of them at Westminster School, London. Two obtained all their formal instruction from tutors; and 16, including Franklin, Wythe, Roger Sherman, and Robert Morris, had but little schooling.

BOOKS

COURAGE OLDER THAN SPELLING

THE FAIRFAX LINE—THOMAS LEWIS'S JOURNAL OF 1746. With footnotes and an index by John W. Wayland. New Market, Virginia: The Henkel Press. 1925. Pp. 97. \$1.50.

Another valuable contribution to Virginia pioneer history was made by Dr. Wayland when he edited *The Fairfax Line*. This book is a verbatim copy of Lewis's original flickering light of the campfire, as he, with journal, the entries in which were made, most likely, day by day, in 1746, by the flickering light of the campfire, as he with a party of other surveyors pressed through almost unbelievable difficulties to survey the boundary of Lord Fairfax's domain. The paging, the quaint abbreviations, and the astonishingly bad spelling, are undisturbed in the printing, and give to the book a charm of its own.

There are just sufficient notes and explanatory material to bring a greater interest, understanding, and appreciation of the journal. But a map of the region described, showing the present location of towns and the probable route followed by the surveyors, would add inestimably to the enjoyment of it.

JOHN C. MYERS

GOOD CITIZENSHIP MEANS CHARACTER

CONDUCT AND CITIZENSHIP. By Edwin C. Broome and Edwin W. Adams. New York: The Macmillan Company. 1926. Pp. 422.

Citizenship is somewhat a matter of habits of conduct built in the early years. But to give such habits permanency in times of stress, there must be added an intelligent understanding of our national institutions. To supply such an attitude is the purpose of this civics text for the junior high school.

Conduct and Citizenship is markedly sound in two respects. First, the authors are in line with current psychology in thinking that integrity of personal character and good citizenship are interwoven. "The person with the highest ideals, with the best principals of life and conduct, who is best disposed towards his neighbors, will be the best citizen." Second, they tend to state the facts in the situation and leave the boy or girl to make up his own mind as to his personal obligation. They thus produce a book much less "preachy" than the usual book of this type, and consequently apt to do far more in directly influencing the ideals of pupils. In other words, the book is wholesome.

KATHERINE M. ANTHONY

EXAMINATIONS THAT EXAMINE

THE IMPROVEMENT OF THE WRITTEN EXAMINATION. By G. M. Ruch. Chicago: Scott, Foreman and Company. 1924. Pp. 193. \$1.80.

PREPARATION AND USE OF NEW-TYPE EXAMINATIONS. By Donald G. Paterson. Yonkers-on-Hudson, N. Y.: World Book Company. 1925. Pp. 87. 60 cents.

RESEARCH FOR TEACHERS. By Burdette Ross Buckingham. New York: Silver, Burdett and Company. 1926. Pp. 386. \$2.20.

These three books on the newer technique of the examination would make a good working library on the subject for both principal and classroom teacher. They are all alike in that they are clearly written, free from unnecessary technical language, concise, and cover the ground indicated in their respective titles.

Ruch's is not an absolutely new book, but one of the best in the field. After discus-

sing the function of the written examination the author considers the characteristics of a good examination. The two chapters of the greatest interest are those on "Types and Construction of the Newer Objective Examinations" and "Experimental Studies of Several Types of Objective Examinations." In the latter chapter examples are given of the same subject matter incorporated in the different types of the newer examinations where comparison may be made of the usability of each. The reliability of each is then discussed, based on careful experimentation. The closing chapter concerns statistical methods relating to examination technique.

Paterson's is a little book as near worth the money as any that has come off the press in many a day. There are just six chapters, but they are filled with information much of which is not to be found in any other book. The two chapters that stand out are "Common Forms of New Type Questions," in which a survey of all the newer forms of examinations is made, and "Advantages and Disadvantages of Each Form of Question," in which all are compared impartially. Teachers of psychology will be interested in the last chapter in which the author illustrates the new type of examination applied to psychology as the subject matter.

Buckingham has written especially for the teacher in the elementary field. He brings together in an accessible way some of the results of research work which the classroom teacher will find most helpful. The author places at the classroom teacher's door the obligation of educational research. The treatment of the subject follows the order found in most of the books on the general discussion of testing, statistics, intelligence tests, educational tests, new-type examinations, grouping and classifying pupils, educational meaning of failure, and individual differences. The last chapter departs from the ordinary treatment in the consideration of the teacher as a research worker.

CLYDE P. SHORTS

TEACHABLE

THE SMITH-BURDGE ARITHMETICS. By David Eugene Smith and Howard Griffith Burdge. Boston: Ginn and Company. 1926. Primary Book, Grades 3 and 4. Pp. 330. 76 cents. Intermediate Book, Grades 5 and 6. Pp. 330. 80 cents. Advanced Book, Grades 7 and 8. Pp. 426. 92 cents.

In these books certain features appeal to the reader at once. First, the mechanical make-up, the good printing, the clear type are attractive. Secondly, the arrangement of the subject matter of the text, while it follows to a certain extent the old topic form, differs from it in that each new topic is introduced in the form of a reading lesson, explaining the need of the topic and the method of solution of the problems arising in it. In general the text follows the present educational tendency in the teaching of arithmetic, meeting the suggestions of the committee of the N. E. A. on the revision of arithmetic.

The books are well graded, and through each is scattered a series of drills and tests which should be invaluable to the teacher. On the whole, this set of books appears to me to be the most teachable I have examined in the last four years.

HENRY A. CONVERSE

MAGIC CASEMENTS

MAGIC CASEMENTS. Compiled by George S. Carhart and Paul A. McGhee. New York: The Macmillan Company. 1926. Pp. 727.

This collection of poetry, as its apt title indicates, is designed to present poems which boys and girls will like and which will lead them to read more poetry. Its four parts correspond roughly to the four years of high school. Its compilers are teachers in the East High School, Rochester, N. Y., where they have evidently tried out the effectiveness of the material here included.

Beginning with poems of spirit and adventure by Carman and Hovey and Stevenson and Masfield, the editors build an enthusiasm that has something to stand on when in the fourth year pupils are confronted with the subtler rhythms and images of

Keats and Shelley and Wordsworth and Milton. (Milton, be it noted, these teachers have reserved as the last poet studied; his *Lycidas* closes the volume.)

The charm of the volume lies in its defiance of anthology conventions. Poems are not grouped by period, by nationality, by theme, by author, by type. The fundamental principle is to save the hardest till last. Thus, in the words of the Introduction, poetry will seem "not a task, a discipline, a duty, a test of cultivation, a classroom subject necessary for graduation, but an opportunity and a joy, like swimming or tennis—and, like them, not always easily mastered."

C. T. LOGAN

NOT A GAZETEER

THE UNITED STATES. By James Fairgrieve and Ernest Young. New York: D. Appleton and Company. 1925. Pp. 469.

This fourth book in the *Human Geography by Grades* series is organized on the same general plan with the earlier books; that is, the material is grouped around "guide lines" or central topics. "Facts have been chosen to illustrate geographical principles and not to compile a juvenile gazetteer." For this reason the book will serve as a valuable supplementary reader in geography as well as a basal text.

The books in this series are of a size that a child can handle, 5x7½ inches. They are written in a clear, attractive style and, are well illustrated. In fact, the diagrams and maps are most unusual.

KATHERINE M. ANTHONY

OTHER BOOKS OF INTEREST

THE HISTORY OF ARITHMETIC. By Louis Charles Karpinski. Chicago: Rand McNally & Company. 1925. Pp. 200.

To one who is not familiar with the development of the number system in common use, and of its application to the solution of the problems of life, Karpinski's *History of Arithmetic* comes as a revelation.

The difficulties encountered by our ancestors in the solution of even the simpler problems are

given in a way that makes us thankful that we live in this day of simplified methods.

The reproduction of sample pages from the earlier textbooks of arithmetic and the quaint woodcuts with which they were illustrated make for the reader a collection of mathematical antiquities which is of no little interest, while the hieroglyphics of the Egyptians, Babylonians, and Aztecs add further to the interest of the book.

CHOICE RHYTHMS FOR YOUTHFUL DANCERS. By Caroline Crawford, with music by Elizabeth Rose Fogg. New York: The A. S. Barnes Co. 1925. Pp. 103. \$3.00.

An interesting collection of rhythmic dances that should appeal to the dramatic instinct of small children.

The music is well selected with a great variety of subjects that are interestingly chosen. These also give thought on which to work out other dance steps.

Among the dances most easily interpreted are The Swinging Step, The Joy of Morning, The Funny Swagger, Dance of the Highlands, and A Spring Dance. Altogether a delightful selection of rhythms.

M. E. C.

TEXTBOOK OF PHYSIOLOGY. By William D. Zoethout. St. Louis: The C. V. Mosby Co. 1925. Pp. 616. \$4.50.

If you are looking for a textbook for Introductory College Physiology classes, this book will meet your needs. Clarity and comprehensive treatment are outstanding characteristics, thus requiring less reference reading than many books of its kind. Much practical information is given. For instance, the section on sight explains in detail the physics needed for the student to understand the work of the lens and use of glasses. There are numerous illustrations. The book may be used in the half or one year courses.

TOPICAL OUTLINE OF AMERICAN HISTORY. By Albert M. Mallin. New York: Globe Book Company. 1926. Pp. 124. 80 cents.

A manual in outline form presenting American history by topics. It is intended primarily, perhaps, for use in review, for it presupposes the study of the textbook by the usual chronological method. Considerable space is devoted to the topics which are receiving much attention today; social, economical, political, and international aspects of our history are stressed. Questions and jobs on each topic and six specimen examinations covering these topics are included. A most helpful book for the review of American history in the high school.

THE STORY OF OUR COUNTRY. By Ruth West and Willis Mason West. New York: Allyn and Bacon. 1926. Pp. 518. \$1.80.

Pictures, maps, and graphs distributed over one-third of the pages of an elementary American history will certainly make it a more appealing textbook to the elementary school child than is the average history textbook. Numerous "Suggestions and Projects," queries, references, and exercises will aid to make it popular with teachers.

This elementary textbook combines both these desirable features and is at the same time written

in a natural and easily read style. The story is told simply and clearly. It shows the steady growth of democracy, the development of culture, and the industrial progress of our country during the last hundred years. At times the narrative is woven around some figure of national importance, as Columbus, Washington, Lincoln.

AFTER TESTING—WHAT? By Hobart M. Corning. Chicago: Scott, Foresman and Company. 1926. Pp. 213.

Supt. H. C. Corning has completely re-organized the Trinidad, Colorado, schools on the basis of homogeneous grouping after testing. To those who think this sort of grouping the way out of our educational maze, his clear concise account of the working out of the scheme will be most stimulating.

Supt. Corning's basis for the grouping is somewhat unusual: "Classify vertically by mental age and then classify horizontally by intelligence quotient."

THE TEACHER'S TECHNIQUE. By Charles Elmer Holley. New York: The Century Company. 1922, 1925. Pp. 378.

A general survey of the problem of technique in the upper grades and in the high school. Readable, but not particularly stimulating.

NORTHWARD HO. By Vilhjalmur Stefansson and Julia Augusta Schwartz. New York: The Macmillan Company. 1925. Pp. 181.

Although this book is an adaptation from various writings of Stefansson's, Miss Schwartz has done her work so well that it is a complete story. Good for a supplementary reader in the study of the far North, or as legitimate food for the upper grade child's hunger for "thrills."

BOOK OF MODERN ESSAYS. Compiled and edited by John M. Avent. Boston: Allyn and Bacon. 1924. Pp. 244. \$1.20.

An admirable volume originally published in the "Modern Library for High Schools" of Boni and Liveright, now reissued in the series of "Academy Classics" of Allyn and Bacon.

Its tone may be seen from a list of essayists included: William James, E. V. Lucas, H. S. Canby, Chesterton, Agnes Repplier, van Dyke, A. C. Benson, Walter Prichard Eaton, le Gallienne, Crothers, Conrad, Woodrow Wilson, and van Loon.

JOHNNY GOES A-HUNTING. By Cyrus Lauron Hooper. Chicago: Rand McNally Company. 1925. Pp. 200.

A fanciful tale of a small boy's attempt to kill Mr. Bear.

GRADED DRILL EXERCISES IN CORRECTIVE ENGLISH. By William A. Boylan and Albert Taylor. New York: Noble and Noble. 1926. Book One, Grades 4 and 5. Pp. 82. 50 cents. Book Two, Grades 6 and 7. Pp. 103. 58 cents. Book Three, Grades 8 and 9. Pp. 131. 65 cents.

In line with the general movement today to provide material for correct habit formation. These three books contain an abundance of drill material in which pupils learn by repetition correct language forms. Upon the teacher depends to a great measure the effectiveness of this material,

however; a dull teacher can blight such books. But then no drill work is fool-proof!

PROBLEMS IN BLUEPRINT READING. By Drew W. Castle. Peoria, Ill.: The Manual Art Press. 1926. Pp. 87. \$1.44.

Based on the assumption that reading the printed page and reading a mechanical drawing are psychologically similar, this book teaches blueprint reading without giving instructions in drawing.

A PARENT'S GUIDE TO CHILDREN'S READING. By Mary Graham Bonner. New York: Funk and Wagnalls Company. 1926. Pp. 177. \$1.75.

Annotated book lists classified under these heads: Imaginative Books, etc.; Books for Children from Four to Eight; Books of History and Historical Romance; Books of Nature, etc.; Boys' and Girls' Stories; Poetry for Children; Other Books not listed.

GREAT RIVERS OF THE WORLD. By Wilson S. Dakin. New York: The Macmillan Company. 1925. Pp. 204.

A study of the world's great rivers emphasizing their influence on man. Well written with plenty of valuable detail chosen to facilitate the problem attack.

TOPSY TURVY TALES. By Mildred Batchelder. New York: Charles Scribner's Sons. 1926. Pp. 90.

An account of the adventures of the kitten Topsy Turvy and his friends. A silent reader for young children.

NEWS OF THE COLLEGE AND ITS ALUMNÆ

NEWS OF THE CAMPUS

Field Day, May 22, was the big day of the third quarter for the Athletic Association, and the events were more interesting and exciting than usual. Each class was represented, and although the honors for individual events were divided, the Sophomore Class won the day by having the highest number of points.

Another "day" celebrated on the campus this month and new in the annals of H. T. C. this year was the Junior Class day. The rest of the week was considered Junior Week and ended with the class stunt, a play, "The Smyle Shop," written by Mildred Reynolds, of Roanoke, a present Junior.

There is yet another "day" in May—naturally, May Day. Mary Green, of Greenville, was crowned queen and from her throne saw episodes from Shakespeare given.