CURRENT EDUCATIONAL PUBLICATIONS

NEW IDEAS TO BE EMBRACED

THE TEACHING OF ARITHMETIC, by N. J. Lennes. New York: The Macmillan Company. 1923. Pp. 476. $2.00.

This is not just one more book on the teaching of arithmetic, but a sane careful study of the general problems bearing on the teaching of arithmetic (part I), and of particular problems in teaching of arithmetic which arises in the minds of all teachers (part II).

The author, a thorough mathematician, discusses in part I the effects of learning which "carry over" into fields not specifically covered in the educative process; the way in which learning in school differs from learning out of school; the native interest of the young child as related to arithmetic; the change in interests as the child passes through the grades—all as related to arithmetical questions.

Whatever conclusion is reached on these matters, the teacher finds himself beset with such definite questions as: What are the main purposes to be achieved in a school course in arithmetic? How should the fundamental operations be learned? How should the solution of problems be developed? What are needs for arithmetic in the home and on the farm and how may these be met? How may the teacher test the results of her teaching?

In part II the author treats these and numerous other live questions in sane and forward-looking manner.

In many places the treatment is so unorthodox as to remind one of Pope's famous lines:

"....a monster of so frightful mein
As to be hated, needs but to be seen;
Yet seen too oft, familiar with her face,
We first endure, then pity, then embrace."

Every grade teacher of arithmetic should read this book until at least familiar with the ideas expressed, whether she embrace them or not.

HENRY A. CONVERSE

THE PSYCHOLOGY AND TEACHING OF NUMBER, by Margaret Drummond. Yonkers-on-Hudson: World Book Co. 1922. Pp. 126. $1.36.

The author, a lecturer on psychology in the Edinburgh Provincial Training College, Scotland, does not approve of the formalized number work for small children. She thinks that such work should be individual, and that it should not be forced on the children. On the contrary they should be led to work at it when interest is aroused and should be free to put it aside at any time. This book gives an account of such psychological experiences in number with the very young child. It should be of unusual significance to anyone interested in the psychology of childhood.

MARY E. CORNELL

COMMON SCIENCE, by C. W. Washburne. Yonkers-on-Hudson: World Book Co. 1923. Pp. 381. $1.68.

Washburne's *Common Science*, in the reviewer's opinion, is an epoch-making book in the field of general science. The author and his assistants have founded the book on educational research rather than on statements of certain scientific principles. The material was selected and organized from a list of about 2,000 questions asked by school children in the State of California. In short, the contents of the text is fitted to the needs of the child.

The mechanical appearance of the book is attractive. The print is clear and the photographs of children performing experiments are rather unusual. The book is divided into twelve sections, and all topics common to other general science texts are included except descriptive astronomy and geology.

One of the most striking characteristics of the book is the number of practical exercises given at the end of each topic. This gives excellent training for the pupil to prove that he understands the principle which has been under discussion. The questions at the beginning of each section are also used to motivate work on the part of the pupil. For example, "Why is it that oceans do not flow off the earth?" Again, "Why will an iron ship float?" The experiments, which may be given by demonstration or by individual work, are stated in a clear and accurate manner.

If we are trying to break away from the cut-and-dried college method of teaching general science, if we are beginning with something the child knows and then forming certain scientific principles that can be applied to everyday life by the child, then Washburne's *Common Science* is the ideal text for junior high school pupils as well as an invaluable reference book for the teacher.

DOROTHY SPOONER

SOCIAL AND INDUSTRIAL STUDIES FOR THE ELEMENTARY GRADES, by Jane Betsy Welling and Charlotte Wait Calkins. Philadelphia: J. B. Lippincott Company. 1923. Pp. 331. $2.00.

This is one of Lippincott's School Project Series edited by William F. Russell. It is an outline of work in social and industrial

studies for the first six grades of school, organized with a view to continuity of aim and subject-matter throughout the elementary school. It is based on the outstanding needs of all mankind—food, clothing, shelter, implements and records. The family is takn as the point of departure in each grade; i. e., in the household, in the group, in the tribe, in the empire, in the state, and in the nation.

It is not meant that prescribed subject-matter be discarded, but that it be enriched and made to function in the lives of the children, "to make evident the connections between the apparently isolated islands of school work and the mainland of human affairs." It is expected that the teacher use this outline only so far as her situation permits, gradually including all the more important elements. The book is a splendid contribution to the forward trend of education.

PORTIA BODDIE

SHAKESPEARE'S THE TEMPEST, edited by Milton M. Smith. New York: Charles E. Merrill Company. 1923. Pp. 164.

To teachers who think of Shakespeare as a playwright, not an author, this admirable little volume will appeal because of its devices for teaching the play from the angle of dramatic action, of production.—Not without precedent this editor has amplified stage directions in the body of the play; he has presented in his introduction a concise picture of the Elizabethan theatre, with illuminating diagrams; he has gathered accounts of performances of The Tempest since Shakespeare's day. The appendix contains notes, questions, comments on characters, an explanation of the noise machines needed to make thunder, rain, and wind, besides the usual editorial accessories.

Mr. Smith has done a service to high school students in assembling material to encourage a different technique of class presentation from that so universally observed in the reading of a play.

C. T. LOGAN

A SUPERINTENDENT'S SUGGESTIONS TO TEACHERS, by John Albert Cone. New York: Hines, Hayden, & Eldredge, Inc. 1924. Pp. 82. 80 cents.

A Maine school superintendent, awake to the fact that only 45 percent of the one-room teachers in the United States have graduated from high school and only 4 percent from normal schools, here presents fundamental rules and suggestions which he has heretofore distributed to his teachers in typewritten form.

ELEMENTARY SPANISH COMPOSITION, by Charles Dean Cool. Boston: Ginn and Company. 1924. Pp. 111. 68 cents.

Designed for use in the second semester of college or university Spanish, or the second year in secondary school Spanish.

NEWS OF THE COLLEGE AND ITS ALUMNAE

INKLINGS

When March blew out like a lion it looked as if even the elements were helping Harrisonburg to celebrate its victorious basketball season, for on March 29 the last of the eight games was played—and the eighth was won! Harrisonburg's championship team scored a total of 316 points against a total of 132 points by her adversaries. One of the most satisfying victories was that over Radford when the two teams met in Harrisonburg, for in the entire four years of athletic relations Harrisonburg's sextet had, heretofore, won only one game and that on the Radford floor. The final score in this game was 31 to 27 and the last moments, with Radford's left-handed forward, Lucinda Thomas, pitching a series of spectacular goals, were most thrilling. Another game of similarly high interest was the second game with Farmville, also on the home floor, when Farmville dropped a goal in the basket only an instant after the referee's whistle had been blown—a goal that would have tied the score.

"Harrison to Nickell to Doan to Rosen" became a bit of precise teamwork that netted a score for Harrisonburg in many a tight pinch. Both forwards had a satisfying way of hitting the basket.—But the most pleasing feature of the entire season was the remarkably fine teamwork of the Harrisonburg players. There was no play for individual glory, but each member of the team "fitted in," doing her part in the strong offensive that was put up.

Light in weight, Mrs. Johnston's players were on their toes all the time and they came through the season's hard schedule deserving every honor they received. Harrisonburg's 1924 basketball record, complete, is as follows:

February 9, Bridgewater College, here, we won 51-4; February 16, Radford State Teachers College, there, we won 31-27; February 23, Bridgewater College, there, we won 39-5; February 29, Farmville State Teachers College, here, we won 25-16; March 15, ruary 23, Bridgewater College, there, we won 41-14; March 8, Radford State Teachers College, here, we won 25-16; March 15,