

On the Fourth of July President Coolidge said in an address before the teachers of the United States, meeting in Washington, ". . . America has . . . placed the power of government squarely, securely, and entirely in the hands of the people. For all changes which they may desire, for all grievances which they may suffer, the ballot box furnishes a complete method and remedy. Into their hands has been committed complete jurisdiction and control over all the functions of government. . . The body politic has little chance of choosing patriotic officials who can administer its financial affairs with wisdom and safety, unless there is a general diffusion of knowledge and information on elementary economic subjects sufficient to create and adequately to guide public opinion."

Practically every President from Washington to Coolidge has warned us that the improvement of American institutions depends upon the intelligence of the voters. Think of this, mothers and fathers, living on the farms, before you decide not to give your boys and girls and the nations' future voters the advantages of a high school education.

CURRENT EDUCATIONAL PUBLICATIONS

READING, THE HEART OF THE CURRICULUM

THE HEART OF THE CURRICULUM, by E. Ehrlich Smith. New York: Doubleday, Page & Company. 1924. Pp. 363. \$1.50.

Mr. Smith has a vision for the grammar school—a better citizenship. Because his plan for achieving this has been evolved from years of teaching experience it is practical; because it has been checked with the best contemporary thought in education it is remarkably free from error. As the name of the book suggests, he sees reading as the central activity of upper grammar grades. He thinks that abandoning memorization of textbook lessons for wide reading of worthwhile material will in itself go far towards vitalizing the entire school. For when children read freely in different books on a problem of common interest, they need a place for the interchange of ideas, the socialized recitation.

And once the class becomes a creative group, formal repression yields to co-operative control and the modern ideal in discipline is achieved. Furthermore, this kind of procedure gives the class constant experience in subjecting its opinions to the test of data and one has only to think of the weight of public opinion in a democracy such as ours to realize that this is training in the very essence of citizenship.

Like the author's "Teaching Geography by Problems," the book abounds in concrete suggestions. The lists of poems and of stories for each of the elementary grades represent all important types of children's literature. Suggestions for teaching children to use books are practical—his sanity in regard to vocabulary building is an inspiration. Much illustrative material is given, a good part of it being original accounts of lessons. Part Four consists entirely of big units of subject matter in the social studies organized around current problems. The bibliography here is worth the price of the book. But possibly the best thing in this list of helps is the abundance of schemes for silent reading lessons. For instance, he has illustrations of adapting standard test forms such as "true-false" and "completion sentences" for use in the grammar grades.

One notable feature of the book is Mr. Smith's saturation with the grade library idea. Here he makes no compromise—the school must have a working laboratory of books.

The book is very uneven in its organization. The magnet idea of reading as a core for the school activity gives unity between chapters. But this is not always true within the chapters, partly because of an excessive use of enumerated points. For sometimes these points overlap and the reader is lost in the maze. Moreover, Mr. Smith's sentences are not always easy to read. But there is such a wealth of practical help that the reader will be amply repaid for the careful reading necessary.

KATHERINE M. ANTHONY.

THOROUGH GRADE ARITHMETICS

APPLIED ARITHMETIC: THE THREE ESSENTIALS, by N. J. Lennes and Frances Jenkins. Philadelphia: J. B. Lippincott Company. Book 1, Pp. 283; Book 2, Pp. 294; Book 3, Pp. 342.

This set of arithmetics emphasizes problems derived from everyday experiences. These are organized in groups with a central thought, such as saving money, buying Christmas presents, etc. The charming illustrations for these problem groups are a distinctive feature of the series. The numbers with which the problems deal are small enough to be practical; the authors have aimed at thoroughness in essentials.

Book 1 extends through the fourth grade, Book 2 through the sixth, while Book 3 reviews the work given in the first two, with additional work. The main body of each book furnishes a minimum course which may be studied without break in continuity for subject matter.

GRACE POST.

THEN AND NOW IN EDUCATION: 1845-1923, by Otis W. Caldwell and Stuart A. Courtis. Yonkers-on-Hudson: World Book Company. 1924. Pp. 400. \$2.20.

In 1845 under the direction of Horace Mann the first objective survey of school conditions was made in Boston; in 1923 the same tests, adapted to modern conditions by the authors, were again used for a survey in Boston. This book presents the heartening comparison of present-day accomplishments with those of seventy-five years ago.

For the ubiquitous grouch who wishes schools were conducted as in the days of the little red school house he attended, there is a mine of information here that should open his eyes and his mind.

MEAL PLANNING AND TABLE SERVICE IN THE AMERICAN HOME, by N. Beth Bailey. Peoria, Illinois: The Manual Arts Press. 1923. Pp. 128. \$1.60.

A practical way in which the American mother may serve her daily meals in order and beauty is presented in this volume, under the headings: the art of entertaining and being entertained; the choice of equipment for the dining-room; the rules of table service (the left-hand table service is preferred by the author and used in this book); principles of

menu making; menus and service for special occasions; and how to serve food attractively. There are abundant illustrations of dainty and effective arrangements.

EDUCATION FOR MORAL GROWTH, by Henry Neumann. New York: D. Appleton and Company. 1923. Pp. 383.

Dr. Neumann is an instructor in ethics and education in the famous Ethical Culture School in New York City, and writes out of his extensive experience in the activities of the Society for Ethical Culture. He regards the moral opportunities of our educational institutions as abundant, but believes there is need of more thought on what we mean by "better life." Are there not, for instance, harmful aspects of such great ideals as liberty and democracy?

Following a stimulating study of the "Ethical Implications of Democracy," the author presents as contributions to America's ideals the following: the puritan offering, the spirit of nationalism, the tradition of classical culture, the contribution of modern science, the demand for vocational fitness, and the pragmatist criticism. Each is carefully analyzed.

Moral activities, direct ethical instruction, moral values in the various studies, native and acquired promptings, the power of feelings, religious education, and the teacher are set down as the resources of the present and the future.

PRACTICE TESTS IN COMMON FRACTIONS, by Edward Wildeman. Chicago: The Plymouth Press. 1922. Pp. 34. 30 cents. (Teachers' Key, 40 cents.)

For pupils of the fifth grade where the systematic study of fractions is undertaken, these drill exercises requiring from one to six minutes for completion will increase both speed and accuracy.

ESSAYS ON CURRENT THEMES, selected and edited by C. Alphonso Smith. Boston: Ginn and Company. 1923. Pp. 471.

"We do not assimilate what we are not interested in; we do not advance unless guided by an advancing interest," says the editor. Hence this collection of essays on subjects the essence of which is modern living, modern conditions, modern problems.

The thirty-five essays are grouped in six divisions: efficiency in thought and act; character studies; new advances in science; education and ethics; language and literature; social and national problems.

Eighteen of the essays have previously appeared as magazine articles; twelve are chapters or extracts from books; four are addresses and one is a prize essay. Each essay is introduced by pithy editorial comment.

LABOULAYE'S CONTES BLEUS, edited by George Ellas Wisewell. Boston: Allyn and Bacon. 1924. Pp. 237. 80 cents.

A dozen fairy stories for the student in beginning French. Complet notes and exercises are included along with a French questionnaire on the text.

PRINT SHOP ARITHMETIC, edited by J. A. Ginsbach. Peoria, Illinois: The Manual Arts Press. 1923. Pp. 52. \$1.00.

Prefacing his book with this definition of mathematics, "a means of attaining a goal and not an end in itself, a tool to use in the building of a career," the editor has here compiled material to establish right habits in arithmetical thinking when the student is figuring jobs in printing.

ELEMENTS OF RETAILING, edited by Ruth Leigh. New York: G. Appleton and Company. 1923. Pp. 385.

A beginner's non-technical textbook in retailing. The volume concerns itself with the store building, its location, lay-out, equipment, and organization; and with store management—merchandise, advertising and display, service and maintenance, employees, and records and accounts.

PATHS OF PEACE BOOK II, by Mrs. Laurence Binyon. New York: Oxford University Press, American Branch. Pp. 170.

"It is to direct our thoughts out of the dark valley of war (and the hatred that makes war possible) into the paths of peace," that Mrs. Binyon has written these stories "of men and women who strove to realize the ideals that rule their lives, stories that will be remembered when the world has grown old and wars have altogether ceased."

Charming stories are told of these kindly idealists: St. Francis of Assisi, Henry the Navigator, Vittorino Da Feltré, The Early Printers, Leonardo da Vinci, Palissy, Galileo, Christopher Wren, Captain Cook, Beethoven, Millet, Pasteur, Father Damien, and Lord Shaftesbury. The book is beautifully illustrated.

THE JUNIOR PLAY BOOK, by Helen Louise Cohen. New York: Harcourt, Brace and Company. 1923. Pp. 388. \$1.48.

This compilation, made especially for ninth graders, assumes that children must learn "to read plays appreciatively as a preparation for becoming an intelligent audience in the local theatre, and also as a preparation for further reading in the drama." There are eleven plays—each supplemented by excellent notes, supplementary reading lists, and suggestions for study.

NEWS OF THE COLLEGE AND ITS ALUMNAE

SENIOR ESSAYS FOR 1923-24

Soon after the change of the title of this institution from State Normal School for Women to that of State Teachers College, the faculty decided to abolish the senior essays as required for completion of the two-year courses, recommending at the same time that the value of these essays be conserved in course papers in the senior year. The faculty also voted that a rather more careful piece of work be done by each graduate of the four-year courses during her fourth year under the joint direction of the head of the English department and the head of some department in which she is majoring. Similar essays have been written by each B. S. graduate in the last three years and then published from time to time in THE VIRGINIA TEACHER.

The list of essays appended below is that of two-year graduates of the June, July and August classes 1924 and is therefore the last list of this kind.

Vitalizing Composition Work in the Junior High School—Mary Moore Aldhizer.

Dutch Painting—Carrie Atkins.

Educational Development in Halifax County Since 1900—Mary Bagwell.

Juvenile Delinquency—Sannie Baird.

How to Read Books—Eugenia Bailey.

President Harding—Katherine Bauserman.

Woman's Place Through the Ages—Matilda Bell.

The Effects of the French Revolution on Different Nations—Nettie Berry.

Ku Klux Klan—Virginia Beverage.

Education of the Immigrant—Mary Elizabeth Bibb.

The Evolution of Virginia's Conscience—Mary Forest Bibb.

Teaching Through Activities in the Kindergarten—Madeline Bishop.

The Development of Education in the Philippine Islands—Elizabeth Bolen.

History of the Growth of Compulsory Education in the United States—Ruby Braford.