

National Board of Review of Motion Pictures, 70 Fifth Avenue, New York City.

STATISTICS OF SCHOOL ATTENDANCE

In 16 Southern states, in 1925-26, according to Bulletin, 1927, No. 39, of the U. S. Bureau of Education, the number of white children from 5 to 17 years, inclusive, was 7,322,084, and the number of colored children was 3,114,750; thus the percentage of white children of school age was 70.2, and the percentage of colored children was 29.8.

The enrollment in public schools in these states during the foregoing period was 6,071,195 white children, and 2,141,206 colored children. For every 100 white children of school age, 83 were enrolled; and for every 100 colored children of school age, 69 were enrolled.

The improvement in attendance requires not only trained teachers, but also a strong interest in the school, especially by the parents of the pupils, that they may place emphasis on regularity and punctuality in attendance.

The teachers employed in these 16 states during 1925-26 numbered 238,132, of which 192,466 were white, and 45,666 were colored.

ESSAY PRIZE OFFERED

The Commission on Interracial Co-operation is offering to high school students three cash prizes aggregating \$100 for the best papers on "America's Tenth Man" submitted on or before March 1, 1929. The purpose of these prizes is to encourage the study of the Negro's part in American history, which, according to the Commission, is much more creditable than is generally supposed. It is believed that such a study will be helpful to the children of both races, promoting more tolerance and sympathy on the one side, and developing

wholesome race pride on the other. The Commission earnestly asks the co-operation of high school principals and teachers. Full particulars, together with a sixteen-page pamphlet of suggestive source material, will be sent without charge to anyone interested. Address R. B. Eleazer, Educational Director, 409 Palmer Building, Atlanta, Ga.

THE READING TABLE

THE BEHAVIOR OF CHILDREN OF THE SAME FAMILY. By Blanche C. Weill. Cambridge: Harvard University Press. 1928. Pp. 220. \$3.00.

An unusual book, of interest especially to child psychologists, but containing much of value to parents to whom raising children is a fascinating problem.

The main thesis appears to be an argument for the importance of environment as opposed to the so-called fatalistic doctrine of heredity.

A very detailed study is made of seventeen families aggregating fifty-nine children, twenty-five of whom were problem children. This study was made through workers in Habit Clinics in Massachusetts, and includes family history, mental history, physical, and economic. Each child is tested for intelligence and a study made of his environment and habit development from birth to the time of his examination. As stated above, the conclusions appear to indicate a much greater influence of environmental conditions than is usually assumed. C. P. S.

FUNDAMENTALS IN VISUAL INSTRUCTION. By William H. Johnson. Chicago: The Educational Screen, Inc. 1927. Pp. 104. \$2.00.

The teacher or administrative official who is seeking aid in the improvement of his program of visual instruction will find this compact little volume of much help. After a brief analysis of the psychological processes underlying visual education, the author reviews the significant experimental studies made in recent years, analyzes the varied means to visual instruction, and then applies these to the teaching of a wide range of school studies. Not the least significant topics in the book are a bibliography on visual education, and a discussion of equipment and its care. W. J. G.

EXTRACLAS AND INTRAMURAL ACTIVITIES IN HIGH SCHOOLS. By Alexander Crippen Roberts and Edgar Marian Draper. New York: D. C. Heath & Co. 1928. Pp. 515.

Because of the paucity of available material in this comparatively new field in educational thought and practice, this book is exceedingly valuable. Its merit lies further, however, in the fact that it is a comprehensive study of practically all that has been done relative to such activities in both junior and senior high schools, and that it justifies their wide application to high-school life by giving evidence that extra-curricular ac-

tivities are based in the functioning of a democratic citizenship and thereby have contributed materially to a broader and fuller philosophy of education. The viewpoint, therefore, is both social and practical. The bibliography includes, not only book material, but magazine as well. The volume commends itself particularly to administrators and supervisors.

B. J. L.

STATISTICAL TABLES FOR STUDENTS IN EDUCATION AND PSYCHOLOGY. By Karl J. Holzinger. Chicago: The University of Chicago Press. 1925. Pp. 74. \$1.50.

The thirteen tables which make up this useful tool book include those aids that are of special value to the worker with statistical data. The most generally useful are those dealing with the squares and square roots of numbers, and with the products and quotients. However, other tables of logarithms and probable errors make the manual equally useful to the advanced worker. A fine service has been rendered by the author in these time-saving and error-saving tables, and by the printers in the excellent workmanship and usability of the book.

W. J. G.

HISTORY OF MANKIND. By Hutton Webster. New York: D. C. Heath and Company. 1928. Pp. 685. \$2.12.

This is a short history of civilization, a survey of social evolution, for students who take only one year of history in high school. It contains about 100 maps and charts, 37 halftone plates, and 270 line cuts. Although it is primarily a textbook, it is a story of the human race that is stimulating and informing to any intelligent reader. A variety of aids are provided for the teacher. The index is also a pronouncing vocabulary. The style is clear and interesting—characteristic of Professor Webster.

J. W. W.

FRIENDS IN STRANGE GARMENTS. By Anna Milo Upjohn. Boston: Houghton Mifflin Company. 1927. Pp. 148. 92 cents.

This is a charming book intended as a supplementary reader in geography for the 5th and 6th grades, but almost anyone from ten to ninety will read it with pleasure and profit. Palestine, Turkey, Greece, Albania, Poland, Italy, and France are some of the countries in which we are made acquainted with people whose dress and work may be somewhat different from our own, but whose hearts and real interests are surprisingly like our own. The type and binding are easy to the eye. Several of the pictures are in colors.

J. W. W.

WORKING MANUAL OF ORIGINAL SOURCES IN AMERICAN GOVERNMENT. By Milton Conover. Baltimore: The Johns Hopkins Press. 1928. Pp. 167.

This is Professor Conover's revised and enlarged edition of a case system for the study of politics. It is intended as a supplement to collegiate textbooks on American government. The problems introduce the student to the general field of original sources in the American federal system, including state, municipal, and other local units. Congressional documents, legislative statutes, court decisions, municipal year books, and journals of scientific societies are among the sources referred to. Each exercise includes fifty

different assignments, each intended for a different student.

J. W. W.

VOLLEYBALL FOR WOMEN. By Katherine W. Montgomery. New York: A. S. Barnes and Company. 1928. Pp. 90. \$1.60.

There has long been need for a book of this kind, one which does for volleyball what many books have done for hockey, soccer, and basketball. The technique of various plays is analyzed and careful attention is paid to team work and the development of greater skill in handling the ball. This is supplemented by a series of good games involving elements of technique and team play. The book is the result of years of experience in a state college for women and is valuable to high school and grammar school teachers as a help in teaching a game that requires little equipment yet has all the possibilities of a highly organized team game suitable for intergroup competition.

V. R.

FIELD HOCKEY ANALYZED. By Hazel J. Cubberly. New York: A. S. Barnes and Company. 1928. Pp. 188. \$2.00.

Hockey, as introduced here by the English, was in such an advanced stage that it was difficult for beginners to play it with interest. Miss Cubberly has given us by means of clearly analyzed progression technique, drills, and game forms, a working basis with which one can give players a thorough grounding in essentials, and at the same time stimulate the enthusiasm the game deserves. Although one or two of her strokes differ from those used by the English, they are highly suitable. In fact, this is a practical guide to teaching hockey to beginning and intermediate players and is invaluable to instructors in the South, where fall weather conditions are perfect for the sport.

V. R.

CORRECTIVE PHYSICAL EDUCATION FOR GROUPS. By Charles Leroy Lowman, Claire Colestock, and Hazel Cooper. New York: A. S. Barnes and Company. 1928. Pp. 521. \$4.50.

This book, being simple and scientifically practical and not too technical, is excellent as a guide to instructors and a textbook for majors in Physical Education. Giving preventive and remedial physical activities to children in a way that will hold their interest has always been a problem. In this book there are games, dances, and plays which accomplish this double purpose; also there is the more formal program of exercises which can be used for adults. It is absolutely complete in organization and material.

V. R.

PALLADIN'S PLANT PHYSIOLOGY. Edited by Burton Edward Livingston. Philadelphia: P. Blakiston's Son & Co. 1926. Pp. 360.

Recently I have reviewed some of the most highly recommended books on plant physiology in order that I might be able to recommend to teachers of botany the one I consider the most acceptable as a reference guide. Palladin's Plant Physiology is the one I have chosen and recommend to the teacher whose budget for a professional library is limited.

Vladimir I. Palladin was professor in the University of Leningrad and his textbook has won universal recognition and has been translated into the principal languages of the world. Its dis-

tinguishing characteristics are thoroughness and scientific accuracy coupled with clearness and conciseness of expression. Then too it is a readable book, one that is hard to put aside. Anyone who reads this book will like botany better and will teach it better. The illustrations number 173 and suggest many experiments that should be interesting to superior students to supplement the required work.

G. W. CHAPPELEAR.

SPEAKING AND WRITING ENGLISH. By Max J. Herzberg and William Lewin. Boston: Allyn and Bacon. Pp. 399. \$1.50.

The main object of *Speaking and Writing English* is the same as that of other texts in composition: "to attain greater power of self-expression," but the method differs in points of emphasis. The authors stress the use of words, sentence structure, and the paragraph as theme elements, and then take up the subject of story telling. A section of the book is given to an exhaustive study of letters and letter writing which is called "Composition in Practical Life." A large number of exercises is provided, affording opportunity for technical drill.

GRAMMAR AT WORK. By Jessie L. Wheeler. Boston: Allyn and Bacon. Pp. 286. \$1.00.

The title suggests the intention of the book—to make the study of grammar practical. It rounds out the knowledge of grammar previously gained and then aims to apply it to everyday use.

The arrangement of the material is flexible, in that the book may be used in various ways and for different years. It is valuable for its abundant exercises.

PROGRESSIVE COMPOSITION. By Frances M. Perry. Yonkers-on-Hudson, New York: World Book Company. Pp. 358. \$1.44.

A prerequisite for good, clear, writing is the ability to think clearly and accurately. *Progressive Composition*, having as its aim the training in this ability, offers practice in collecting and organizing material and in thoughtful consideration of the facts or ideas to be presented in oral or written expression.

The work is progressive, giving the student a sense of achievement from one day to another, since he is required to use today that which he learned yesterday.

EXERCISES AND TESTS ON ENGLISH CLASSICS. By Mary Louise Harris. Boston: Ginn and Company. 1928. Pp. 269.

Utilizing the contract method, Miss Harris has assembled abundant exercises for use in the teaching of six high school "classics": *Ivanhoe*, *Treasure Island*, *Julius Caesar*, *Merchant of Venice*, *Lady of the Lake*, and the *Odyssey*. Another unit for the short story is also included.

Each group of exercises follows pretty much the same scheme, giving attention to fundamental tasks, theme topics, drawings, study of background material, etc. For each classic there are also a completion test and a true-false test.

The pad includes what many readers will regard as unimportant assignments, but this defect is often found in lessons planned for the contract method. An intelligent teacher will be able to make good use of the pad.

C. T. L.

NEWS OF THE COLLEGE

The hockey season has been most successful for the Harrisonburg team. The season opened on November 3, with the local players facing the strong team from Westhampton College. Although H. T. C. lost by the small margin of 4-3, the Harrisonburg team showed strong possibilities, which they more than lived up to in the following games. H. T. C. took the long end of a 11-0 score when she met Fredericksburg on November 17, and the winning end of a 3-1 score from George Washington University. The college players likewise were victorious over the Alumnæ team on December 1, by the score of 6-1.

Kappa Delta Pi has admitted four new members to her ranks: Mina Thomas, of Richmond; Mary Brown Allgood, of Petersburg; and Elizabeth Knight, of New Jersey, all Juniors in the College; and Louise W. Elliott, of Norfolk, a former member of Pi Kappa Omega, who received her degree here in 1926. Initiation services were held Friday, November 30, at which time Louise Elliott returned to the College to be initiated.

The week of November 11 was observed in chapel as Children's Book Week. A group of readings and a play were appropriate programs for this observance.

The presidential election was echoed on the campus by the college straw vote, in which Hoover won by the small majority of seventeen votes.

The college answered the national call for support to the Red Cross and contributed a neat sum of money to this fund. Interest was stimulated in this movement through chapel talks and programs.

The college began extension courses here on November 3. These courses are being given on successive Saturdays, running for fifteen weeks, two hours a week, and carrying three quarter-hours credit. The courses offered are: English Literature, taught by Miss Margaret Hoffman; Inter-