

closes his ears. And I did everything for that child."

Everything but stand by and let him have the training life demanded. You can start your acorn in the hot-house, but you must plant the young oak on the hillside so that the mother of us all may weather it into experience and strength."—Angelo Patri, in *McCall's Magazine*.

A PROGRAM OF EDUCATION
WHICH IS SCIENTIFI-
CALLY SOUND

A six-year elementary school should be organized to take care of all the fundamental training of pupils. Following this should be a secondary school six years in length covering what is now covered in the ordinary high school and in the first two years of college. At the end of these twelve years the pupil's general education should be measurably completed and he should be equipped with the mathematics and languages and elementary science necessary to prepare him for specialized study. At eighteen years of age instead of twenty, he ought to be ready for the advanced professional training which must now wait until he is twenty-two. The six-year secondary school which is thus proposed should not only train its pupils in general lines; it should also select its pupils for various types of advanced work. Thus it should deliver to the professional schools a group of students especially equipped for advanced study.

CHARLES H. JUDD

BOOKS

ONE APPROACH TO LITERATURE

LITERARY CONTRASTS. By C. Alphonso Smith. New York: Ginn and Company. 1925. Pp. 432. \$2.36.

The modern writer of fiction usually invents his plots, but the theme of any story

is very, very old. If literature is to reflect life, its numbers must often flow

For old, unhappy, far-off things,
And battles long ago:

And still oftener must it deal with

.....some more humble lay,
Familiar matter of today,
Some natural sorrow, loss, or pain,
That has been, and may be again.

And since

Most men eddy about
Here and there—eat and drink,
Chatter and love and hate,
Gather and squander, are raised
Aloft, are hurled in the dust,
Striving blindly, achieving
Nothing.....

it follows that the number of themes of human life is decidedly small, though an infinite number of special plots and situations may be devised to illustrate them.

In attempting to guide the modern student of literature, authors and teachers divide the great writings of the world according to nations, periods, and literary types. We have, then, the literature of Greece, of Rome, of France, of England, of America, for examples; and in the literature of England alone there are twelve or fifteen periods or ages. Moreover, in the writings of a given nation are found numerous examples of such well-defined poetic types as the epic, the lyric, and the drama, and such familiar prose forms as the essay, the short story, the novel, and others. But these ways of classifying selections leave out of account a very vital principle of relationship, namely, similarity of theme. Works of a particular period may be very unlike in subject matter and spirit, and even two sonnets, or odes, or elegies, or essays, or stories may resemble each other only in certain more or less technical aspects; but identity or even fairly close similarity of theme suggests very near kinship.

Ample recognition of this principle of classification is given in a recently published book, *Literary Contrasts*, by the late Professor C. Alphonso Smith, who until his death in 1924 was head of the Department of English of the United States Naval

Academy. This volume contains twenty-two poems by British and American authors, and twenty-seven prose selections by British, American, and Continental writers.

In the section devoted to poetry, Poe's "The Haunted Palace" is paired with Longfellow's "The Beleaguered City," and Poe's "The Raven" with Rossetti's "The Blessed Damozel." Then follow two treatments of the Greek story of Rhoecus and the hamadryad. Disappointed lovers speak in "Locksley Hall" and "The Last Ride Together." Tennyson's "Rizpah" and Amy Lowell's "Dried Marjoram" appear together; Browning, Emerson, and Arnold give their respective views of old age, and the section closes with a group of poems on the nightingale and the mockingbird.

In the prose part of the book are short stories, essays, and orations grouped under such heads as Habit, Education and Leadership, Translating Homer, Substitutes for War, The New History, The New Biography, The New Poetry, and others.

So clear and pertinent is the editorial comment with which each group of selections is introduced that the volume can not fail to be helpful to the general reader. Its special appeal, however, is to students and teachers of literature, for the unusually fresh and stimulating approach which it provides will doubtless prove highly successful in the classroom.

Though many of the authors represented in the volume have merely happened to treat the same themes, some have made deliberate contributions to contemporary problems of government, of history, and of literature. Indeed, the timeliness of many of the essays is one of the strongest features of the book.

EDWIN F. SHEWMAKE

CHUCKLES IN NATURE STUDY

FIRST LESSONS IN NATURE STUDY. By Edith M. Patch. New York: The Macmillan Company. 1926. Pp. 287.

Most children are full of questions about

the plants and animals in their own neighborhood, but it is the fortunate child who has parent or teacher prepared to guide his interest into a permanent love for nature. Even these fortunate ones will enjoy reading Miss Patch's delightful explanations; to the great majority of children the book will open a new world.

Miss Patch has organized her book around a few major principles, or "guide lines" treated in so many varying ways that the child masters them. For instance, all mammals are studied as a class of animals whose mothers have milk for their babies. The resulting unity should do much to clarify the child's thinking.

This organization around a few large topics is in accord with psychological principles; the topics themselves are particularly well chosen, for instance, *Fur Coats and Animals that Wear Them*; the illustrations really illustrate. But to me the book is appealing because of its subtle humor; it is such a "chuckly" book. As when, in telling that the whale is not a fish, she remarks, "The whale certainly has a fishy look," and "Of course there are plenty of mammals besides whales that can swim. Perhaps you can swim, yourself!" Or when, in dispelling the old superstition about the crawfish biting our toes, she says, "I do not think that a crawfish very often makes this sort of mistake; but it adds to the excitement of wading to expect some such adventure."

KATHERINE M. ANTHONY

FRESH, CONSTRUCTIVE, TIMELY

JUNIOR-HIGH-SCHOOL PROCEDURE. By Frank Charles Touton and Alice Ball Struther. Boston: Ginn and Co. 1926. Pp. 595. \$2.60.

In the annual grist of professional books, one finds so many disappointments that coming upon *Junior-High-School Procedure* puts new life into the jaded reviewer. In mechanical get-up, organization of materials, and content, publishers and authors have made a real contribution to the year's

professional literature and to the library of the secondary school staff.

Junior - High - School Procedure is anything but another theoretic treatment of this new phase of our public school system, because its background is to be found in the fine junior-high-school system of Los Angeles, with which both authors are well acquainted. While the title suggests that the treatise might be largely devoted to methods of teaching, the authors make clear in the preface that its aim is to treat "the best procedure in school organization, administration, supervision, and instruction for the attainment of proposed junior high school objectives."

After defining the junior high school and indicating its general place in the education scheme of a democracy, the author set forth ten definite objectives of junior-high-school education, based on the commonly accepted aims of the bulletin entitled "Cardinal Principles of Education." These objectives are kept constantly in mind not only in discussion of the studies but in admirable chapters on staff organization, guidance, schedule-making, attendance, school exhibits, and so forth.

Two outstanding chapters of the volume deal with the measurement and recording of progress and with the social program. The former sets forth concretely with a wide range of illustrations the newer objective tests, the concept of multiple curricula, self-measurement by pupils, and grading systems. The discussion of the social program—perhaps the best feature of the book—describes plans for the development of citizenship through curricular and extra-curricular activities, and gives nearly thirty pages to illustrations and plans tested out in the laboratory of practice, including citizenship score cards and citizenship creeds.

That third of the book devoted to the different studies includes among the more commonly recognized ones, physical education, commercial branches, and the arts.

The attention is directed not so much to special methods as to the listing of subject objectives, suitable tests of achievement, and bibliographies of materials and texts.

For the secondary school teacher, supervisor, and principal, *Junior-High-School-Procedure* will prove a mine of information of tried and psychologically-grounded plans. An abundance of charts, plans, schedules, graphs, and other illustrative materials get over the theory to the reader and suggest unique, common sense ways of directing the development of individual schools. Carefully constructed bibliographies and index add no mean value to the usability of this text, a fresh, constructive, helpful and timely volume.

W. J. GIFFORD

OTHER BOOKS OF INTEREST TO TEACHERS

HIGH LIGHTS OF GEOGRAPHY. By David Starr Jordan and Katherine Dunlap Cather. Yonkers-on-Hudson, New York: World Book Company. 1925. Book One, *North America*. Pp. 358. \$1.44. Book Two, *Europe*. Pp. 305. \$1.44.

The typical geographical reader emphasizes the social and economic side of geography. But after all, geography is an earth science, and this set of readers with the emphasis on the geological side should be used widely in order to give the child a well-rounded viewpoint. They are scientifically sound, yet delightfully written.

NATIONS AS NEIGHBORS. By Leonard O. Packard and Charles P. Sinnott. New York: The Macmillan Company. 1925. Pp. 579.

A basal text for junior high school geography. Because of its freshness of material it is apt to intrigue the interest of the pupil. And because of its emphasis on social content, it is apt to develop in him the beginnings of that wider sympathy which is essential for world peace. Good maps, diagrams, and pictures.

THE PROVIDENCE PERSONNEL CHART. By Richard D. Allen. Philadelphia: J. B. Lippincott Company. 1925. \$2.00 per 50 charts with two manuals.

A blank form for a specifically prepared double-entry table. Facilitates study of mental and chronological age of each child in relation to the class.

SUPERVISION AND TEACHING OF HANDWRITING. By Joseph S. Taylor. Richmond: Johnson Publishing Company. 1926. Pp. 192.

Sometimes Mr. Taylor is quite formal in his educational theory, but he knows handwriting problems both from practical experience and from thorough study of current experimental literature.

GEOGRAPHY: UNITED STATES AND CANADA. By Harlan H. Barrows and Edith Putnam Parker. New York: Silver Burdett and Company. 1925. Pp. 288.

This second book of the Barrows-Parker series "presents only those items in the geography of each part of the country which, because of their outstanding importance, should be known by its young citizens everywhere." Furthermore, the facts used are "chosen with a view especially to developing and illustrating principles." Thus the book achieves the organization around large topics demanded by the educator of today.

CURRICULUM STUDIES IN THE SECOND GRADE. By Katharine L. Keelor. New York: Bureau of Publications, Teachers College. 1925. Pp. 130. 65 cents. Paper covers.

A report of a year's work in a school—the Lincoln School of Teachers College—where the curriculum emphasizes first-hand experiences. Particularly valuable because of its clear explanation of how the formal drill subjects were integrated with the program of activities.

THE STUDY READERS. By Alberta Walker and Mary R. Parkman. New York: Chas. E. Merrill Company. Fourth Year Book, pp. 310, 84 cents. Fifth Year Book, pp. 320, 88 cents. Sixth Year Book, pp. 326, 88 cents. Teacher's Manual, pp. 269.

While this series considers the various aspects of the reading problem in the intermediate grades, "the emphasis is upon training exercises in study." The books possess the usual merits of the up-to-date silent readers; in addition to this, the work in making questions and outlines is quite distinctive. The Manual offers a brief survey of the pedagogy of reading as an introduction to the more specific lesson helps.

NUTRITION AND HEALTH. By Helen Rich Baldwin. New York: The Borden Company. 1924. Pp. 79.

A series of twenty health lessons for grade children with some supplementary discussion for the teacher.

CREATIVE EFFORT. By the faculty of the Francis W. Parker School. Chicago: Francis W. Parker School. 1925. Pp. 175. Paper Covers. 50 cents.

Since its inception the Francis W. Parker School has attempted to supply an atmosphere in which children's creative powers are released. This—the eighth volume in their *Studies in Education*—offers a descriptive account of the various creative activities in which their children engage. The pamphlet is well illustrated.

AN EXHIBITION HANDBOOK. Assembled by Randall D. Warden. New York: A. S. Barnes and Company. 1926. Pp. 80. \$1.00. Paper covers.

This is a book of special demonstrations given at the American Physical Education Convention, May 12-15, 1926. It deals with the handling of large groups for exhibition purposes, therefore. The materials included reflect both the old and the new ideas in physical education. Some of the best are the dances, pyramids, and tumbling.

SWIMMING PAGEANTS FOR OUTDOOR PRODUCTION. By Mary A. Brownell. New York: A. S. Barnes and Company. 1926. Four series. Each, 16 pages. Each, 75 cents. Paper covers. Punched for loose leaf book.

Twelve swimming pageants prepared in such form as may be included by the publishers in their loose-leaf plan Physical Education Handbook. They offer new, interesting, and worthwhile material. They broaden the scope of the swimming pool and challenge a wider use of talent. Effective use is also made of the dance. The pageant fills a need and opens an avenue of rich ideas in the swimming world which the instructor will be quick to sense.

MARCHING DRILLS. Arranged by John N. Richards. New York: A. S. Barnes and Company. 1926. Pp. 32. \$1.00. Paper covers. (For Physical Education Handbook. The Loose Leaf Plan.)

If one is interested in marching drills, this pamphlet has a great deal of material.

THE RELIGION OF UNDERGRADUATES. By Cyril Harris. New York: Chas. Scribner's Sons. 1925. Pp. 87. \$1.25.

A challenging discussion of the undergraduates' religion by a man who has taught them both in the pulpit and in the professor's chair.

PSYCHOLOGICAL EDUCATION. By J. V. Breitwieser. New York: Alfred A. Knopf. 1926. Pp. 250.

A syllabus for a first course in principles of education based directly on educational psychology.

THE APPLIED PSYCHOLOGY OF READING. By Fowler D. Brooks. New York: D. Appleton and Company. 1926. Pp. 278.

A thorough survey of the psychology of reading in non-technical language.

EVERYDAY DOINGS AT HOME. By Emma Serl. New York: Silver, Burdett and Company. Pp. 128.

The story of a squirrel family intended for supplementary reading in the first grade. The formal teacher will welcome the introduction of the *politeness motif* as an opportunity to teach morals and manners; the normal child is apt to react somewhat differently toward it.

NEWS OF THE COLLEGE AND ITS ALUMNÆ CAMPUS NEWS

Summer school opened with an enrollment of some seven hundred students and a faculty larger than usual. The increased number of students made class organizations possible. Mary McCaleb was elected president of the senior class and Mozelle Powell, secretary and treasurer. The soph-