

## BOOKS

## REVISED AND IMPROVED

THE SMITH-MCMURRAY LANGUAGE SERIES. By C. Alphonso Smith and Lida B. McMurray. Richmond, Va.: Johnson Publishing Company. 1925. First Book. Pp. 383. 57 cents. Second Book. Pp. 407. 60 cents.

*The Smith-McMurray Language Series* has as its basal aims fluency and ease in expression first, then training in accuracy and correctness. The series as a whole shows care in the selection of the material used and in the gradation and arrangement of the subject matter. The suggestions for presentation put the emphasis on well motivated work and on an informal method of approach. In matters of general form the series is well adapted for teaching purposes in the grades for which they are intended.

The materials used—the stories, poems, pictures—represent variety, appeal strongly to the interests of the children at the different stages of development, and at the same time have embodied in them worthy ideals which should have in their cumulative effect a real influence on the thinking and character of the children. In addition to the literature and pictures used as the basis for the language work, the children's interests growing out of experience and observation are utilized—their interest in folk lore, riddles, conundrums, proverbs, in games and in school and community activities.

The general method of presentation is informal. The situations and questions suggested should stimulate the children to thought and encourage expression. The usage drills provided to fix correct habits of speech are abundant and practical, and are based on sound psychological principles rather than on the traditional text-book drills. Other forms of oral composition useful in school and community life are emphasized—reproduction, telling of jokes, debates, book reports. Practice in the needed forms of written composition is provided also—social and business letters, reports of meetings, newspaper notices and the ac-

counts of school and community events. The essentials in the mechanics of writing are provided for as the need for them arises.

The essentials in grammar are likewise provided—even more than the minimum essentials. Such grammatical facts are given as are immediately needed for the improvement of oral and written language. But, as it is given, the grammar lends itself too easily to the old deductive, formal method of presentation. Unless the manual gives specific help on this point, it will not be taught, I fear, in connection with the improvement of the pupil's composition.

With the exception of this phase of the work, the authors have, it seems to me, succeeded in planning a series that should "loosen the bounden tongue and train it to move aright."

MARY CLAY HINER

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 GENEROUS, COMPREHENSIVE, COMPACT

PRINCIPLES OF SECONDARY EDUCATION. By Willis L. Uhl. New York: Silver Burdett and Company. 1925. Pp. 692. \$3.00.

Professor Uhl, associate professor of education in the University of Wisconsin, has compiled a book of the most helpful and pertinent articles on the subject of secondary education that have appeared in educational magazines in recent years. He has thus made available for the first time in a compact form the best thought on the various phases of this subject.

While it is intended for classroom purposes, it will also be of great value for reference work by teachers and principals in the secondary school field. The readings, organized under broad problem topics, are accompanied by comprehensive lists of principles of education and many suggestions for study and discussion based largely upon the readings.

The book is divided into six parts, the titles of which are as follows:

The American Plan for Secondary Education

The Secondary School Teacher  
 Secondary School Pupils  
 Secondary Education in Foreign Countries  
 The Reorganization Movement in Secondary Education  
 Curriculum Problems

Each of the fifteen chapters has at the beginning a foreword or preface which presents the problem of the chapter in such a way as to tie up the following readings. This is a very necessary precaution in a book of this kind, especially if the book is to be used as a text.

CLYDE P. SHORTS

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ESSENTIALS

GUIDE TO EDUCATIONAL AND GENERAL PSYCHOLOGY.  
 By John P. Wynne. New York: The Globe Book Co. 1924. Pp. 84. \$1.10.

The author of this manual states as his main objective the leading of the student "to appreciate the scientific methods of investigation." With this in mind he has arranged the subject-matter in thirty topics and two hundred and sixty exercises, thus enabling a student in the short compass of a term or semester to obtain, through working out the answers, a first-hand working knowledge of the major problems in educational and general psychology. Abundant references are given and the student is stimulated not to be a slave to the views of one author.

One may easily overlook some difficulties incident to an unusual arrangement of topics, occasional small errors, and a lapsing at times into factual rather than problematic situations, and gladly pay tribute to the author's painstaking selection of a group of essential elements which the student should desirably meet up with. Teachers giving a short course in psychology, particularly with immature students, will welcome this ready-to-hand book of exercises. Better interest and better growth in learning and the development of good learning habits are assured, than can be had with the more or

less typical textbook-lecture methods in vogue.

W. J. GIFFORD

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OTHER BOOKS OF INTEREST

LABORATORY STUDIES IN EDUCATIONAL PSYCHOLOGY. By Egbert M. Turner and George Herbert Betts. New York: D. Appleton and Co. 1924. Pp. 218. \$1.75.

This compact and well-made little treatise was built up as a companion volume to Betts's *The Mind and Its Education*, one of the "best sellers" in psychological literature. It contains fifty-two groups of experiments covering not only the usual range of topics but also a number of problems in mental and educational testing. An admirable twenty-four-page summary of the essentials of statistics is appended.

The authors have included three types of tests, those of the textual verification type but also those intended to develop technic and those enabling the student to be himself a discoverer, the aim being to apply psychological methods to the study of psychology. Materials and references are listed with each problem. But the striking contribution is found in the thought-provoking set of questions at the end of each experiment, requiring the student to use his new-found knowledge by applying it to practical school situations. For this reason and also because the authors have succeeded in couching technical thought in simple, untechnical language, this volume deserves to become in many a classroom the manual by means of which students are guided into the intricacies of a course in elementary general and educational psychology.

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STATISTICAL METHOD IN EDUCATIONAL MEASUREMENT. By Arthur S. Otis. Yonkers-on-Hudson: World Book Co. 1925. Pp. 332.

This book from the hand of one of our best-known statistical experts is avowedly not a treatise on educational measurement but a manual in elementary statistics with special reference to education. In addition, however, to discussing the typical problems of distribution, correlation, and reliability, the author has given no little attention to the study of brightness and the grouping and classification of pupils. The splendid mechanical get-up of the book is enhanced by the unusually large number of excellent graphs and tables, an age calculator, an IQ slide rule, and a detailed bibliography.

The arrangement of materials, the easy transitions made by the opening paragraphs of the various chapters, and the clear-cut, simple language in which the argument moves forward, assure this text a place in the first rank of textbooks in the elements of statistics and an equally certain place as a companion study in courses in tests and measurements. Painstaking scholarship, accuracy of detail, and the excellent critical analyses of existing tests and statistical measures will be appreciated by the student of education when one bears in mind the present-day tendency to produce at the expense of ripened thought and study.

LAW AND FREEDOM IN THE SCHOOL. By George A. Coe. Chicago: The University of Chicago Press. 1924. Pp. 133.

The child needs freedom to develop; but can he ever be freed from laws, natural, statute, and moral? And would it be for his best welfare to be so relieved of law? This essay discusses the relation of laws to project teaching in a most illuminating way; would that it could be read widely by the teachers who think that purposing means irresponsibility and disorder!

A RIDDLE BOOK. By Lilly Lee Dootson. Chicago: Rand McNally & Company. 1925. Pp. 160. 80 cents.

The choice of topics for these riddles show both imagination and an understanding of childhood; the silhouette illustrations are delightful and add much to the content; except for the shortness of the sentences the style is very good. The book will instantly win its way to the hearts of primary children.

THE WILL-TEMPERAMENT AND ITS TESTING. By June E. Downey. Yonkers-on-Hudson: World Book Company. 1923. Pp. 339.

This book gives a complete account of Dr. Downey's work in testing individuals for will-temperament. It is too technical for the classroom teacher, but of much significance for the student of personality and its measurement.

## NEWS OF THE COLLEGE AND ITS ALUMNÆ

### CAMPUS NOTES

Freshman training was conducted this fall in a manner slightly different from that of preceding years. Several of the mass meetings were replaced by group meetings in dormitories, conducted by student advisers from the upper classes. In these meetings the constitution and by-laws were discussed and explained and the new girls were given an opportunity to ask questions. The final examination was given in Sheldon Hall, October 1. The student advisers were Emma Dold, Elizabeth Elmore, Elizabeth Rolston, Dorothy Clark, Lillye Hundley, Doris Persinger, Kate Sebrell, Charlotte Wilson, Thelma Dunn, Marion Kelly, Ruth Kirkpatrick, Helen Walker, Ruth Nickell, Ruth Sullenberger, and Eva Dunlap.

The Freshmen were graciously received and entertained by the faculty of the college at Hillcrest, the home of President Duke, on Saturday evening, September 26. At the

Y. W. C. A. reception on September 25 dignified college girls played the part of little boys and girls at a party in the Y. W. social rooms. A Punch and Judy show, given by Thelma Taylor and Virginia Jackson, was quite original.

Harrisonburg churches welcomed the girls of the various congregations back to the community. An auto ride to Mount Crawford was the Methodist girls' good fortune, followed by an evening of peppy games in the basement of the church. At Dr. E. R. Miller's the Baptist girls participated in an outdoor party. Two big bonfires afforded cheerfulness and a good place for roasting marshmallows and wienies. Presbyterian girls were driven through the village of Weyers Cave and around to Masanetta Springs. The evening was spent most enjoyably and terminated in a feast, cafeteria style. The Episcopal girls and the Episcopal members of the faculty were entertained at the church rectory by Rev. and Mrs. Walter Williams, Friday, September 24. Stunts, songs, and jokes were enjoyed by all, as was Dr. Converse's correct method of roasting marshmallows. The Lutheran girls went through the country to Lexington. At Bethany, about five miles from Lexington, they attended a conference. Delicious things to eat followed. Distinctive was the dinner party given by Mr. Dickerson, pastor of the Christian Church, to the girls of that denomination. This party was no exception in the matter of fun and in the feeling of at-home-ness with the town people.

The first athletic event of the year, the Old Girl-New Girl game, with Old Girls victorious, was played October 3. The New Girls showed splendid form for such a short period of training, but the score stood 28-12 against them when the game ended.

Interclass games began October 24 when the Freshman team met and defeated the Junior team 13-43. The Seniors were defeated, 10-40, October 31, by the Sophomores. These scores indicate that the game