

THE READING TABLE

THOMAS JEFFERSON, PHILOSOPHER OF
EDUCATION

THE EDUCATIONAL WORK OF THOMAS JEFFERSON.
By Roy J. Honeywell. Cambridge: Harvard
University Press. 1931. Pp. 295. \$3.00.

The author has taken a specific and notable phase of this great and versatile man's work, lifted it from that state in which it was overshadowed by his political and social activities and reforms, and held it up to the light of day that all may see how farsighted he was in the matter of education—how zealous to secure reform in conditions as they existed. With finger upon the sore spots, he sought, in the midst of these other pursuits, to bring about remedial measures through legislative action, letters to and conversation with other men of influence, thus endeavoring to direct public opinion towards the improvements for which he was striving. Departing from the custom of his time, he advocated education for the masses, as well as for the wealthy—not only advocated it, but used his powers and energies to bring it to pass. (What might have been the story of education in Virginia had his plans carried!)

Mr. Honeywell shows why many of his plans failed; why, even after some bills passed, they did not function; why Jefferson finally left his plans for public education in primary and secondary fields and concentrated his efforts upon the materialization of the University of Virginia, which perhaps is, in truth, his monument. Also, the author gives evidence that these ideas for education came from many sources. Such men as Dupont de Nemours, Locke, and Dr. Joseph Priestley, as well as the schools of New England and of Europe, all helped to color his thinking.

The illustrations are not often seen in print. The portrait by Bass Otis shows Jefferson at quiet ease—a man about to see the fruition of a lifetime of work well done. A copy of Jefferson's plan of the University, drawn by himself and shaded by his

granddaughter, Cornelia J. Randolph, before he had determined the location of the Rotunda, a picture of the Rotunda itself in its beautiful setting, and one of his favorite pavilion, give added interest to this very delightful history.

The volume is significant because it strikes deep to the roots of public education in the South and shows how, if Jefferson could have made other men see as he saw, the history in this particular section might have been reversed. It deserves commendation in many respects, but chiefly because it shows Jefferson, the educator, as we have never seen him before.

BESSIE J. LANIER

OTHER BOOKS OF INTEREST TO TEACHERS

THE PSYCHOLOGY OF THE ELEMENTARY SCHOOL.
By Harry Grove Wheat. New York: Silver
Burdett and Company. 1931. Pp. 440. \$2.00.

The author of this book "seeks to avoid the contrast between the child and the subject" . . . For, "The subjects may become the pupil's own—his interests, his ways of thinking, his ideas. As such, they generate their own motives and lead the pupils into wider and wider fields of experience." Thus does he optimistically try to cut the Gordian knot between formal and informal education.

The book is very uneven in value. The discussion of the school program in general and that of the social studies offer no outstanding help in the solution of our current problems. But, on the other hand, the treatment of language, of reading, of spelling, of handwriting, and of arithmetic is so clear and systematic that it is an addition to the summarizing literature in those fields. Teachers attempting to set up courses of study in terms of outcomes will find these chapters teeming with fertile suggestions, for instance, his thesis that all operations of arithmetic are operations of grouping.

The questions at the close of each chapter are well planned. The bibliographies are complete, up-to-date, and carefully chosen.

KATHERINE M. ANTHONY
MODERN HIGH SCHOOL ALGEBRA, REVISED. By
Webster Wells and Walter W. Hart. Boston:
D. C. Heath & Company. 1928. Pp. 451+107.

This revision of Wells and Hart's *Modern High School Algebra* was prepared with certain definite objectives, among them an extended use of the graph as an integral part of the course. This is exceptionally valuable for students of the high school who do not expect to go to college, as it gives them some of the methods of analysis which are quite valuable.

The use of the formula as an aid to the solution of certain practical problems, especially in

computation of areas and volumes, is introduced early in the text. The function concept is introduced in various forms, which will make it easier for the student to grasp the more general theory which he gets as he continues his work in mathematics beyond the high school. Tests on fundamentals appear near the end of the book and a chapter on the trigonometry of right triangles is added. The make-up of the book is exceptionally good, and if it contains too many exercises and problems, that is the fault of many texts.

H. A. C.

TESTS AND DRILLS IN FIRST YEAR ALGEBRA. By Joseph A. Nyberg. New York: American Book Company. 1931. Pp. 176. Perforated pages.

This series of tests are intended to be given through the year as the topics are finished in class work. The tests are in pairs, A and B, covering the same ground, the B tests being intended to use chiefly as a second test for a pupil who has failed to show a reasonable score on the A test.

The tests are short but rather comprehensive, and the problems are so spaced on the paper as to give sufficient room for the solution to be placed next to the problem of exercise. The inside of the front cover is blocked out for achievement record and the inside of the back cover is ruled as co-ordinate paper with definite instructions given for the graph for the achievement record. By means of this the pupil can readily note his own progress.

H. A. C.

ELEMENTARY ALGEBRA. By Clinton A. Bergstresser and Elmer Schyler. New York: Hinds, Hayden, and Eldredge. 1930. Pp. 515.

This book attempts to give in considerable detail all the instruction necessary in an elementary course in algebra. One feature of the text is elimination of unnecessary technical words. Another is the careful distinction made between numbers and quantities. Laws and processes are stated in the order in which they are used, the pupil learning these things as they are needed. The introductory chapter covers 45 pages in which an introduction is given to a number of the methods of algebra involving, however, only positive numbers, the negative number not being introduced until the second chapter.

A chapter is given on graphs and graphic representation which will form a sort of introduction to the methods of analytic geometry. In the reader's opinion the book is marred and its size unnecessarily increased by the far too many exercises and problems included in the text. The number of these may be judged by the fact that the answer book alone which is bound with the text comprises 57 pages of closely printed material.

H. A. C.

CUMULATIVE READING RECORD. Arranged by Margaret M. Skinner. Chicago: W. Wilbur Hatfield. 1931. 50 cents per dozen; \$3.50 per hundred.

A simple 10x12 card provides spaces for thirty book reports, demanding concentration and brevity, discouraging generalities and wordiness. The card may follow the student from one teacher

to another, thus making apparent the amount and character of reading each student is doing.

C. T. L.

FIVE UNIFYING FACTORS IN AMERICAN EDUCATION. (Ninth Yearbook of the Department of Superintendence) Washington, D. C.: Department of Superintendence of the National Education Association. February, 1931. Pp. 544. \$2.00.

Like all Yearbooks of the Department, this book sets forth the results of important investigations made by specific committees, appointed to study the very definite problems designated. In this case it is the second report of the Commission on the Articulation of the Units of American Education—a report of vital interest to all concerned in the matter of education.

The problems discussed are as follows:

- I. Promotion Problems
- II. School and Community
- III. Relation of General to Professional Education of Teachers.
- IV. Finances
- V. Principles of Articulation and Functions of Units.

In the first problem, for instance, the most vexing questions perhaps are (1) How best to meet the needs of low-mentality and over-age pupils, and (2) How best to meet the needs of superior pupils. The committee recognizes these and makes suggestions for solving them. Case histories are given and differentiation of units of work are made to meet the needs of individual pupils.

Then there is the problem of the adult. How shall he make the adjustment to the ever widening changes of our civilization? Through adult education, the committee feels, lies the "hope of democracy"—the solution of many of our most difficult problems of labor, capital, etc. "It is just as necessary that the community make adjustments to assist education as it is that education adjust itself to fit the community," is the theme of this report—in other words, "co-operative inter-action of school and community."

The other problems are given equally helpful thought and suggestions.

Following the modern educational trend, emphasis is placed upon the child as the center of the school, his education being a progressive integration of all experiences—social, intellectual, physical, emotional.

Examples of inarticulation in every phase of the educative process are revealed—those due to teacher, poor methods, administration, etc. Need for better professional training for teachers and administrative officers is pointed out. Continuous revision and reconstruction of the curriculum are urged. The public needs enlightenment along every step of the way. The tables and illustrations leave one in no doubt as to the situation. The book should give strong impetus to the correction of certain faults in our school system.

B. J. L.

QUANTITATIVE ANALYSIS. By Floyd Hamilton Fish. Philadelphia: P. Blakiston's Son and Co., Inc. Pp. 120. \$1.25.

This book is well suited for a brief outline of procedure and introductory theory of quanti-

tative analysis for a beginner who does not expect to make a field of applied chemistry the major work. The reviewer does not agree with Professor Fish in many points of technic; for example this book requests the student to weigh several portions of exactly 0.2 grams of chemically pure, specially repared anhydrous Sodium Carbonate upon WATCH GLASSES. Such a procedure in the hands of a beginner requires much time, and while exact portions are being weighed, the salt hydrates. A glass-stopper weighing bottle containing the sodium carbonate, and only approximate portions weighed, and then corrected by calculations, appears more desirable.

The book is especially suited for students of agriculture, who require but limited practice and knowledge of quantitative chemical determinations for usual routine in their major field.

H. G. PICKETT

MODERN HISTORY. By Carl L. Becker. New York: Silver, Burdett and Company. 1931. Pp. 864. \$2.25.

This is a scholarly work, presented in a way well calculated to catch and to hold the interest of the high school student. The style is simple and effective. The maps and charts with which the text is well supplemented are of good quality, and the numerous illustrations are unusual and are especially well selected to enable the reader to visualize the character of the material civilization of the period under consideration. The subject matter is skilfully organized and interpreted to give meaning to the history of the last three centuries. Approximately one-half of the book is devoted to a discussion of the course of events since 1870.

O. F. F.

PERSONAL HYGIENE APPLIED. By Jesse F. Williams. Philadelphia: W. B. Saunders Co. 1931.

This popular and extensively used textbook has been completely revised and has been brought up to date by the addition of the latest information on health. The latest facts and increased illustrations make this a desirable textbook for the college student. The theme—"Live Most and Serve Best"—is stressed throughout the book.

RACHEL F. WEEMS

HEALTH THROUGH PROJECTS. By G. D. Brock. New York: A. S. Barnes & Co. 1931. Pp. 268. \$2.00.

This summary of problems and projects for pupil-health activity which also supplies the teachers with a condensed array of information for health instruction is both interesting and practical.

The projects suggested in relation to the different topics are planned to teach the pupils to "live health" unconsciously. The best methods of instruction and plan of treatment are well outlined in the introduction. Some of the topics discussed include ventilation; cleanliness and daily morning inspection; mental health; cereals and rest; pupil health organizations; teeth; correlating health with other subjects.

A health score chart for graded school pupils and a health census represent some of the practical methods of making health a part of the daily life given in the second division of the book.

This is a most usable book, especially by the teacher in the elementary grades. It also is a good textbook in hygiene in teacher-training institutions, in correlation with other books on health.

RACHEL F. WEEMS

NEWS OF THE COLLEGE

When college opened on Monday, September 21, students who had last year watched the completion of Wilson Hall and had witnessed its dedication on May 15 found its "occupation" had been completed during the summer. The administrative offices were all in use, and the routine of registration was all cared for in this building. On the second floor of Wilson classrooms have been assigned to the Education Department and to Mathematics; on the third floor are the English and Art Departments. Offices and classrooms for history, classical languages, and geography are now on the second floor of Reed, while Physical Education and French occupy the first floor, along with the Training School offices. The rooms vacated by administrative offices on the first floor of Harrison are now being used by the library, permitting much-needed expansion.

Enrolment figures compiled in the first week of the session showed a total registration of 747 students, giving Harrisonburg again this year the largest student body among the four teachers colleges of Virginia. Indeed, indications are that this is the largest student body in any Virginia college for women.

For the first time separate dormitories have been set aside for freshmen, who are now the exclusive occupants of Jackson, Ashby, and Wellington. Upper-classmen serve as presidents in these dormitories. Shenandoah has again been leased by the college, although the owners during the summer made changes in this building to provide a larger number of small apartments. On each floor are six apartments—two consisting of two rooms, kitchenette, and bath, two with two rooms and bath, and two containing one room and bath.