

SPECIALIST IN EDUCATIONAL
TESTS AND MEASUREMENTS
APPOINTED

Dr. David Segal, Long Beach, Calif., has been appointed to the position of specialist in educational tests and measurements in the Federal Office of Education research and investigation division.

It will be the duty of the new education specialist to conduct studies concerned with the construction and evaluation of tests and measures of pupil progress, efficiency of teaching, and adequacy of the school program; to administer measurement programs, interpret results, make administrative adjustments and curriculum changes based on results of testing programs, and to co-operate with bureaus of research in city school systems, other research agencies, and individuals in making studies in this field. Dr. Segal will also organize and conduct an information service for school officials and others interested in problems of tests and measurements; advise and assist school officials in surveys or studies of school systems, and assist in such surveys conducted by the Office of Education.

The Modern Language Association of America will hold its forty-eighth meeting on December 28, 29, and 30, at the University of Wisconsin at Madison.

Superintendent Sidney B. Hall spoke on equalization funds in Virginia at the meeting of the National Council of State Superintendents and Commissioners of Education, held in Washington, D. C., December 7 and 8.

Highland Springs High School, Henrico County, Virginia, has an experimental building for boys in home building, including landscaping the home grounds, accounting and budgeting personal accounts, furnishing a boy's room, making conveniences for the home, etiquette, and the like.

THE READING TABLE

ELEMENTS OF PLANT SCIENCE. By Charles J. Chamberlain. New York: MacGraw-Hill Book Co. 1931. Pp. 388.

Simply written and profusely illustrated, this book is excellent for use as a text in a high school course in botany. It would serve admirably as a reference book for both students and teacher in a general biology course, while some parts might be used to advantage in a college course. The illustrations should be given special mention. With few exceptions they are original drawings and photographs by the author and his assistants.

M. DORISSE HOWE

THE PSYCHOLOGY AND TEACHING OF READING. By Edward William Dolch. New York: Ginn & Company. 1931. Pp. 261. \$1.80.

This author takes a different departure from most authors, in that he begins his discussion from the point of motivation—the importance of arousing desire to read upon the part of the child. There is the story motive—"surprise and plot for both sexes"—in which the child is helped to a realization "that books open up an immense world of fascinating experience"; the play motive, in which manipulation of materials, the challenge, the puzzle, "acting out" stories, creating stories—all play a part in helping the beginner to want to read; the mastery motive, bringing with it the feeling of power, or ability; the utility motive; and others. He calls to mind the fact that when a child enters school, his apperceptive background includes, as a rule, at least 2,000 words; therefore, in learning to read he goes from the auditory to the visual image.

In dealing with these and other psychological factors and processes and with methods, testing programs, and special deficiencies, Mr. Dolch has utilized much of the scientific material in the field in such manner as to make it accessible to the average teacher. The book makes for easy reading and should, therefore, be a valuable guide for her.

B. J. L.

FACT AND STORY READERS. By Henry Suzzalo, George E. Freeland, Katherine L. McLaughlin, and Ada M. Skinner. New York: American Book Company. 1931. Book Six. Pp. 496. Book Seven. Pp. 492.

These two books finish a delightful series. In the sixth, the material comes under the following heads: Men and Women of Action; World Neighbors; The World's Work; Open Country; The Land We Live In; Leaves From Famous Stories. The contents of the seventh read thus: The World of Nature; Old Stories That Live; Modern Stories; With People Who Do Things; Adventures in History; Know Your Country. Even Penrod and Lindbergh live in the latter book! From these selections every child will find something to enjoy and interest because each is teeming with life and color. This is true of the poetry as well as of the prose.

B. J. L.

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A PRACTICAL READER FOR ADULTS. By Josephine Dwight Mason and Gertrude E. O'Brien. Boston: D. C. Heath and Company. 1931. Book I. Pp. 137. 72 cents. Book II. Pp. 157. 76 cents.

Well named, these books provide practical reading material for illiterate adults—material which comes within the everyday experiences of these individuals. For instance, we find in Book I short, easy sentences and pictures dealing with signs, such as Stop signs, Help Wanted signs, as well as with other experiences. Adult activities give added incentive to learn, for, even though one be illiterate, one does not enjoy learning to read through phrases and sentences adapted to the six-year-old. Book I also introduces material in the form of letters to friends, etc. The contents of Book II are more in the form of letters to friends, etc. The contents of Book II are more in the form of narratives and involve the idea of good citizenship along with everyday activities. Tests are found at intervals which enable adequate check-up. Book III is in process of preparation. There is a teacher's edition to accompany each, at \$1.00 per copy. These books are also recommended for badly retarded 12-to-16-year-old boys and girls.

The books are well named, too, for the reason that the authors have produced them out of their own rich experiences in teaching adults and are therefore qualified to meet their needs. They are particularly significant because of the dearth of reading material suitable for teaching illiterate adults, and should be greatly welcomed by those teachers so engaged.

B. J. L.

OUR LITTLE FRIENDS OF ESKIMO LAND, PAPIK AND NATSEK. By Frances Carpenter. New York: American Book Company. 1931. Pp. 239.

What fun it is getting introduced to geography through such a beautiful and delightful book! This is the first of a new series of geographical readers for the third and fourth grades. The publishers state that the underlying idea is that of world friendship and interdependence. This volume takes the two little Eskimo friends indicated in the title, through a whole year of thrilling adventures, thereby introducing the reader to the dress, habits, customs, and industries of these people of our Northland. Read it. You will like it.

B. J. L.

CINDER THE CAT. By Miriam Blanton Huber. New York: American Book Company. 1931. Pp. 95. 56 cents.

How happy the child into whose hands falls this little reader for first grade children! Cinder's story develops through seven chapters, just like a grown-up book. The situations are real; the words used are, for the greater part, found in the Gates List for Primary Grades; the numerous illustrations will delight every child who sees them.

JEAN AND FANCHON. By Virginia Olcott. New York: Silver, Burdett and Company. 1931. Pp. 168. 80 cents.

In this group of charming stories, Miss Olcott helps us to see French child life through the activities and adventures of Jean and Fanchon. There are vivid, colorful descriptions of the

simple, homely tasks of everyday life; there are the joy and laughter of carnival time, of festivals; there are interesting excursions through the perfume factory, the silk factory; and through it all runs the thread of native customs and costumes. The material is of about fourth-grade level and should prove of real interest to children of this level.

B. J. L.

THE PSYCHOLOGY OF SCHOOL MUSIC TEACHING. By James L. Mursell and Mabelle Glenn. New York: Silver, Burdett & Co., 1931. Pp. 378. \$2.40.

We are facing the enormous job of musical reconstruction, say the authors, emphasizing the need of all the help that scientific psychology can give.

Part I deals with the foundations of musical education. The musical nature of the child and the processes of learning are discussed. Appreciation in its broadest sense is indicated as the necessary central aim.

Part II lists the factors in musical-mindedness and tells how they may be developed in school music. Mastery of the score through phrase-wise study is shown as the strongest factor in the development of musical skill.

Part III sets forth the problems of executant music.

Part IV discusses the standard test, music materials and their evaluation, and sums up with the statement that "To teach America the achievement of loving music wisely is the ultimate aim of school music."

This book will be particularly helpful to the teacher of school music.

E. T. SHAEFFER

NOTAS DE UN ESTUDIANTE. By José Rodríguez Pastor, and edited by Carl O. Sundstrom. New York: Silver, Burdett and Company. 1931. Pp. 236. \$1.00.

This edition of a work not hitherto published in any edition in the United States is offered as interesting reading for the second year of high school Spanish or the second term of college. Very few of the texts read in the first years of Spanish are in any sense contemporary. One of the merits of *Notas de un Estudiante* is that it is of the present day and appeals therefore very powerfully to the American student.

This book is a diary of the author's adventures in the United States as a student in several universities. The relation of his contacts with fellow students, the daily occurrences of classroom, laboratory, and student life, the amusing incidents, all touch closely upon the interests of American students. Furthermore, our American institutions, seen through the eyes of a Spanish-American, provide sidelights on the differences between Spanish civilization and our own.

In addition, the easy, everyday vocabulary makes this volume one which the student can read with pleasure and with sufficient rapidity to enjoy as he would enjoy a story in English. The conversation has a colloquial flavor that brings home to the student the realization that after all Spanish is not just to be read but to be spoken. Many parts lend themselves to dramatization, and therefore suggestions are made in the exercises following each chapter for work of this sort.

J. A. S.