

## THE READING TABLE

GEOGRAPHY IN THE ELEMENTARY SCHOOL. By Zoe A. Thralls and Edwin H. Reeder. New York: Rand McNally & Co. 1931. Pp. 441. \$2.40.

This text was evidently written as a help for planning geography study for human children, so it avoided much of the error which might have resulted if it had been planned for the theoretically ideal group. Repeatedly, reminders are given in regard to the type of outcome which must be expected if the teacher is doing work which measures up to the modern or interpretive conception of geography. In connection with teaching the subject, there is frank consideration given to difficulties and drawbacks belonging to each method which has occupied the center of thought in the educational world. If elementary school teachers of geography want a helpful book to guide them so their pupils will see geographic influences in all of man's undertakings, they should secure this book.

R. M. H.

PUPILS' HELP BOOKS IN GEOGRAPHY. By B. H. Schockel, Mattie B. Fry, and J. E. Switzer. New York: American Book Company. Book Two. 1931. Pp. 64. 20 cents. Book Three. 1932. Pp. 71. 20 cents.

These two books belong to a series. Book Two is planned for the last half of Brigham-McFarlane's *Essentials of Geography, First Book*. Book Three is provided for the first half of Brigham-McFarlane's *Essentials of Geography, Second Book*. These books provide exercises by which there can be a systematic checking of results; they may also be used advantageously for review periods. The dramatizations, diagrams, and illustrations should guide in observing the geographic relationships between human undertakings and natural environment; classes will thus avoid the beaten trail of out-of-date geography. The map coloring which is planned should develop a greater appreciation for maps of all kinds. Although planned for use with the Brigham-McFarlane texts, teachers of grammar grades could profit by using the help books as a source of worth-while suggestions.

R. M. H.

EXERCISE AND ITS PHYSIOLOGY. By A. G. Gould and Joseph A. Dye. New York: A. S. Barnes & Co. 1932. Pp. 433. \$3.00.

This is a new treatise on a little known subject. There are plenty of texts on general physiology but this book fills a long standing need in the field of physical education. Written in simple but accurate language, it can be used with a minimum of biological preparation and should be in the hands of all teachers of physical education and in all high school and college reference libraries.

G. W. C.

TYPES OF POETRY (*Exclusive of the Drama*). Edited by Howard Judson Hall. Revised and Abridged by John Robert Moore. Boston: Ginn and Company. 1931. Pp. 542.

This abridged edition of Hall's *Types of Poetry* uses a simpler method of classification and is more condensed throughout; but it has retained its plan of complete poems—"not a patchwork of favorite passages, but a collection of typical poems," the editors put it.

Including American as well as English, the volume is excellently designed for an introductory course in poetry. A sense of human appeal seems to have guided the editor in his selections.

C. T. L.

BOOKS: A SELECTED LIST FOR PARENTS AND TEACHERS. Selected and compiled by the Parents' Bibliography Committee. New York: Child Study Association of America. 1931. Pp. 86. Paper covers.

This sixth edition of a list first issued in 1914 and then including 49 books has grown, in spite of rigorous pruning, to almost five hundred titles. Thus, the committee chairman points out, has interest in parent education literature developed. The volumes now listed are classified under the following heads:

Adolescence; Biology, Anthropology, and Genetics; Child Study; Education; Nursery Schools, Schools, Camps, Colleges; Exceptional and Unadjusted Children; Family Relationships; Health and Physical Care; International Relationships; Mental Hygiene; Philosophy, Religion, and Ethics; Play and Recreation; Psychology; Sex Ed-

ucation; Sociology; Vocational Guidance; "Background" Books; Leaders' Lists; Surveys; Fiction and Biography.

This booklet should be in the hands of every librarian, and the books listed should also be accessible. "Choosing the right book for the right need at the right time," it is pointed out in the preface, "need not be emphasized to those who have learned how books may become an essential part of one's total experience in living."

C. T. L.

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LIVES OF TODAY AND YESTERDAY. A Book of Comparative Biography. Edited by Rowena K. Keyes. New York: D. Appleton and Company. 1931. Pp. 316. \$1.36.

Excerpts from biographical writing, interestingly arranged in pairs to present "lives similar in certain striking aspects, yet widely separated by time and circumstance." The book is admirably designed for high school English classes.

The figures contrasted are Franklin and Carnegie, builders of America; Alcibiades and Napoleon, national leaders; Joan of Arc and Florence Nightingale, national heroines; Columbus and Peary, discoverers; Sarah Knight and Gertrude Bell, woman travelers; Hamilton and Disraeli, statesmen; Johnson and Stevenson, men of letters; Frances Burney and Louisa M. Alcott, woman writers; Garrick and Edwin Booth, actors; Fulton and the Wrights, inventors.

Glimpses into the lives of these men and women will surely stimulate pupils to further reading.

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WRITING AND THINKING: *A Handbook of Composition and Revision*. By Norman Foerster and J. M. Steadman, Jr. Boston: Houghton Mifflin Company. 1931. P. 450.

This is the second revised edition of the same authors' *Sentences and Thinking*, that useful little book for college freshmen which presented so pointedly and so aptly the essentials of sentence structure. Extension and elaboration of material characterize the present volume, but this reviewer for one wonders if it has not lost one

of the great virtues of the earlier book, in the preface to which the authors lamented rhetorics "obsessed with the sacred need of comprehensiveness." C. T. L.

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CERTAIN STATE PROGRAMS FOR THE IMPROVEMENT OF RURAL SCHOOL INSTRUCTION. By Annie Reynolds. Washington, D. C.: U. S. Government Printing Office. (U. S. Bulletin No. 18.) 1931. Pp. 32. 10 cents.

This bulletin takes the new programs of four states—Minnesota, Missouri, North Dakota, and Idaho—and discusses them individually, summarizing the worthwhile results secured in each case. The author bases her analyses upon individual conferences and correspondence with state education officials, their published reports, and copies of circular letters and other materials distributed by them.

While the programs vary, in all may be seen a desire to bring the rural teacher into closer touch with desirable curricular materials and modern practices in the use of them; and to aid her through adequate supervision, helpful teachers' meetings, and other means, in securing a good learning product upon the part of her pupils. Evidence shows that in the organization state departments and various teachers' colleges are closely allied with the work and give definite help all along the way. The report from Missouri gives some idea of what is being accomplished: "The educational advancement in the ten counties over a period of approximately six months averages 12.76 months or over twice the normal expected growth."

Superintendents doubtless will find the bulletin indicative of trends in modern rural education, and therefore helpful in formulating programs. B. J. L.

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JAMES BALDWIN'S GEORGE WASHINGTON. (Reprint from *Four Great Americans* by James Baldwin, copyright, 1896, 1897 by Werner School Book Co.) New York: American Book Co. 1932. Pp. 65. 36 cents.

Girls and boys of the fourth and fifth grades will enjoy this series of stories about

The Father of our Country. They concern the most significant periods of his life and are told in a simple, intimate style likely to arouse children's interest. B. J. L.

FACT AND STORY READERS. Book Eight. By Henry Suzzalo, George E. Freeland, Katherine L. McLoughlin, and Ada M. Skinner. New York: American Book Co. 1931. Pp. 496. 96 cents.

This is the last of a delightful series, most of which have already been reviewed in this magazine. The commendation given those others applies in the same measure to this number. B. J. L.

THE MODERN SCHOOL ACHIEVEMENT TESTS. Form I. By Arthur I. Gates, Paul R. Mort, Percival M. Symonds, Ralph B. Spence, Gerald S. Craig, DeForest Stull, Roy Hatch, Amy I. Shaw, and Laura B. Krieger. New York: Bureau of Publications, Teachers College, Columbia University. 1931. Pp. 31. \$7.20 per 100.

A new battery of ten tests in Reading, Arithmetic, Spelling, Health, Language Usage, History, Geography, and Science. According to the publishers, the tests were planned:

1. To help discover the need for individual and group remedial teaching.
2. To help discover the need for varying individual programs.
3. To aid in evaluating the status of achievement in class, school, and school systems.
4. To aid in classifying pupils.

The tests are designed for grades two to nine inclusive, to be given in four sittings ranging from 40 to 46 minutes, using in all two half-days. Stencils are provided, making for ease in scoring; directions, both for giving and for scoring, appear simple and adequate; norms are based on 6710 cases in 37 cities; a device for interpreting scores is found at the end of each test; an alternate form is now available. Perhaps it is well to state that the norms are not fixed, but the authors make suggestions for possible modifications.

It is difficult to make criticisms of any sort until one has had opportunity to make a test of the materials in the average school

situation, but they appear significant and experience with past tests of the same authorship would indicate them a valuable contribution to the testing program. B. J. L.

#### OTHER BOOKS RECEIVED

GENERAL BUSINESS SCIENCE. By Lloyd L. Jones and James L. Holtsclaw. New York: The Gregg Publishing Company. 1931. Pp. 794.

PROJECTS IN BUSINESS SCIENCE. For use with *General Business Science*. By Lloyd L. Jones and James L. Holtsclaw. New York: The Gregg Publishing Company. 1931. \$1.00.

UNDERSTANDING ADVERTISING. By Raymond Hawley and James Barton Zabin. New York: The Gregg Publishing Company. 1931. Pp. 150.

GREGG SHORTHAND JUNIOR MANUAL. By John Robert Gregg. New York: The Gregg Publishing Company. 1927. Pp. 202.

TRANSCRIPTION DRILLS. By J. Walter Ross. New York: The Gregg Publishing Company. 1930. Pp. 178.

GREGG TYPING TECHNIQUES AND PROJECTS. By Rupert P. SoRelle and Harold H. Smith. New York: The Gregg Publishing Company. 1931. Pp. 267.

THE MUSIC HOUR: *Teacher's Guide for the Fifth Book*. By Osbourne McConathy, W. Otto Miessner, Edward Bailey Birge, and Mabel E. Bray. New York: Silver, Burdett and Company. 1931. Pp. 333.

PRACTICAL ENGLISH DRILLBOOK. By Easley S. Jones. New York: The Century Company. 1931.

THE PSYCHOLOGY OF EXCEPTIONAL CHILDREN. By Norma V. Scheidemann. Boston: Houghton Mifflin Company. 1931. Pp. 520.

A STATE can afford to lose time on the construction of a road, a bridge, or a building, and by speeding up construction at a later time possibly catch up, but education must be continuous . . . At no time in our history was there greater need for the influence of education upon our future citizens. It goes without saying that at this critical period it would be a great mistake to weaken the services of any of our educational institutions. They should be strengthened no matter what the drain may be.—*Alfred E. Smith*.

#### THE "DEBT ETERNAL"

THE GOOD education of youth has been esteemed by wise men in all ages as the surest foundation of the happiness both of private families and of commonwealths.

—*Benjamin Franklin*.