

managed, too. Having stupidly forced the liquidation of business, they are now even more stupidly forcing the liquidation of intelligence. In the last decade we spent money liberally on buildings. These buildings now stand empty. Is that saving? Is that the proper use of income? If we had spent our income on education and health, we would at least have something that is of some good to us today.—William Trufant Foster, economist, Boston, in the *Journal of the National Education Association*.

#### USEFUL MAGAZINE SUSPENDED

*The Teachers Journal and Abstract*, published at the Colorado State Teachers College at Greeley, has just suspended publication owing to a sharp reduction in the number of subscriptions and to a serious cut in the maintenance income of the college. *The Journal and Abstract* has performed a useful service in the field of educational publications. Its suspension will be regretted generally.

#### THE READING TABLE

A MODERN INTRODUCTORY FRENCH BOOK, by H. D. Learned. New York: Oxford University Press. 1932. Pp. 317. \$1.70.

A truly original book. On every page it is easily apparent that it grew out of actual classroom experience and was not mechanically built from other textbooks. The reader continually visualizes the teacher at his blackboard rather than the book-maker at his desk. Before him is not a stack of older French grammars, but an array of pupils and the future of these pupils.

In teaching the verb, the author does not employ mere memory tricks caught from accidental resemblances — however useful these may be—but his analysis is scientific, based on historical development and reliable foundation principles.

It is a keen pleasure to examine this

text. One marks certain diagrams and illustrations to be used later—with due acknowledgment—on one's own blackboard. But the very originality and individuality of the book raises the question as to whether it is quite usable in the hands of the average teacher. E. P. C.

LA LANGUE FRANCAISE: COURS ELEMENTAIRE. By Charles J. Drapeau. Garden City, New York: Doubleday, Doran and Company. 1932. Pp. 340.

This text seeks to combine the best elements of both the grammatical and the direct methods. There are more than fifty introductory pages, including valuable pedagogical advice. It is a French book—not merely a book about French—for the instruction throughout is given in that language. Grammar drill is provided by the abundant exercises for translation from English into French. The anecdotes at the end of the lessons are fresh and spicy, and afford pleasant topics for conversation.

E. P. C.

ELEMENTS OF GERMAN. By Jacob Greenberg and Simeon H. Klafter. New York: Doubleday, Doran and Company. 1932. Pp. 293.

One almost feels a desire to start all over again in the study of a language upon sight of such an attractive and well-planned book for beginners. This text is adapted for use in junior or senior high schools. It is a New York City product, following the syllabus of that school system and using a modified direct method. It is rich in poems and songs—with their music—and in illustrations, ranging from pictorial maps and a frontispiece of Baron von Steuben to the cliff of the Lorelei and a planetarium. No pains seem to have been spared to help the pupil from the very beginning to learn not only German but Germany and the Germans. Many things have been tactfully omitted, but placed within reach in a forty-page appendix. E. P. C.



THE TEACHING OF GEOGRAPHY. By Clyde B. Moore and Lillian A. Wilcox. Cincinnati: American Book Company. 1932. Pp. 256. \$1.40.

As an anchorage to modern treatment, there recurs throughout the text the idea, repeated in different words, that "within the past two decades geography that emphasizes the relation between man and his environment has been receiving increasing attention." The chapter discussing the integration of subjects and the chapters on materials and equipment should be helpful as reference material.

It may have been caused by an attempt to avoid lengthy considerations, but often the text seemed to be giving material which the authors had only partly assimilated into their thinking and experience, so the reviewer is inclined to question whether the authors are saturated with geography. It was noticeable throughout the text that comparatively few examples refer to Southern literature, history, customs, etc. For this reason the book will have greater usefulness in the Northeast than in the South. The book as a whole should be more satisfactory as one of many books in a reference library providing materials for helping geography teachers than as a class textbook.

RAUS M. HANSON.

DRAWING GAMES. By Celia Bernstein. New York: The Godlove Company. 1931. 50 cents.

This booklet is a rather delightful surprise in comparison to what one might expect to find under the title chosen. The author has written the book, as she says, "for little boys and girls, middle size boys and girls, and big boys and girls," and with the idea that it will be in the hands of children, as a rule. Twenty-one lessons, called "games," and made up of simple and clearly stated directions, compose the book. These "games" involve some drills, as design drills, the study of human figures, animals, birds, etc.

Ways of going about the making of pictures is touched upon under such headings as "Where to place near and far objects," "How distant objects appear to change," "Balance," "Variety," "Center of interest." There is the danger, of course, that the work will become mechanical and stilted; but the self-instruction suggested is better, perhaps, than most of such attempts in this field.

G. M. P.

WORKBOOK IN SOCIOLOGY. By Clarence H. Schettler and George E. Simpson. New York: American Book Company. 1931. Pp. 239. 68 cents.

This workbook should prove useful in sociology or social problems courses in the senior year in high school or in the freshman or sophomore year in college. It is especially well fitted for use with Ellwood's *Sociology and Modern Social Problems*, but is also adapted to accompany any one of several other textbooks. The material is arranged in units and includes a wealth of outlines, references, questions, and other suggestions and helps valuable both to teacher and student.

O. F. F.

HOW TO DRAW IN PEN AND INK. By Jasper Salway. New York: Bridgman Publishers, Inc. 1931. \$2.50.

This book gives some most helpful directions for a student interested in pen and ink drawing. The third and fourth chapters are aptly headed "How to Begin" and "How to Go On." The illustrations included under the last chapter are an inspiration, representing, as they do, examples from the work of such artists as Edmund H. New, Aubrey Beardsley, C. Dana Gibson, Claude Shepperson, Frederick Griggs, and others. As the book closes on the last illustration one feels a keen desire to get paper and pens at once and try one's hand at this most fascinating medium.

G. M. P.



CHINESE FABLES AND FOLK STORIES. By Mary Hayes Davis and Chow-Leung. New York: American Book Company. 1908. Pp. 204.

Not a new book, but one that is unique because it contains the first Chinese fables ever printed in English. Some date as far back as 2,000 years; in all of them are found bits of the wisdom of the ages.

These are told so simply and attractively that children cannot but enjoy them. They are of about third and fourth grade level, yet adults may find pleasure in them even as in *Æsop's Fables*. Other attractive features are titles in Chinese written below the English titles and the Chinese character of the illustrations.

B. J. L.

THE SELF-TEACHING SPELLING TABLET. By Jesse A. Adams. New York: Silver, Burdett and Company. 1931. Book One for Grades I and II; Book Two for Grades III and IV; Book Three for Grades V and VI. Each 16 cents.

Spelling pads with space provided for writing "corrected words" following each day's lesson. Suggestions to teacher and pupils are included in each book and a pupil graph in Books Two and Three.

TRAINING SCHOOL COURSE OF STUDY: KINDERGARTEN, FIRST, SECOND, AND THIRD GRADES. State Teachers College, Farmville, Virginia. October, 1932. Pp. 235. \$1.00.

This is the first bulletin resulting from the curriculum study on the part of the faculty of the State Teachers College at Farmville, Virginia. It is organized in two parts. Part I is developed from the point of view of the grades, including the kindergarten, first, second, and third grades. Part II is organized from the point of view of the school subjects recognized in the Training School. The factors developed in Part I consist of a description of the situation in each grade made in such a way as to give the student teacher a satisfactory orientation from the beginning; the general outline of the content of each grade; the materials and equipment of each grade; a list of suggested activities for pupils of each

grade; and typical units of work in each grade described in retrospect and evaluated on the principles of method recognized in the Training School. The factors developed in Part II are the general objectives of the different subjects; the content of the subject for each grade; the specific objectives of each subject in each grade; the materials and equipment for teachers and pupils in dealing with the subjects; and standards of achievement in each subject for each grade.

The distinctive feature of this course of study is the treatment of the units of work. In most courses of study teaching units are incorporated merely as illustrations of procedure that have been used or might be used. In this bulletin, however, typical units are described as they have been taught in the Training School and in addition are evaluated on the basis of principles of method. This bulletin should be very helpful to all those who are participating in the State Curriculum Program at this time, especially to the Production Committees.

SARAH B. TUCKER

## NEWS OF THE COLLEGE AND ITS ALUMNAE

Seven hundred and fifty-four students registered at the opening of the State Teachers College here on September 19 and 20.

A large increase has occurred in the enrollment of day students. There are approximately one hundred and seventy-five day students registered for the fall quarter. Fifty-two of those enrolled were transfers from other colleges.

Transfers from other schools are: Savage School of Physical Education, 9; Randolph-Macon Woman's College, 1; Bridgewater, 2; Shenandoah, 4; Tennessee Wesleyan, 1; Davis-Elkins, 1; University of Arizona, 1; Eastern Mennonite College, 1; Roanoke, 1; Hiwassee, 1; Radford State Teachers Col-