

He said that while the South has rarely been excelled in its contribution to natural and human wealth, it has lagged considerably in its technological development.

"Special studies," he said, "of various regions indicate that, while the South probably entered the depression earlier than other regions, there is evidence that it is coming out earlier.

"The new frontiers of leadership will be dominated by purpose, well defined objectives, skill and capacity to go forward, and the determination and spirit which characterize a great people."

He said the way out of America's present difficulties is through development of leadership possessed of poise, balance, and sanity.

"The need of the hour is," he said, "a radicalism that will clear a way for the realization of the aspiration of a sturdy race."

HILL HUNGER

I want to stride the hills! My feet cry out
For hills! Oh, I am sick to death of streets:
The nausea of pavements and people always
about;

The savagery of mortar and steel that beats
Me under, hedges me in; the iron shiver
Of traffic!—I want to stride the hills, I want
Hills toned frantic silver or a quiver
Of scarlet; hills that hunger and grow
gaunt!

I am tired of steps and steps, and a thousand
flights

Of stairs resounding, shuffling, quarreling
With shoes. I want a hill on windy nights,
When April pauses with me, clambering
Over the purple side to the top, until

We pull ourselves up by a star—the hill!
the hill!

—JOSEPH AUSLANDER

He is ill clothed that is bare of virtue.
POOR RICHARD

THE READING TABLE

THE WAY OUT OF EDUCATIONAL CONFUSION. By John Dewey. Cambridge: Harvard University Press. 1931. Pp. 41. \$1.00.

This seventh annual Inglis lecture is very timely now when we read in the report of the U. S. Office of Education that forty out of forty-eight American states are facing a real breakdown in their schools. Dewey is not, however, dealing with this financial breakdown, but with the aimlessness which is no doubt equally disastrous to an efficient school program. He says: "We use leathern bottles in an age of steel and glass. The bottles leak and sag. The new wine spills and sours. No prohibitory holds against the attempt to make a new wine of culture and to provide new containers. Only new aims can inspire educational effort for clarity and unity. They alone can reduce confusion; if they do not terminate conflict, they will at least render it intelligent and profitable."

Expressing clearly his conviction that in the short compass of this address he could not develop all the causal factors involved nor the totality of remedies, he finds that the outstanding symptom or cause of the confusion is the "traditional classification and division of isolated subjects." This tendency to keep splitting up the subject-matter used in the education of children and youth results in the following: the excessive multiplication of branches of study in any given field, and the tendency of subject-matter to become isolated, even from life situations; the development of conflict between the so-called cultural and vocational studies. The names of subjects become "tags" with quite different connotations for different teachers, and the general effect is increasing confusion and chaos.

One hopeful way out of the consequent confusion, Dewey believes, is to be found in the "project" method. He finds that it pulls subject-matter together like a magnet and that it calls out such genuine activity on the part of the pupil as leads to application and

use. As in other sources, Dewey notes that subject-matter and method are quite inseparable; a method is the way out of the confusion due to the splitting up of subject-matter.

It is fortunate for us in Virginia that one of the first steps in the effort to devise a new and sounder curriculum was to posit a body of vital aims. It will be possible for the teacher who uses the new course of study to teach an integrated or related program in which the various studies are so merged as to make for genuine life-like learning. Similarly on the secondary level, it is likely there will be offered not only general science but general mathematics and general language in such schools as wish to aim at aimfulness.

W. J. G.

THE TECHNIQUE OF PROGRESSIVE TEACHING. By A. Gordon Melvin. New York: John Day Company. 1932. Pp. 405. \$2.95.

Dynamic learning is the keynote of this well-written book. It not only describes the activity program or the project method clearly, but also sets forth a sound philosophy and technique which will enable a teacher to make her classroom a place where children "learn as they live."

The author's views are supported by such able leaders in education as Dr. W. C. Bagley, Dr. Thomas Alexander, and Miss Lucy Sprague Mitchell.

Any teacher, whether in the one-room rural school or in the large city system, will find here guidance in organizing her work to meet the changing needs of her group. She will also find aid in managing her group by building order through the development of habits of self-control, independence, and responsibility in the individual child. There is perhaps no book in the field of education as well rounded and complete in its treatment of progressive methods and materials of teaching.

V. B.

THE MACHINES WE ARE. By Robert T. Hance. New York: Thomas Y. Crowell Company. 1932. Pp. 398. \$3.00.

The man in the street today wants to know something about the science of living things and especially about himself. Every teacher of biology has been asked to explain questions in this field and has found even the simplest matters difficult of such explanation when his questioner has never heard the principles of this science. Teachers in other fields have also felt the handicap when their students have no knowledge of this science. All of them have wished that some superteacher would write a book that would fill these needs. It has been written by Dr. Robert T. Hance of the Department of Zoology, University of Pittsburgh.

It requires true genius to write such a book as this. The greatness of the accomplishment leaves one with a feeling of humility. If ever any book was the "book of the month," this one is entitled to that designation. It is simple, accurate, humorous, exceedingly interesting, and as readable as any romantic story. The technical details of the structure and functions of the human body, processes of life, principles of biology, and the facts of heredity are set forth in such simple language that he who runs may read and enjoy. If you are a teacher of biology, read it and you will be a better teacher. If you are a librarian, do not admit that you do not have it on your shelves.

G. W. C.

PROGRESSIVE TEACHING. By A. Gordon Melvin. New York: D. Appleton and Company. 1929. Pp. 272. \$2.00.

In this little book, the author first (Ch. I) sets forth in favorable contrast the notion of progressive as against conventional or traditional teaching and education, emphasizing the effort of the former to keep the work of the school in close, vital contact with life. In an effort to bring together materials important for the young student of education, he has given a brief statement of

the essentials of behavioristic educational psychology (Ch. II), of tests and measurement (Ch. X), and of the functions of the teacher and the school environment (Chs. III, IV).

The remaining half of the book develops the concept of the "conduct unit," a reinterpretation of Kilpatrick's complete act, and of his project method. This unit appears to be subdivided into four types, the unit of construction or creation, the unit of play or recreation, the unit of work or duty, and the unit of skill. The discussion and the illustrations indicate the author's faith that "if the schools train children to carry out units of conduct in a properly balanced way, they will be better prepared to meet the actual problems of life."

The severe critic will say that half of this book represents a superficial effort to cover the whole field of education for the purpose of dishing up a new term for our educational lingo, namely, the conduct unit, which is another name for the project. However, the young teacher will find here in brief form his educational psychology, educational sociology, and educational measurement, and in addition will profit by a fresh discussion of the unit which certainly does not make that too of education merely a servant of old King Subject-matter.

W. J. G.

FEATURES AND FACES: By George B. Bridgman. Pelham, N. Y.: Bridgman Publishers. 1932. Pp. 64. \$3.50.

This book is composed of about twenty-nine plates as well as many other illustrations of faces and features drawn in a good sketchy line manner. It begins with simple directions for front and side-view faces and tells in a clear way how to locate the features; it explains shapes, construction of features, and light and shade of faces. The head is discussed as an oval; however, the treatment as a square or cube in perspective at different life levels is especially good. Scattered through the book are short sketch-

es of the lives of Vermeer, Hals, Rembrandt, LeBrun, and Reynolds with a few line illustrations and explanations from each. This publication should be very useful to the amateur student of life drawing. There is a probability that the plate pages will be published in portfolio form.

A. M. A.

HEALTH STUDIES: Personal Health. By F. M. Gregg and Hugh Grant Rowell. Yonkers-on-Hudson, New York: World Book Co. 1932. Pp. 314.

HEALTH STUDIES: Home and Community. By F. M. Gregg and Hugh Grant Rowell. Yonkers-on-Hudson, New York: World Book Co. 1932. Pp. 258.

Intended for use in the elementary grades, *Personal Health* is well illustrated and practically written. It strives to teach by doing and suggests many experiments by which the pupil can prove facts. One chapter that is especially good is "A Trip Through an Efficient Factory," in which the digestive system is thoroughly and interestingly studied.

In the companion volume, *Home and Community*, the same plan of learning by doing is carried out in the study of disease prevention. A teacher's manual offers additional material for the development of this subject. The book is well illustrated and written.

R. F. WEEMS

FUNDAMENTALS OF PERSONAL HYGIENE. By Walter W. Krueger. Philadelphia, Pa. W. B. Saunders Company. 1932. Pp.

The various phases of personal hygiene are discussed. Each chapter has an outline of the main points, a list of health practices to be acquired, and suggested questions for class discussion. It is entertainingly and practically written. The author had definite aims in mind and wastes few words. The illustrations are numerous and good.

R. F. WEEMS

Deny self for self's sake.

POOR RICHARD