

their English courses to the great benefit and interest of senior high-school students. The National Council of Teachers of English is actively supporting the idea. Organizations such as the International Council on Religious Education, the Y. M. C. A., the Y. W. C. A., the Jewish Welfare Board, the National Catholic Welfare Conference, in their own educational groups for adolescents are all addressing themselves to the problem. It would appear that the appreciation of motion pictures is on the way promptly to be included in high-school curriculums. And if agencies such as these deliberately underwrite the project, it is only a matter of a decade or so until the public will intelligently discriminate between good and poor pictures, which discrimination will have a direct effect upon the box-office receipts of exhibitors—than which there is no more powerful influence known to producers. Such a public will also evolve techniques of control that seem to be beyond the ability of the present generation of adults to whom commercial pictures are a mystery, and seem to be a menace.

W. W. CHARTERS,
In *Educational Research Bulletin*.

THE READING TABLE

THE TECHNIQUE AND ADMINISTRATION OF TEACHING. By Noble Lee Garrison. New York: American Book Company. Pp. 592. 1934. \$2.50.

Out of the mass of confusing educational theories now current this practical treatment of teacher and pupil growth and development seems particularly clear. The integrative aspects of teaching and learning are kept in mind.

Only through integration of theory and practice can one develop in independence and power in teaching. This book makes this integration seem within range of accomplishment of most teachers by dividing teaching into two major phases. The first phase is that of administrative procedures

which have to do with pupil growth in independence and power to get things done by giving him opportunity to develop such attitudes and skills as insight, self-direction, self-appraisal, self-improvement, cooperation, leadership, initiative, and self-control. The second phase is that of teaching techniques which have to do with the ways and means by which a teacher stimulates, guides, and encourages pupils in his efforts to control subject matter and acquire desirable learning techniques. These teaching techniques are clearly made synonymous with learning techniques.

This book makes integration of personality the aim of learning. Pupil growth or learning is divided into three main lines: 1. Development of independence and power in getting things done; 2. Acquisition of learning techniques; 3. Gaining mastery of subject matter. Child study is made the most important basis of teaching. Many guides and suggestions are given the teacher to aid her in meeting individual differences. The appendix includes helpful lesson plans for diagnostic work in the classroom and also illustrating the use of the principles of problem solving, appreciation, and drill type lessons for various grades.

This book should be helpful as a text in educational psychology, in a course preparatory to student teaching, or as a text for student teachers. The problems and suggested tests at the close of each chapter should stimulate interest and thinking on the part of the students.

VIRGINIA BUCHANAN

ANCIENT AND MEDIEVAL HISTORY. By Ralph V. D. Magoffin and Frederic Dunclaf. Chicago: Silver, Burdett and Company. 1934. Pp. 860. \$2.24.

This is something new in a history textbook. It presents, not merely the activities of men through the ages, but the growth and development of civilization through ancient and medieval history. The subtitle, "The Rise of Classical Culture and the Development of Medieval Civilization," reveals

the true purpose. "We cannot understand the last part of the story unless we know its beginning. . . . The making of our modern civilization will be the main theme of the story in this book." This gives a new meaning to the study of history.

The book is illustrated with maps and numerous well-chosen pictures from the life of the people of the time. Charts graphically summarize the material of each chapter.

M. S. T.

EVERYDAY PROBLEMS IN CLASSROOM MANAGEMENT. By Edwin J. Brown. Boston: Houghton Mifflin Company. 1933. Pp. 306.

Dr. Brown believes "that the case-problem trained student not only better understands the principle underlying the fundamental practice which is under consideration, but is inclined to make the underlying principle a part of his thinking when confronted with the actual problem situation." He has, therefore, organized his book around 170 tested problems illustrating all phases of school management.

KARL AND GRETEL: CHILDREN OF THE FATHERLAND. By Virginia Olcott. New York: Silver, Burdett and Company. 1932. Pp. 168. \$.80.

This supplementary reader for the third or fourth grade is one of a series, *The World's Children*. Charminglly written and well illustrated, it offers a good picture of life in pre-Hitler Germany.

EVALUATION OF TYPES OF STUDENT TEACHING. By Edna M. Marshall. New York: Bureau of Publications, Teachers College, Columbia University. 1932. Pp. 91. \$1.50.

An experimental study of types of student teaching. Results favored distributed rather than concentrated practice.

THE STORY OF LONG AGO. By Gertrude and John Southworth. New York: The Iroquois Publishing Company. 1934. Pp. 269.

An introductory textbook in history distinguished by its maps and illustrations.

CORRECTIVE PHYSICAL EDUCATION. By Josephine L. Rathbone. Philadelphia: W. B. Saunders Company. 1934. Pp. 292.

For the student of physical education who wishes to specialize in corrective physical education. Various types of orthopedic handicaps and methods of alleviating or compensating for these.

The basic facts of anatomy and physiology, causes of retardation and faulty development, methods for retraining the body. A final chapter of special interest to school principals and parents.

NEWS OF THE COLLEGE

Enrolment figures for the first term of summer school approximated the enrolment for the first term of the summer of 1933. The number of boarding students showed an increase of fourteen over last year, while the number of day students is 134 compared to 174 in 1933.

The second term of summer school opened July 27, with an enrolment of 128 boarding students and 88 day students.

Virginia cities represented with the largest number of students are Lexington, Richmond, Petersburg, and Winchester. Maryland has a number of students, several being from Hagerstown. Students from as far North as Maine and New York and from as far south as Mississippi are registered.

With the opening of the summer session, June 18, the following officers elected at the close of the last summer session began their duties as administrators of Student Government: president, Mary Duncanson; vice-president, Hazel Holter; secretary, Martha Garbee; recorder of points, Virginia Hankla.

The following were elected officers of the Senior class: First term: president, Mrs. Cecilia Alderton; vice-president, Louise Allred; secretary-treasurer, Virginia Sloane; business manager, Mrs. Josephine Hinkle. Second term: president, Helen Burtner; secretary - treasurer, Virginia