

### STABILIZATION, NOT STERILIZATION

To me it is incredible that, in a world of tragically unfilled human need, we should now set out upon the quixotic attempt to increase welfare by destroying wealth or declining to create it. Our ancestors fought valiantly over the centuries to conquer famine. Are we now to say that their conquest has been too decisive? After the sweat and science of generations have brought us out of an economy of scarcity into an economy of plenty, are we to confess that we are incapable of managing plenty, and deliberately legislate a modified famine in just those sections of our economic enterprise where production has proved most efficient. I think history will pass a bitter judgment upon us if we take this road in dealing with the difficulties now confronting our farms and our factories.

Scientific and technical leadership has abolished the physical necessity of poverty on this continent. It remains for political and economic leadership to abolish the social fact of poverty and its milder manifestation, under-consumption. Science and the machine have brought us to the threshold of a social millenium, but we have lacked the wit to unlock the door. Instead of planning to adjust ourselves to the half-hearted and insecure existence of a reinduced age of scarcity, we should not rest until we have found the key that will unlock the door into this social millenium of prosperity, leisure, and security which science and the machine have made possible. All the necessary tools are in our hands for emancipating the race from poverty, drudgery, and insecurity. If we now fail to effect this emancipation, we shall go down in history as traitors to the tools of our own creation. We must be careful lest a program of stabilization turn out to have been a process of sterilization. To play down our productive powers may well result in a sta-

bilization of want rather than a stabilization of welfare.—Glenn Frank, President of the University of Wisconsin.

---

Teachers know full well that it is only in the fertile soil of education and preparation, that democratic principles can grow into co-operation, understanding, and the fulfillment of our best hopes.—JESSIE GRAY, President, National Education Association.

---

The teachers of the United States constitute the real brain trust of our country. More power to this brain trust.—DANIEL A. POLING, President, World's Christian Endeavor Union.

### THE READING TABLE

A WRITER' MANUAL AND HANDBOOK. By Paul P. Kies, in collaboration with Valeda Brockway, Ella E. Clark, Andrew J. Green and Royal A. Gettman. New York: F. S. Crofts & Co. 1934. 243 pp.

In these days of loose grammatical constructions, it is a pleasure to find a manual in which practice is given in diagramming. The chapters are so arranged that the sections on this subject can be omitted, if the class needs no training in it. The average group will not find such practice superfluous, however.

*A Writer's Manual and Workbook* emphasizes the fundamental principles of composition and provides ample drill material. It recommends itself to the teacher because the exercises can be quickly graded with the use of a correction chart in the front of the volume, and to the student because the workbook is so arranged that the amount of writing is reduced to a minimum. The practice sheets are meant to be torn from the book. The text is complete for purposes of reference and can be adapted easily to the needs of lower, average, and more advanced classes. Used with a collection of readings, it offers sufficient material for most college courses in freshman English.

E. T. F.

ROBERT'S SCHOOL. By Stella Yowell. Illustrated by Matilda Breuer. Chicago: Wheeler Publishing Co. 1934. 124 pp. \$.60

This reader is easy enough to be used by children just entering the second grade. The story, well illustrated, portrays the daily happenings in a modern school, where children engage in activities common to all children. It should have a place in every second-grade library.

M. L. S.

HUMAN VALUES IN MUSIC EDUCATION. By James L. Mursell. New York: Silver, Burdett and Co. 1934. 388 pp. \$2.40

This book breaks down many ancient notions and theories concerning music talent and forms of music teaching. The author feels that music ability is a specialization of general ability, and urges that music be made an agency for broad cultural stimulation and awakening. All music supervisors and teachers of music in the schools will find this work useful and thought-provoking.

V. M. C.

THE LIVING LANGUAGE: A SECOND LATIN BOOK. By Wilbert Lester Carr, George Depue Hadzits, and Harry E. Wedeck. Boston: D. C. Heath and Company. 1934. 655 pp. \$1.80

Here is the most effective method to date for meeting the major aims of the Classical Investigation and for drawing the student to the study of Latin.

It meets the all-important problem of vocabulary density in the reading material, whether it is adapted, simplified, or selected. Intrinsically interesting easy reading is graded systematically for difficulty in vocabulary and sentence structure. Stories of Cupid and Psyche, Apollo and Daphne, Pyramus and Thisbe, and Atalanta's Last Race; entertaining selections from medieval Latin authors, among them Aelfric and the Venerable Bede; Livy's account of some of the important events of the Second Punic War; and Caesar's three summer campaigns in Gaul (Books I-III)—all these are modified and adapted. The last part (129 pages) presents unmodified selections

covering interesting episodes from Books IV-VII of the Gallic War.

This is a book which in the reviewer's opinion will be an important factor in making the student's work in second-year Latin easy, profitable, and interesting.

J. A. S.

PROFICIENCY TESTS AND WORKBOOK FOR SECOND-YEAR LATIN. By Lillian Gay Berry. Newark: Silver, Burdett and Company. 1934. 144 pp. \$.56.

Providing a measure of the student's achievement in attaining the objectives set up for second-year Latin, these tests and exercises furnish drill material, and contribute to the improvement of instruction.

Since the lack of a vocabulary of permanently retained words is the student's greatest handicap, the vocabulary tests and exercises of all types embrace the words listed as required for the first two years of Latin by the College Entrance Examination Board and the New York State Syllabus. Since first and second year words are dealt with separately in these tests and exercises, those on "Required Vocabulary—First-Year Words" may be used in classes in first year Latin, if desired.

Each student's book will afford the teacher definite evidence of the exact points on which he needs additional drill; will furnish the student a motivation for learning.

J. A. S.

REPORT OF CONFERENCE ON SUPERVISED CORRESPONDENCE STUDY. Scranton, Pa.: International Textbook Company. 66 pp. 1934. \$.65.

This bulletin delineates the plan and purpose of supervised correspondence work in secondary schools for the purpose of giving students opportunities that they would not otherwise have because of the more limited curricula of a given school. Leaders of the conference believe that the plan has shown enough merit to warrant further study as a means to curriculum enrichment. Fifteen pages are devoted to bibliography.

W. J. G.