

the President, to meet the many requests of pupils, teachers, and parents constantly reaching the Federal Office of Education. Mr. Studebaker wrote a letter to the President, explaining the situation, asking for a suitably inscribed photograph for distribution throughout the country. A short time later, Mr. Roosevelt sent an excellent photograph to Commissioner Studebaker, for the purpose suggested.

It was first planned to reproduce the picture on a page of the December issue of *School Life*, official journal of the Federal Office of Education. After consultation with Government Printing Office designers and printers, however, it was decided to copy the photograph on a separate sheet of paper of better quality, suitable for framing, so that the picture would not be marred in process of removal from the magazine. The splendid reproduction is sent as an insert in the December issue of *School Life*.

Orders for the inscribed photograph free with the December issue of *School Life* should be sent direct to the Superintendent of Documents, Government Printing Office, Washington, D. C. There is a 25 percent reduction in cost of 100 copies or more sent to one address.

## THE READING TABLE

THE STATUS OF THE MARRIED WOMAN TEACHER.  
By David Wilbur Peters. New York: Bureau of Publications, Teachers College, Columbia University, 1934. 97 pp. \$1.50.

The purpose of this study is to present evidence on the relative teaching effectiveness of married and single women teachers through a study of the learning progress of pupils taught by married women teachers in the state of Virginia. It also evaluates the policies of school boards which restrict or bar the employment of married women as teachers. Some of the high lights of the study are as follows:

Most industrial and commercial corporations make no distinction in the employment

of married or unmarried women. Organized labor opposes policies which are aimed at discrimination affecting any class of workers. No state is on record as having passed legislation with reference to the employment of married women teachers.

Ratings by supervisors, superintendents, and principals of the relative teaching efficiency of married and single teachers show differences that are too small to be of any significance.

The average number of out-of-class activities directed by the married teachers exceeds the number directed by single teachers by almost 22 per cent.

The general conclusion is that no evidence has been produced that justifies a policy of discrimination against married women teachers as a class.

C. P. S.

BUILDING PERSONALITY. By A. Gordon Melvin. New York: The John Day Company. Pp. 303. 1934. \$3.00.

The author begins by deploring the conflicts that exist in modern psychology and ends by pleading for integration in psychological thinking—integration not only in itself but with "the general problems of living and thinking," for, as he states, it is time for psychology to be practical. This is possible through the consideration of personality as a unified phenomenon—"the fullness and complex richness of characteristics which make up that totality which we call a human being." In his discussion, he departs somewhat from the usual by admitting the unknown quality which gives to personality that intangible something which cannot be wholly explained by individual differences, and by throwing the major part of the responsibility upon the parents and the community instead of upon the school.

He is frank in his criticism of the limitations of existing schools of psychology, but is just in considering the valuable contributions each has made in the field. For instance, he speaks with approval of purposi-

vism in its finding of the source of action in the living force which dominates the mechanism, not in mere objective mechanistic reaction itself, as is denoted in the behavioristic attitude. But, he complains, "It does not strike back deeply enough into the functioning depths of personality." To the school which would make of psychology a pure science, he says that no matter how objective the phenomenon, the observer cannot get away from "his own subjectivism." Use science wherever it may be used, but do not throw away philosophy! He admits the wholesome influence of the Gestalt psychologists because of their ideas of unity and interrelationships within that unity. Personality is a Gestalt. However, However, he points out that they have been afraid to analyze, failing to take note of the fact that analysis, too, is related; nor have they given credit for invaluable contributions of the older groups.

His point of view—that of centering psychological thought around personality—is challenging. Perhaps, in it, our gradually evolving concept of the meaning of psychology may resolve itself. At least, it gives one a new vantage point for somewhat different thinking.

B. J. L.

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AN INTRODUCTION TO HUMAN PHYSIOLOGY. By Lathan A. Crandall, Jr. Philadelphia: W. B. Saunders Company. 1934. 325 pp. \$2.00.

The subject matter of this textbook is excellent. There is much invaluable material, up-to-date and accurate, useful to any one who has to present the facts of physiology to elementary students. The more technical aspects are presented simply without minimizing the true difficulties.

R. L. PHILLIPS

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AIDS TO TEACHING IN THE ELEMENTARY SCHOOL. Washington: The National Elementary Principal. Bulletin of the Department of Elementary School Principals, N. E. A. *Thirteenth Yearbook*. June, 1934. 528 pp. \$2.00.

This bulletin discusses in a very practical way such problems as the meaning of

teaching aids, how such aids can be obtained, how they may be used so as to insure the maximum educational value, and how the results of such use can be evaluated. As one examines the table of contents he feels that nothing in the way of material aids has been omitted from the discussion.

There is a good chapter on organization for the use of aids; and the last chapter, on sources of aids, is a mine of information for the teacher who has had little training in the collection of materials for teaching.

C. P. S.

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## NEWS OF THE COLLEGE

Voting by secret ballot, students elected the girls for the Mirror section of the 1935 *Schoolma'am* at a student body meeting Tuesday, January 8. The following nine girls were chosen for the Big Mirror: *most intellectual*, Ruth Shular, East Stone Gap; *most dramatic*, Billy Milnes, Rippon, W. Va.; *most musical*, Mary Page Barnes, Amelia; *most versatile*, Kay Carpenter, Norfolk; *most literary*, Eugenia Trainum, Meltons; *most artistic*, Frances Pigg, Washington, D. C.; *most athletic*, Emily Pittman, Gates, N. C.; *best looking*, Kay Carpenter, Norfolk; *best leader*, Henrietta Manson, Lottsburg.

The Little Mirror winners were: *most stylish*, Martha Saunders, Richmond; *happiest*, Polly Stephenson, Edenton, N. C.; *most dignified*, Florence Holland, Eastville; *best dancer*, "Babe" Simmerman, Roanoke; *most friendly*, Frances Wells, Suffolk; *quietest*, Edith Todd, Richmond; *wittiest*, Joyce Rieley, Troutville; *most business-like*, Mary Blankenship, Clifton Forge; *most sophisticated*, Martha Saunders, Richmond; *most original*, Dot Gillen, Glendale, L. I., N. Y.

Registration for the winter quarter began January 3. Classes were resumed at 8 a. m. January 4. The quarterly convocation exercises were held in the auditorium of Wil-