

cupied themselves in research in local history. Recreational and community chorus singing programs were carried on in connection with this vocational program. Informality was the keynote of the entire program, which was inaugurated by the State board for vocational education. Approximately 1,600 persons were reached in the centers set up under the Virginia plan.

### FREE TEACHERS

"Every man is aware of the debt he owes those devoted teachers who had a part in shaping his mature intellectual credo," said Harold L. Ickes, Secretary of the Interior, in a recent broadcast.

"When I recall my own student days at the University of Chicago, I remember clearly many of the dynamic influences of the classroom. But I remember with greatest clarity the liberal and tolerant spirit of the university's great faculty founders which encouraged the unlimited and untrammelled investigation of ideas. I, as one of the early graduates, hold with other alumni a profound respect for the principles of tolerance and liberalism developed under the tutelage of free teachers who conscientiously pointed out all approaches to knowledge. We were free to explore. There was no indoctrination; our teachers were faithful to themselves and to their high trust."

### THE READING TABLE

#### SCHOOL DRIVE AGAINST DEATH

MAN AND THE MOTOR CAR. Edited by Albert W. Whitney. One Park Avenue, New York: National Bureau of Casualty and Surety Underwriters. 256 pp. \$1 postpaid; in orders of ten or more, 45 cents each.

Gathered from tested and perfected lessons in advanced schools and from the traffic suggestions of city and county experts, subjected to practical school men, rewritten and again submitted, approved by the President of the National Education Association, by an advisory board embracing public school teachers, university professors, and automotive experts, offered at the bare

cost of printing and binding, a notable textbook for training in automobile driving comes to us for review. The makers of automobiles have pretty well mastered the problems of durability, speed, economy, and beauty. The more serious problem of safe operation confronts us. The automobile doesn't think. Neither, in an appalling number of cases, does the driver. Millions of copies of the now famous "And Sudden Death" have been read by the American public. Fear is its keynote. We must have a trained intelligence as a more effective preventive than fear. This book is built on that principle. Steam and electricity have lost the terror of the early days. The railroad and the steamboat had a record as shocking as that of the automobile. Death and mutilation from machinery have yielded to man's constant urge to think out the means of safety. The contributors to this volume have made it a series of lessons in thinking and practice appertaining to all the known situations in driving.

With simple and striking diagrams, with educative pictures, with an authoritative application of experimental psychology, these specialists in different fields have contributed essential principles. The educational collaborators have put the material into simple and vital words suited to the understanding of children of from ten years of age upwards.

Progressing from the essential parts of an automobile and the understanding of its propulsion, the lessons proceed through the art of driving, the psychology and attitudes of the driver, highways, codes of the road, driving in different situations, maintenance, accidents, the pedestrian, damage costs, and so on.

Automobile instruction for every junior and senior high school pupil is coming. Detroit schools have gone into it on an extensive scale. Indiana is requiring a stiff course in the matters constituting the present book. State College, Pennsylvania, holds, as its Professor Neyhart puts it, that the automobile menace will never be con-

quered until every person permitted to take a wheel has had a training as thorough as that of the airplane pilot. In his town the high school pupils are taken out, four at a time, and are shifted from observing to driving under expert instruction until each has had a total of eight hours at the wheel and twenty-four hours of concentrated observing. Up to date, out of the 87 youngsters averaging 20,000 miles each, not one has had so much as a scratched fender.

I know this book is a tremendous force.

WILLIAM MCANDREW

A MANUAL OF SPEECH CORRECTION ON THE CONTRACT PLAN. By Ruth B. Manser. New York: Prentice-Hall, Inc. 1935. 333 pp.

For teachers interested in the care of vocal cripples, as well as in the treatment of minor speech defects, this book is very useful indeed. It presents without the usual formidable terminology the physiology of the voice and the simple explanation of functional, organic, and emotional voice disorders, together with a thorough study of English sounds. The greater portion of the book is given over to a series of "contracts," on which depends Miss Manser's scheme of speech correction. These contracts are graduated exercises for those afflicted with breathiness, hoarse voice and throatiness, nasality, denasalization, foreign accent, lisping, stammering, and defective phonation. The purpose of this method, which is an adaptation of the Dalton contract plan and which has been successfully tested in the New York University clinics, is "1. To break up a complicated procedure into short, teachable units; 2. To motivate the work by showing the student concretely the steps necessary for correction; 3. To give a clear idea of the work to be covered; 4. To place the responsibility for correction on the student." For each speech problem there are from eight to twenty contracts, each marking an advance over the preceding one. As the student masters each contract, he is given a test and then set to work on the next one until the whole series has been satisfactorily accomplished.

The chief drawback to a book of this kind is that, however suited to the teacher's needs, it is good for class use only in courses devoted to the clinical study of voice. If the contracts for specific problems could be obtained separately for individual use, the teacher would neither have to copy out the needed exercises nor require the student to buy the whole book. For the teacher, however, it is invaluable.

ARGUS TRESIDDER

THE COLLEGE WRITER. By Warren Bower. New York: W. W. Norton & Co. 1935. Pp. 436. \$1.50.

This is an unusual book containing student prose edited for college composition classes. The selections are under three heads—essay, description, and narrative. The author has attempted to choose outstanding examples of writing by college students on subjects within their gradually broadening fields of interest. Many of the essays in this book are on current problems—problems of college life such as educational methods or athletics or fraternity life; and world problems such as the student movement against war. The formal essay is utterly discarded as beyond the scope of the average college student. The descriptions and narratives are equally fresh and interesting.

After each selection are thought questions and suggestions for writing on similar themes. In some cases there are also bibliographies for such writing. The book closes with very brief biographical sketches of the student authors. This book of selections, written by people like themselves on topics within their own experience, should be a real stimulus to students in college composition classes.

ELEANOR M. BOBBITT

ADOLESCENCE. By Lawrence Augustus Averill. New York: Houghton Mifflin Co. 1936. Pp. 496. \$2.25.

Each chapter opens with one or more abstracts of actual case studies taken from reports made by the author's own students.

The subsequent text, too, is rather profusely illustrated with such material. This approach from the problematic point of view carries with it implications for wise guidance into and through adolescence—that apparent anomaly in physical growth, emotional variations, tentative social stirrings, and mental explorations—which perhaps the more conventional approach cannot conceive. At any rate, it confronts the reader with the enormity of the task, the gravity of the need!

B. J. L.

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ESSAYS ON MODERN AUTHORS: AN INDEX FOR HIGH SCHOOL USE. Compiled by Muriel A. Crooks. Chicago: American Library Association. 1935. 31 p. Planographed. Single copies, 35c; 10 or more, 25c each.

This bibliography of essays on eighty-two modern authors most generally studied in junior and senior high schools is indexed first by the names of the individual writers who are subjects of the essays, and again by the collections in which the essays are found. The essays themselves were chosen because their subject matter comes within the interest range of high school students, and also because they are models of the essay form. Many of the essays are in collections that should be in any average school or public library, thus giving reasonable assurance that the student will be able to secure the books recommended.

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GUIDING OUR CHILDREN. By Frank Wilson. New York: The Globe Book Co., Inc. 1935. Pp. 251. \$2.00.

This book is dedicated to "Parents who still believe in the old-fashioned virtues of duty and idealism and in the training of children." But it is likewise valuable to teachers and students of child psychology because in attacking the everyday problems of childhood's physical, emotional, social, and mental needs, its keynote is helping the child meet this reality of living, adequately and efficiently. Each topic is prefaced with truths or principles which strike at the heart of the problems discussed. It is practical in its application and is written in an easy, readable style.

B. J. L.

## NEWS OF THE COLLEGE

Electing Mary Bryant Cox president of the Student Government Association, Adelaide Howser president of the Y. W. C. A., Retha Cooper president of the Athletic Association, Lois Sloop editor of the *Breeze*, and Ethel Cooper editor of the 1937 *Schoolma'am*, the student body chose its major officers for the 1936-37 session at a general election held February 4.

Minor officers, elected later in the month, were: Eleanor McKnight, vice-president of the Student Government Association; Martha Way, secretary; Dolores Phalen, editor of the handbook; and Mary Knight, recorder of points. Other Y. W. C. A. officials elected included Louise Faulconer, vice-president; Helen Mitchell, secretary; and Sue Quinn, treasurer. Other Athletic Association officers were Martha (Pete) Wratney, vice-president; Ann Van Landingham, business manager; and Margaret Shank, treasurer. Alice West was elected business manager of the *Breeze*, Annie Glenn Darden, business manager of the *Schoolma'am*, and Anita Wise, varsity cheer leader.

Mary Cox, president-elect of the Student Government Association, has served as president of the Junior Class during the past year and is a member of Bluestone Cotillion Club, Debating Club, Lee Literary Society, Stratford Dramatic Club, and several other prominent campus organizations. Adelaide Howser, also a member of Bluestone Cotillion Club, is a member of the Glee Club, Page Literary Society, and the Y. W. C. A. cabinet. The editor-elect of the *Breeze*, Lois Sloop, has served as assistant editor of the paper and also belongs to the Lee Literary Society, the Athletic Association, *Scribblers*, Kappa Delta Pi, and other campus organizations. Ethel and Retha Cooper are members of Kappa Delta Pi, International Relations Club, and honorary class clubs. Ethel Cooper has been outstanding in the Art Club and has served as art editor of the *Schoolma'am*.

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Frances Wells, student body president,