

Yet another way to secure understanding is to use simple, clear statements. I have seen many report cards sent out with flagrant English errors as well as confusing statements.

The report card has one main purpose, to guide learning. For that reason it must always be constructive in its suggestions. If the teacher must make negative criticism, the place for it is in a parent-teacher conference. To put this same point in a different way, the report card should use the future tense a great deal. Past accomplishment should usually be reported on only when some special effort has been put forth. The main emphasis is put on what teacher and child agree to work on during the next period. The exception, of course, is with a child who lacks confidence and needs encouragement. A recital of various things well done may be of great help in such a case. But a descriptive report praising a superior child for things he has not labored on may be a bad influence. He, too, has the right to be challenged to move forward, to exert himself for improvement.

If the report card is really to guide learning, it must not only be constructive; it must carry with it some idea of how to attack the job. This was touched on in discussing clearness, but it is so important that I am going to add another illustration. *Writing neater* is too vague for a second grade child but *keeping on the line* or *making certain letters three spaces tall* can become a tangible goal.

Forgive the sermon and come to see us.

THE READING TABLE

THE DEFINITION OF PSYCHOLOGY. By Fred S. Keller. New York: Appleton-Century Company. 1937. Pp. 111. \$1.00.

More restricted in size and scope than Dr. Heidbreder's *Seven Psychologies*, this book deals with the four most prominent historic American schools of psychology: structuralism, functionalism, behaviorism, and Gestalt. The brief compass of the book perhaps accounts for the omission of such leaders as Thorndike and Wood-

worth, and the lack of reference to psychoanalysis and the newer trends in organismic psychology. The book is thoroughly readable for the most part and a worthy introduction to the problem of psychological viewpoints.

W. J. GIFFORD

THE HIGHER LEARNING IN A DEMOCRACY. By Harry D. Gideonse. New York: Farrar & Rinehart, Inc. 1937. Pp. 34. 50 cents.

A member of the faculty of Chicago University, Dr. Gideonse, in this small book challenges the viewpoint of his superior, President Hutchins, in a discussion of the chaotic state of college and university education at the present time. Whereas Dr. Hutchins insists upon a return to classical philosophy and metaphysics, Dr. Gideonse holds that science rightly interpreted and correlated with other studies is bound to be the core of the modern curriculum. He points with some care to the Chicago University experiment and presents a very stimulating discussion of the dangers of authoritarianism and absolutism which he believes are encouraged in Dr. Hutchins's viewpoint in his *The Higher Learning in America*. These Dr. Gideonse calls the "twin enemies of the free and democratic society."

W. J. GIFFORD

FAITH IN AN AGE OF FACT. By Edward H. Reisner. New York: Farrar & Rinehart, Inc. 1937. Pp. 117. \$1.50.

Grounded on the thesis of Dewey's *A Common Faith* that the world today needs a less supernatural and more socialized religion, Dr. Reisner traces the breakdown in the older intellectual, religious, and ethical systems of thought under the impact of modern science. He believes that modern man, realizing the heritage of the past, must go forward in a faith in a good society in which are steadily eliminated such evils as poverty, racial discrimination, bigotry, and lack of recreational and aesthetic opportunities. Many readers will no doubt feel that Dr. Reisner is proposing a social ethics rather than a new religious outlook.

However, quite apart from general context, the two chapters on personality and the nature of evil are not only thoroughly readable, but of general interest and helpfulness.

W. J. GIFFORD

CREATIVE EDUCATION. By Charles Sumner Crow. New York: Prentice-Hall, Inc. 1937. 456 pp.

The organization of creative learning into eight successive cycles with an interpretation of these steps is the salient feature of this book. It deals also with the problems of creative teaching and the relation of creative education to life. Intending that it be used as a handbook of inspiration by the teacher or perhaps as a textbook, the author has strung vague idealisms on the tenuous thread of creativity, with the redeeming inclusion, however, of numberless practical illustrations of what can be done.

The teacher in the field, whether she shares the author's vast enthusiasm or not, should find her initiative and originality challenged by certain passages; but the book as a whole offers little of significance and much confusion to the student.

MAXINE CARDWELL

CLASS LESSONS IN SINGING. By Anne E. Pierce. With additional suggestions by Estelle Liebling. New York: Silver Burdett & Co. 1937.

An exceptionally fine textbook for classes in singing, with clear explanations of the many points of vocal technique and artistry, good plates of the vocal mechanism, several fine songs to be used in practice, and interesting photographs of outstanding artists for the pupil's inspiration. This book could be used most profitably in the private studio, and in class teaching of voice. Teachers in colleges and high schools who are training glee clubs will find the book of great value.

THE COLLEGE OF THE FUTURE: An Appraisal of Fundamental Plans and Trends in American Higher Education. By Mowat G. Fraser. New York: Columbia University Press. 1937. 549 pp. \$3.75.

This book presents a survey and evaluation of basic higher educational policies,

as well as a method for making such a survey and such an evaluation soundly. Only in certain respects is it a book of prophecies.

It does attempt to show emerging trends in basic educational needs as well as the policies necessary for meeting these needs, but it makes no attempt to consider the extent to which any policies will actually be adopted in the future. It concerns "not what policies *will* be adopted, but what ones *should* be."

Thus, the purpose of the book "is to attempt to show only what fundamental policies are sound for any conditions in any age and what somewhat more detailed ones are sound for American higher educational institutions in the generations immediately ahead."

PRACTICE LEAVES IN ENGLISH FUNDAMENTALS, FORM D. By Conrad T. Logan, Elizabeth P. Cleveland, and Margaret V. Hoffman. New York: D. C. Heath & Co. 1937. Pp. 72. 36 cents.

The title defines the book. It is designed for a general review of all English fundamentals with ample material on the various topics. There are thirty practice leaves with two reviews, and four optional reviews that are new to Form D. One very interesting as well as important feature is the study assignment at the end of each leaf.—This is by far the best book of its kind. Its clarity, interest, and freshness of material are outstanding.

M. L. B.

CONTEMPORARY JUVENILE LITERATURE

Doubleday, Doran and Company, through its Educational Department, has announced the inauguration of a plan to make contemporary juvenile literature available in attractive yet durable form for school reading. The first list of twelve books includes one by each of the following well-known authors: Booth Tarkington, Ellen Glasgow, Grace Moon, Stewart Edward White, Angelo Patri, Howard Pease, Stanley Waterloo, Alfred Ollivant, Wallace Wadsworth, E. F. Benson, Forrestine C. Hooker, and Walter Hough.