

ment is declining. Smaller relief rolls are indicated. Wages are on way up. People spend more freely. Better merchandise is demanded. Bethlehem Steel to build plants at cost of \$35,000,000.

Business distributes more millions of dollars in wage bonuses, pay increases and dividends.

The Simmons Company announced a \$300,000 Christmas bonus for 12,000 employees.

The Bryant and Kalamazoo Paper Mill lifted the wages of its 2,500 workers to 1929 levels.

The Collins and Aikman Corporation gave a 10 per cent raise to all workers.

The Eastman Kodak Company notifies its workers that a wage bonus of \$2,220,000 is to be paid. In addition the directors voted an extra stock dividend of \$1,688,000 and an extra disbursement on the common stock of 75 cents a share.

General Motors Corporation recently voted a \$10,000,000 bonus to employees.

The flow of dividends will reach the amazing total of more than three billion dollars by December 1.

We searched diligently through these same papers for statements concerning the restoration of school term and teachers' salaries "to 1929 levels." But our search was in vain. Other newspapers over the state report that a few small increases in salaries of teachers have been made, but official reports show that in general school finances have not risen far from the trough of the depression.

Local committees working for school improvement ought to make use of such news items as are quoted above. If business can spend millions for bonuses to employees already receiving more wages than teachers, more millions for plant extension, and if it can still distribute billions in dividends, it can help support schools more liberally. If we are in for another business boom with its accompanying rise in the cost of living, the schools must not lag behind in the general prosperity or they will be wrecked. The people must be made to understand these facts.—*The Illinois Teacher*, December, 1936.

GO TOGETHER

"A civilization cannot progress without criticism."—GEORGE BERNARD SHAW.

THE READING TABLE

THE THEORY AND PRACTICE OF PSYCHIATRY. By Dr. William S. Sadler. St. Louis: The C. V. Mosby Company. 1936. 1194 pp. \$10.00.

This is a really monumental work in the field of psychiatry. Writing from personal experience both as a physician in the common acceptance of the term and as a psychiatrist, Dr. Sadler has presented an exhaustive treatise covering the theory and treatment of mental, nervous, emotional and personality disorders. He draws from his own private practice case studies that are rich in their illustrative power and conservative in the conclusions drawn.

After a short historical introduction, the author considers in the order named the Theory of Psychiatry, Personality Problems, the Neuroses, the Psychoses, and Psychotherapeutics. A very informative glossary completes the text.

Theory and Practice of Psychiatry will be of value not only to the physician and psychiatrist, but also to teachers, ministers, social workers, and parents. As a reference work it has no equal.

C. P. S.

MATHEMATICS THROUGH EXPERIENCE, BOOKS I and II. By Georges, Anderson and Morton. New York: Silver Burdett & Co. 1937. Book One, 401 pp. \$1.00. Book Two. 421 pp. \$1.04

These textbooks for junior high schools consist of a number of applications of mathematics to various things.

The first book is divided into three parts: Part One, Getting Acquainted with Geometry; Part Two, Learning More about Uses of Arithmetic; and Part Three, Learning More about Geometry. Apparently, no formal geometry is definitely given, there being more induction and experiment than anything else. The work in arithmetic consists chiefly of handling fractions, both common and decimal, with the applications of decimals to percentage and problems in the home.

Book Two is also divided into three parts: Part One, Renewing Acquaintance with Al-

gebra; Part Two, Learning How Algebra and Geometry Co-operate (including the use of graphs); Part Three, How Algebra and Arithmetic Co-operate. The application of algebra to a large extent consists of the use of simple equations and substituting in formulas. The formal idea is presented in Part Two, while such important topics as banking, investments, insurance, and taxation are studied in Part Three.

These two books form a collection of interesting applications, but so far as the writer can see they could not take the place in the high schools of definite work in algebra and geometry for a student who expects to go to college. For a student who stops his education at the end of high school they would probably be very valuable.

H. A. C.

MODERN-SCHOOL MATHEMATICS, Book Three. By Schorling, Clark, and Smith. Yonkers-on-Hudson, N. Y.: World Book Co. 1936. 462 pp. \$1.24.

Along with mathematical subject matter of value as an introduction to the more formal study of algebra and geometry, and mathematical information useful to the student in almost any walk of life, this book contains also a number of exercises and drills intended to increase the student's ability to make correct calculations and to assure himself of the correctness of his work without recourse to a book of answers.

"It is of primary importance," states the preface, "that pupils in the later grades should extend and increase their mastery of the skills involved in simple computation." Apparently the book is intended for use in the junior high schools or in the first year of a four-year high school. The first chapter is devoted entirely to the arithmetic of every-day life, the next five chapters to algebra. These are followed by a chapter on Measurement and Approximate Numbers and another on Statistics and Their Use. Then follows an Introduction to Geometry, which is empirical rather than logical. The next chapter, entitled Indirect Measure-

ment, might very readily be called "a peep into trigonometry." The next eight chapters are the old style algebra in very simple form, and the final chapter is an introduction to Demonstrative Geometry.

The value of the book lies in the fact that it may give a pupil an idea of the content and usefulness of more advanced mathematics. The danger of the book lies in the fact that it may give a pupil the idea that he has really learned algebra and geometry, which of course is false.

The multiplicity of exercises in the book is in the writer's opinion a distinct disadvantage unless the book be placed in the hands of a discriminating teacher who will carefully choose the exercises and problems which are to be assigned to the pupil for preparation and practice.

H. A. C.

SENTENCE BUILDING. By Donald Lemen Clark and Merle M. Hoover. New York: Silver Burdett Co. 1937. 128 pp. 60 cents.

Ten exercise sheets in each of three aspects of writing: the grammar of sentence construction; the punctuation of sentences; and the rhetoric of sentence revision. Each two-page exercise is preceded by two pages of explanatory material. A thirty-first exercise gives practice in meanings of words and in distinctions between literary and colloquial language—the latter a growing feature in new language textbooks in recognition of the widespread influence of the Leonard-Moffett study, *Current English Usage*.

The present edition is a practical and effective exercise book and shows great improvement over the 1927 edition of the same book. But whether it is sound policy to include in an exercise book for the uninformed so large a proportion of material on which usage itself is not uniform is a question of strategy in teaching.

C. T. L.

REPRESENTATIVE MODERN DRAMAS. Edited by Charles Huntington Whitman. New York: The Macmillan Company. 1936. 1121 pp. \$3.50.

This collection of twenty-four plays produced in twelve European countries and America since the time of Ibsen is supplied with valuable introductory essays. The plays themselves represent a wide variety of modern social problems as well as of dramatic types. Thus, the author points out, *The Wild Duck*, *The Father*, *Strife* and *The Silver Cord* illustrate realism; *The Weavers*, *The Cherry Orchard*, *The Lower Depths*, and *Juno and the Paycock*, naturalism; *Pelleas and Melisande*, symbolism; *The Hairy Ape* and *Liliom*, expressionism; *The Bonds of Interest*, *Liliom*, and *Six Characters in Search of an Author*, fantasy; *Cyrano de Bergerac* and *Elizabeth the Queen*, romantic poetic plays; *The Weavers* and *Riders to the Sea*, tragedy; *Our Betters* and *Biography*, the comedy of manners; *The Importance of Being Earnest*, intellectual farce; *The Red Robe* and *Strife*, the thesis play; *Mid-Channel*, the "well-made" play; *In Abraham's Bosom*, the folk drama; *Six Characters in Search of an Author*, *The Lonely Way*, and *Hotel Universe*, the psychoanalytical play.

CALIFORNIA TEST OF MENTAL MATURITY. Primary Battery, Grades 1-3; Elementary Battery, Grades 4-8. Devised by Elizabeth T. Sullivan, Willis W. Clark, and Ernest W. Tiegs. Los Angeles, Cal.: Southern California Book Depository. 1936. Specimen sets, primary and elementary, each 25 cents.

These tests propose to test the mental capacity of children in the elementary school. They are "designed to provide for a greater insight into the various mental traits, functions, or factors, than furnished by most group intelligence tests." Like all tests of mental ability, these yield the mental age and intelligence quotient. There is also a high correlation between the results obtained from these tests and those gotten from the Binet tests.

M. L. S.

NEWS OF THE COLLEGE

The National Symphony Orchestra of 86 members, directed by Hans Kindler, presented a concert in Wilson Hall, Monday evening, March 8. This was the third regular number in the winter entertainment series. Brahms's Fourth Symphony in E Minor and a Gluck Suite were followed by the Vorspiel and Liebestod from Tristan and Isolde. Other Wagner numbers were given as encores.

Mary B. Cox, president of the Student Government Association, will represent the college students as princess at the 14th annual Apple Blossom Festival to be held at Winchester some time during the first week in May. Along with the princesses chosen from other colleges and localities in the state, she will serve as a member of the Queen's court of honor.

Ringling up a 19-19 score with New College, Columbia University, on March 6, the purple and gold varsity basketball team closed the intercollegiate season with two victories, two defeats, and one tie. Scores for the various games were: H. T. C. 44, Lynchburg 15; H. T. C. 18, Westhampton 10; Savage 10, H. T. C. 8; Farmville 23, H. T. C. 14; H. T. C. 19, New College 19. Brilliant offensive and defensive plays, fast floor work, and smooth team play made the last three games among the closest and most exciting ever played on the local floor.

Twelve Harrisonburg students went to New York early this month to take the New York City Board of Education Day School examination for teachers of swimming. They were Sylvia Weinstein, Constance Lewis, Sylvia Lewis, Winifred Vickery, Edith P. Hogan, Leah Horowitz, Helen Coleman, Georgette Law, Peggy Bullen, Florence Dunnigan, Selma Batterman, and Ruth Tobias. This is the first time the examination has been given in ten years.

The Randolph-Macon College Glee Club from Ashland appeared at Harrisonburg in Wilson Hall, Wednesday night, March 10.