

a confused, discouraged child is in no condition to learn or to grow. Moreover, I wager that once you try this plan in reading, you'll use it in arithmetic, in spelling, even in rhythms. For you'll have some children who lack readiness for folk dancing, who can't skip. Just a little teaching in a small group for a few times will make you think you *are* a "modern wonder."

But sending this mentally alert, well-poised, vigorous young man on doesn't mean wholesale promotion. Each case must be settled on its own merits. The little girl has the right to stay another year in the first grade. She will almost surely work more happily there and make more social growth. But leaving her where she will get the most help and develop best doesn't mean she is failing. That is an adult conception left over from the old days when too often promotion was looked on as a sort of reward for work done. No child fails in a really good school, but some children need a longer time at certain stages of development than others do. Parents and teachers together should take time to study the child and make his grade placement fit his needs.

By the way, your principal should understand that he is handling a boomerang. You should take the boy, but he should provide the easy books in abundance! Tell him that I said so if you wish.

HERE'S TO GOOD OLD YALE, DRINK 'ER DOWN!

When the United Press decided to eliminate minute-by-minute racing results from its news ticker service, the alumni club of Yale University cancelled its contract; members were much more interested in racing than in any other news. The same day, the *New Yorker* comments, Jack Dempsey's restaurant wrote asking for ticker installation and approving the change of policy, as "racing news only attracts an undesirable element."

THE READING TABLE

OUR ANIMAL BOOKS: A Series in Humane Education. Primer: Fuzzy Tail by Arensa Sondergaard, 72c; Book I: Sniff, by James S. Tippett and Martha K. Tippett, 80c; Book II: Pets and Friends, by Emma A. Myers, 84c; Book III: The Pet Club, by Kathrine W. Masters, 92c; Book IV: On Charlie Clarke's Farm, by Katherine L. Keelor, 72c; Book V: Our Town and City Animals, by Frances E. Clarke and Katherine L. Keelor, 76c; Book VI: Paths to Conservation, by James S. Tippett, 88c. New York: D. C. Heath and Company. 1937.

This set of books is designed to teach humane principles as well as reading by keeping at the child's level and by using original stories which interest him, bring him pleasure, and wholesomely help him see the point intended. City and country animals are used as well as those from wild life. The texts for the lower grades have, at the end, word lists for vocabulary study; most of the books contain lists of other books at the same level, which will give emphasis to the stories in the particular book. The cover linings and the end pages are attractively and significantly illustrated; all the books have colorful pictures. They should give the teacher who is interested in this sort of development exceptional help towards her goal.

B. J. L.

THE UNIT-READING SERIES. By Nila Banton Smith. Teachers Guide for the second year, 88c; Teachers Guide for the third year, \$1.00; Practice pad to be used with *Near and Far*, 32c; Practice pad to be used with *Round About You*, 32c. New York: Silver Burdett Co. 1937.

These Teacher's Guides present in a clear, clean-cut way the problems which confront the teacher in the elementary grades, the demands made upon her by the changes in society, and definite helps for meeting these problems and demands. Especially helpful to teachers who have little source material at hand, they show how the tie-up between children's activities and literature may be made. The practice pads are constructed to give the children a variety of things to do, and the exercises are interesting and meaningful.

M. L. S.