

Julius Rosenwald Fund, in his biennial report just published, asserts that to meet the challenge "the best intelligence of the nation should go into the preparation of the teaching profession, and no sums should be too great for the support of its education."

Teachers colleges are poor in money, poor in the thought and planning that have gone into their development, poor in the brains and distinction of their faculties and in the abilities of their students, it is pointed out. These are humiliating admissions, but they are heartening, too; for an honest and intelligent recognition of the facts is the hard first step toward the achievement of a program now long overdue.

Dr. Embree proposes these five essential features which must characterize the rebuilding of the teachers colleges:

1. Rigorous selection of students.
2. Sound general education as the base on which to build the professional studies.
3. Understanding of the arts and sciences underlying the profession: psychology, child growth and development, techniques of teaching, the social structure of which the school is a part.
4. A wisely planned interplay of theory and practice, learning and experience.
5. Continued study and experiment to increase knowledge and understanding in the field.

In the elaboration of the points closely reasoned arguments are put forward, but we can only draw from the report a few striking statements and offer them here as evidence of the stimulating and far-reaching proposals made.

1. "Teachers colleges are justified in ruthlessly rejecting unqualified candidates. . . ." The selection of prospective teachers must take into account "not only intellect but aptitude and general qualities of personality."

2. Professional specialization should not start before the end of what is now being called the general college or the junior college, that is, before the completion of the sophomore year of college.

3. "Emphasis must be shifted from courses and credits to serious and continuous study." Teachers colleges, the greatest sinners in passing out little packages of

learning, "should lead the way back from the adding machine of courses and credits to sound and thorough education."

4. "Sound education comes . . . by careful rigorous study and thinking, and by actual experiment and practical experience in putting ideas into effect."

5. "Continued research . . . keeps professors growing and gives the student an inspiring sense of being himself a part of the creative process."

How, then, are these objectives to be accomplished? Dr. Embree's solution is summed up in this pregnant paragraph: "Professors must be freed from too heavy schedules of classes; authorities must recognize that study, conferences with students, and visits to the field are often of more educational value—to students as well as teachers—than any fixed routine of lessons in the classroom. If the teacher is not to lapse into rote instruction—the curse of education the world over—he should carry on his study in an institution which is itself not routinized but infused with the constant effort to find new truth and fresh methods."

THE READING TABLE

THE SCHOOLMA'AM. By Frances R. Donovan.
New York: Frederick A. Stokes Company.
1938. 355 pp. \$2.50.

This is, perhaps, the most sympathetic delineation of the American woman teacher that has yet been published. Mrs. Donovan makes no attempt to portray her other than she is—the good, the bad, the indifferent alike are sketched in their true colors with clear-cut, just, and delightfully entertaining depiction, interestingly spiced with humor.

Herself a teacher for nineteen years, she shows keen insight into the public mind's characterization of this individual, of whom there are more than three quarters of a million; and a warm understanding of her successes and her failures, of her hardships and her pleasures, of her yearnings and her disillusionments. She gives due credit, too, for the influence the teacher has exerted in the

whole national set-up of government, politics, industry, etc.

There is historical soundness in the book and much of the illustrative material is taken from the candid statements of pupils themselves. Practically all the teacher's problems are discussed, from *Why She Is Unmarried to Her Tenure, Pension, and Old Age*. The style is spontaneous and non-technical.

Though the picture is not always intriguing, her faith in the schoolma'am is unbounded, for she closes with the statement that, next to the mother, the teacher will remain socially the most important woman in America.

B. J. L.

THE TEACHER'S SPEECH. By Wayland Maxfield Parrish. New York: Harper and Brothers. 1939. 228 pp. \$1.50.

This little book, designed for the improvement of the speech habits of teachers, written by a man well known for his book on Interpretation, *Reading Aloud*, would make a fine text in elementary courses in speech for prospective teachers. For teachers who are aware of voice problems and who are unable to take courses in speech, this book would make excellent parallel reading. It takes up the teacher's responsibility to herself and to her pupils in speech matters, her speaking personality, her voice, her pronunciation, her means of expression, and her rhetoric. The chapter on pronunciation, which is the longest in the book, is far and away the most important part. Not much is given in the way of voice correction, no effort is made to emphasize interpretation, but for a simple, clear study of the voice and pronunciation this book is admirable.

ARGUS TRESIDDER

OUR CHANGING SOCIAL ORDER (Revised Edition). By Ruth W. Gavian, A. A. Gray, and Ernest R. Groves. New York: D. C. Heath & Co. 1939. 684 pp. \$1.80.

This revision of a splendid high school textbook is effectively designed to give the student an understanding of his general social environment and to provide him with

essential information for dealing intelligently with the problems of present-day American life. The material is well chosen, skillfully organized, and fairly presented in a clear, simple, interesting style. Nearly a third of the book is given over to meaningful graphs, unusual illustrations, suggestions for activities, questions and problems for discussion, and references, for further reading.

OTTO F. FREDERIKSON

THE STORY OF MAN'S CONQUEST FOR WATER. By Jasper Owen Draffin. Champaign, Illinois: The Garrard Press. 1939. 232 pp. \$2.25.

Including much information about familiar devices having to do with water-supplies this book seems to have variety and apparent completeness; topics discussed are our indebtedness to arrangements for water; the need for assuming responsibility for an uncontaminated water supply; sanitary science influencing health; and the practical contributions in soap-saving and air-conditioning.

The popularly-written descriptions of aqueducts and other ancient provisions arouse our admiration for their builders. The immense investment in unusual arrangements of our urban centers is commemorating facts.

RAUS M. HANSON

SOUTHERN LANDS. By Harlan H. Barrows, Edith P. Parker, and Margaret T. Parker. New York: Silver Burdett Co. 1937. 296 pp. \$1.52.

Since this seventh-grade book is the concluding volume of a series, it possesses relative completeness and thoroughness. The well-chosen illustrations and the distinct and uncrowded graphs contribute unusual material for high-grade geography teaching. Few elementary texts have devoted 145 pages to Latin American countries, of which 25 pages are given to Brazil and 20 pages to Mexico. But this more complete consideration of the southern lands is needed for the present-day world. The concluding chapter, "The United States and the World," considers the many relationships which influence our trade and commerce. There is information on the correct pronun-

ciation of place names. The discussions, exercises, and illustrations are planned to foster geographical thinking rather than memorizing facts. RAUS M. HANSON.

THE HENRY BOOKS. By James S. Tippet. Yonkers, New York: World Book Company. 1939. *Henry and the Garden*. Pre-primer. Heavy paper. 46 pp. 24 cents. *Stories about Henry*. Primer. Cloth. 124 pp. 64 cents. *Henry and His Friends*. First Reader. Cloth. 188 pp. 72 cents.

These books contain story elements which children like—surprises, action, humor, conversation, plot, and of course something about animals. Henry is a small boy, as alive and as busy as any child in any first grade. He talks and thinks as a child really talks and thinks. He has an active imagination and lots of energy. Children will readily project themselves into his adventures.

FUNDAMENTAL OF PHYSICAL EXAMINATION. By George G. Deaver. Philadelphia: W. B. Saunders Company. 1939. 299 pp. 16 ill. \$2.75.

This book is of special value to physical educators and public health and school nurses; it offers a manual which aids them (1) in recognizing the early symptoms and signs of abnormal functioning of the body, and (2) in understanding the technics and medical nomenclature of the physician. The medical privileges of the physical director are recognized as being confined to the recognition of symptoms and signs of disease and to the use of standard tests for measuring health. The author separates these distinctly from the responsibilities of the physician.

Excellent forms for the medical history and the physical examination are offered. Full explanation of each division of the physical examination is given in a clear-cut and definite manner. There are many illustrations of both normal and abnormal conditions. From both the illustrations and the text the reader has a clear idea of the value of the physical examination, and an understanding of the tests made by the physical director and the examination made by the physician. RACHEL WEEMS, M. D.

SWORDS IN THE DAWN. By John O. Beaty. Dallas: Practical Drawing Company. School Edition. 1939. 212 pp.

To the 1937 edition are added a statement of suggested activities suitable when this book is used for supplementary reading in the sixth and seventh grades, a dictionary of proper names, and a glossary.

CITIZENSHIP IN OUR DEMOCRACY. By Parker, Patterson, and McAlister. Boston: D. C. Heath and Company. 1939. 404 pp. \$1.20.

The authors present many of the problems about which junior high school pupils read and wonder, in language easily comprehended, with further reading suggested as a stimulus to bringing home the ideas. Group living, co-operative action, conservation, communication and transportation, and government are discussed in readily understandable terms. A chapter called "Meeting Our Problems as Consumers" is newer, fresher material than is usually found in citizenship books; and the Preamble to the Constitution of the United States is effectively explained.

ETHEL SPILMAN

THE LANGUAGE OF MODERN EDUCATION. By Lester K. Ade. (Bulletin No. 17) Issued by the Department of Public Instruction, Harrisburg, Pennsylvania. 48 pp. Paper covers.

Approximately two hundred educational terms in current usage are defined in the light of modern trends.

ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION. By Jesse F. Williams and Clifford L. Brownell. Second Edition. Philadelphia: W. B. Saunders Company. 1939. 634 pp. \$3.00.

The 1934 edition of the same book has been thoroughly revised.

OTHER BOOKS RECEIVED

SOCIAL SERVICE AND THE SCHOOLS. Edited by the Educational Policies Commission. Washington, D. C.: National Education Association. 1939. 147 pp. Paper cover.

HEALTH OFFICERS' MANUAL. By J. G. Geiger. Philadelphia: W. B. Saunders Company. 1939. 148 pp. \$1.50.

SCHOOLS FOR TOMORROW'S CITIZENS. By Maxwell S. Stewart. New York: Silver Burdett Company. 1939. 31 pp. Paper cover. 10 cents.

NEWS OF THE COLLEGE

With Dr. Katherine Rogers Adams, of Washington, Chairman of Committee on Membership and Maintaining Standards of