

a larger community has made its greatest strides in the Middle West, and the popularity of the movement is illustrated in Iowa. In this state there were 17 consolidated schools in 1912; 178 in 1916; and 340 in February, 1920. During March and April additional consolidated schools were reported at the rate of one a day.

N. E. A. AT ATLANTIC CITY NEXT FEBRUARY

Because it was found impossible to make satisfactory arrangements for a meeting in Washington, D. C., the next meeting of the Department of Superintendence, National Educational Association, will be held in Atlantic City, beginning February 28 and ending at noon March 3, according to the announcement of President Calvin N. Kendall. This arrangement will make possible attendance upon the inauguration ceremonies in Washington on March 4. C. T. L.

VII

GLEANINGS FROM CURRENT MAGAZINES.

TEACHING PSYCHOLOGY VIA LIFE

In *The Educational Review* for May, Helen E. Purcell of New York City describes the successful work of a class in psychology which illustrates the possibility of linking closely with personal experience and observation of every-day life the study of this sometimes abstruse subject. The methods included observation by pupils of the origin and development of their own habits; of the habit-fixing exercises in the training school; of their own will-power, especially as connected with failures; and of their methods of study; also tests were given to detect eye-mindedness, motor-mindedness, etc., in each other and in the school children. In every case these observations were compared with the principles laid down in the textbook. The psychology of the parent who comes to 'see about' his child, and the psychology of the teacher who meets this parent were also included. The psychology of the great war with its far-reaching effects was an opportunity not neglected; and altogether this experiment proved rich in practical returns.

THE TEACHER CRISIS

The May issue of *Education* is given over to reports of addresses made at an educational convention held at Worcester, Mass. These addresses present various aspects of the threatening dangers resulting from the shortage of teachers, and the even greater danger from the inferior quality of many who are taking the places of those teachers who have exchanged their profession for mere occupations.

Superintendents of state and city schools, presidents of normal schools, a director of a university School of Education, and a member of the United States Bureau of Education, expressed their views of the situation and suggested ways of relieving it. The editorial commenting on these contains this warning: "We think that the agitation has become too narrow and mercenary, and is in danger of defeating its own ends by seeming to place the chief emphasis on the material side and to measure the worth of teaching in dollars and cents exclusively."

SETTING BOOKS IN MOTION

The highly efficient system of more or less transient libraries built up by the American Library Association for the army and the navy during the war has impressed upon the minds of librarians the necessity and the possibility of setting loose upon the country at large the mighty force contained in a collection of books—the stored mind of the world—which if rightly placed and activated might blast its way through the stubborn world of ignorance. Wallace Meyer, of the American Library Association, describes in *The Survey* for May 29 some of the successful attempts made to carry books to the places out of reach of public libraries by means of book wagons or trucks.

A notable example of this system is the Hibbing, Minn., library car, which visits the lumber and mining camps, farm houses, etc., in an entire township of 160 square miles once each week. This car is a two-ton motor set with windows and lined with shelves holding twelve hundred books; it also contains the librarian's desk and a long leather-covered seat for the patrons. Like most innovations, these traveling libraries are not always popular at first, but invariably, and in a short time, if the librarian in charge borrows some of the

methods of the traveling salesman, they make their way into the affections of the people, and in many cases have led to the establishment of a public library in a convenient center.

This is an opportunity for teachers to work in co-operation with the American Library Association in making adequate nationwide library service an accomplished fact, and also incidentally finding an answer to the question so often asked, especially by normal school graduates, "How can I teach without access to a library?"

THE SYMBOLISM OF COLOR

The School Arts Magazine for June is wholly devoted to the consideration of color, both in itself as a medium of skill and expression in art, and as a source of interest and education for children. The leading article is "The Symbolism of Color" by H. T. Bailey, Director of the Cleveland School of Art. His exposition of the meaning of the colors used by the masters in every art in every nation as a sort of universal language expressing their abiding faith in the inevitable relation between outer and inner, the sign and the thing signified, is delightfully informing.

Other notable articles are: *The Interests of Children of the Primary and Intermediate Grades in the Use of Color*; *Color as Business Symbols*; *Color Influence*; *Symbolism of Color in the Festival*; *Color and Costume*; all illustrated with artistic designs, many in color.

THE LIFE THEY LIVE

In *The Educational Review* for June, R. W. Weeks discusses the spiritual upheaval now going on in the teaching profession because of the realization of the fact that by education alone can the gains of the war be secured, and gives some reasons why present conditions are not favorable to the development of the needed leadership among teachers. The writer hopes that a realization of these obstacles may help to remove them; and believes that a greater help is near in the movement to increase salaries to an extent which will admit of continued study, of travel, of wholesome recreation, of comparative freedom from "carking care" concerning ends that threaten not to meet; all of which

must tend toward a vast increase in social respect, a richer personality and increased educative power.

OTHER NOTABLE ARTICLES

"William Dean Howells," by John Erskine, in *The Bookman*, June.

"Teaching Through the Use of Projects," by S. A. Courtis; and "Bibliography of the Project Method," by J. P. Herring, in the *Teachers College Record*, March.

"Remedial Work in Reading" Part I, by C. J. Anderson and Elda Merton, in *The Elementary School Journal*, May.

"Problems of Physical Education," by David Snedden, in *School and Society*, May 22, 1920.

VIII

REVIEWS OF RECENT BOOKS OF INTEREST TO TEACHERS

THE PROBLEM OF THE NERVOUS CHILD, by Elida Evans. New York: Dodd, Mead & Co., 1920. 299 pages. (\$2.50.)

To those interested in the training of the child probably no other book would make a stronger appeal than this. Very few books on education occupy themselves with the child's most intimate problems in such a thorough and interesting way. Very few give the reader insight into child nature as this one does.

The book is the result of years of study and actual experience with children and adults suffering from nervous disorders. While the treatment of nervous diseases by psycho-analysis is comparatively new and not understood perhaps by the average person, while this method of treatment contains much that is outside the realm of everyday thought, the presentation is made in a surprisingly simple and practical way. The author with few exceptions has avoided the use of technical terms and the terms which she does use are most carefully explained.

She says: "The purpose of this book is to aid those who, in the training or education of children, have arrived at the point where the child does not respond normally to their most earnest endeavors and the parent or teacher becomes slightly perplexed if not desperate."

More and more the physician of today realizes that the origin of nervousness in his patients is very rarely of recent date and must be cured by some other means than medicine, and that it traces back to the early impressions and developments made in childhood.

Hence Mrs. Evans lays much stress on the