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 nation-wide 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 apeal 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

mental attitude of parents and its influence on the child's psychological development.

The author characterizes psycho-analysis as "a cleansing process separating the wheat from the chaff. It teaches the necessity of truth, enabling a person to distinguish the good from the bad influences in his own life. It is educational in that it imparts a knowledge of logical reasoning, and much general information is usually imparted along the lines of history and literature. It means an analysis of the mind, that is, a separating and studying of the thoughts of an individual to discover the underlying motive, the existence of which is unknown to him, to trace them back to their origin by methods of association.

"The aims and methods of the psycho-analytic observer do not differ fundamentally from those of chemistry or physics, and just as in other sciences, the result of this procedure may be invalidated by careless observations by imperfect analysis and by rash generalizations. The psycho-analyst is interested in things as they are, as well as in things as they ought to be."

She uses the word "libido" to characterize the life force in the individual, and concerning this she says, "The libido is comparable to a moving force of nature, such as a current of a river which must flow on continuously. The libido never stops, as time never stops, and must flow on to an outlet (or until it is blocked).

"The child's life must similarly be led into a channel as the waters in irrigated land are controlled, so that they may produce something as they are absorbed by the growing plants. But the process of forming this channel is so slow that we cannot see its change from day to day. . . . . An obstruction will cause water to rise and overflow where it is not wanted. Just as an obstruction will dam a stream to overflowing, so the libido of the child or of the adult may be blocked by an obstruction and dammed till it overflows. This causes disorder in life's development brought about by the inability to fulfil all its requirements."

The chapters, The Tyrant Child,Teaching of Right and Wrong, and Self and Character are especially good.

The book contains many practical illustrations of mistakes that are being made every day through parents' ignorance of conditions. But the lack of knowledge which was perfectly excusable then is not now in the light of modern scientific study. The book shows the ways and means of treating the most intricate cases and gives the reader the basis for the understanding of psycho-analysis.

MARY LOUISE SEEGER

RURAL SCHOOL MANAGEMENT, by W. A. Wilkinson. New York: Silver, Burdett and Co. 1917. 420 pages.

This volume is one of a Teacher Training Series which aims to put modern educational thought into its most usable and simple form for teachers in training for service in our rural schools. That it has succeeded so well is due to the wealth of illustrative material between its covers, and to the use of summaries, bibliographies, and lists of definite and valuable problems with each chapter. It lends itself easily to the use of normal school classes in the different sections of the country and is also a practicable book for any teacher with very little training who wants definite guidance upon each and all of the problems of management. The village school teacher will find almost as much help as the rural school teacher. If there be any definite adverse criticism, it would seem to be that the question of educational aims is not kept so clearly before the reader as might be desirable.

W. J. G.

ADMINISTRATION OF VILLAGE AND CONSOLIDATED SCHOOLS, by R. L. Finney and A. L. Schafer. New York: Macmillan. 1920. 298 pages. ($1.60.)

In our enthusiasm to improve the much-neglected rural school situation, the school of the small village, which is neither urban nor typically rural, has been neglected. This book treats of the administrative problems of such a school, including special emphasis upon the principal's personal-official relations, the adaptation of the school to the child's needs, and the business side of the school.

Written in a very practical manner and in concrete language, the book is valuable also for the brief and critical reference lists at the ends of the individual chapters. In the words of one of these statements, it is undoubtedly the "best single book" for the principal of the small village school. Sample tests, records, and report blanks make it possible for the non-professionally trained principal or supervisor to overcome the handicap to a certain extent and to put into practise with safety many of the more modern principles of economy and efficient administration and supervision of the school.

W. J. G.

ELEMENTARY ECONOMICS, by Frank Tracy Carlton. New York: Macmillan. 1920. 212 pages. ($1.10.)

A brief and intelligible introduction to the study of economics and sociology. The author makes no attempt either to treat exhaustively the various economic theories of the past and present or to philosophize upon our economic beliefs. Such attempts would in fact mar the book and make it less valuable. There is an agreeable absence of technical terms and complicated statements of economic laws and tendencies.

Giving first a simple account of the industrial and social evolution of man, the author next discusses some of the fundamental con-

cepts. The bulk of the book, however, is devoted to a presentation of modern economic problems. Among the problems presented are money and banking, forms of business organization, railway transportation, municipal monopolies, the labor force, labor organizations, labor legislation, methods of paying for labor, agricultural economics, insurance, marketing, public expenditures and public debts, taxation, industrial unrest, and social and industrial betterment.

The material furnished in the text is not sufficient in itself for a full course of a year. Supplementary reading must be supplied, and at the end of each chapter there is a list of topics upon which this supplementary reading can be based. The text is well adapted to use in high school work. R. C. D.

POEMS BY A LITTLE GIRL, by Hilda Conkling. With a preface by Amy Lowell. New York. Frederick A. Stokes Co. 1920. 120 pages. ($1.50.)

Hilda Conkling is the nine-year-old daughter of Mrs. Grace Hazard Conkling, assistant professor of English at Smith College. She "tells" her poems to her mother, who writes them down. Hilda writes in natural cadences instead of regularly stressed meter, but her poems are nevertheless, in the words of Miss Lowell, of "the stuff and the essence of poetry." Containing poems "told" between the ages of four and eight, this collection offers to the teachers of children many illustrations of the imaginative spirit of childhood. There is too much native sense of beauty and proportion here, thinks Miss Lowell, to be entirely killed "even by the drying and freezing process which goes by the name of education."

A notion of Hilda's genius may be had from the little poem, "Dandelion":

O little soldier with the golden helmet,
What are you guarding on my lawn?
You with your green gun
And your yellow beard,
Why do you stand so stiff?
There is only the grass to fight!

C. T. L.

THE STORY OF MODERN PROGRESS, by Willis Mason West. New York: Allyn and Bacon. 1920. ($2.00.)

The author is well known and the book is well worthy of his reputation. One of the finest things to his credit is that, eighteen years ago, he saw and told the truth about Prussia. This volume, in the introduction, sketches the background of modern progress in the earlier periods of history, but the emphasis of treatment is put upon the last four hundred years. More than two hundred pages are devoted to the period since 1870. The World War is presented with enough detail to make it illuminating and interesting. J. W. W.

THE WAR AND THE NEW AGE, by Willis Mason West. New York: Allyn and Bacon. 1920. 111 pages. (60 cents.)

A brief survey of the World War, designed to keep bright in American high school boys and girls that "splendid fervor for freedom and democracy" aroused by the war. Includes interesting comment on the Peace Treaty and points to the League of Nations as the great accomplishment growing out of the war.

JOSE, by Valdes. Edited by Guy Everett Shaveley and Robert Calvin Ward. New York: Allyn & Bacon. 1920. 186 pages. (80 cents.)

The most popular story of Spain's best-known living novelist, with ten pages of questions and exercises and fifty-five pages of Spanish-English vocabulary appended.

IX

SCHOOL ACTIVITIES

Commencement

The appearance of the June issue of THE VIRGINIA TEACHER will find the eleventh session of the State Normal School at Harrisonburg ended, and the opening of the summer session at hand. Final week saw a larger number of friends and relatives of graduates in attendance upon the commencement exercises than has ever been the case before. Special efforts were made to look after their entertainment, and the week was therefore gay with receptions and meetings.

After rainy days Friday and Saturday, the Weather Man relented. Sunday was cool and the white-garbed student body marched to the baccalaureate service at the Harrisonburg Presbyterian Church without having to blink their eyes in the dazzling sunshine.

Monday night was ideal for the postponed senior play, "The Lost Pleiad," which was easily one of the most effective out-of-door entertainments ever presented here. Novel lighting effects and further improvement of the stage settings make the open-air auditorium an asset hard to appraise, and under the direction of James C. Johnston, "The Lost Pleiad' won many extravagant compliments.

Tuesday night Dr. William M. Davidson, Superintendent of Schools of Pittsburg,