

concerns himself with the adjustment of school procedure so that the health of the child will be conserved. He includes a discussion of the hygiene of reading and dares to suggest that the little fellow in the primary grades is being subjected to an unnecessary strain in being required to "keep the place" in reading class. He suggests movable furniture, longer noon periods, frequent periods of relaxation, active methods of instruction, and many out-of-doors lessons. He demands a forty-minute daily period for physical education throughout the elementary school. He says, "Play is by far the most important subject in the curriculum," and again, "Teachers often worry about the time spent in such a way. The fact that much of the old-style arithmetic and practically all of the old type of grammar is a waste of time does not seem to bother the teacher nearly so much as the possibility of time's being wasted in play."

Mr. Freeland completes his book with a study of the individual-social problem in the schools of a democracy. He reviews the findings of psychologists in regard to individual differences and the adjustments in school procedure being made to meet the situation, including that of Burk's San Francisco scheme. He suggests flexible assignments and courses of study, with a maximum enriched course for the bright child. He closes the book with a treatment of the socialization problem. His review of the use of the morning exercises as a project is both timely and helpful.

This book merits the careful attention of any teacher, be he kindergartner or college professor, who is striving to bridge the gap between the principles of modern educational theory and his classroom practise. Its use in normal schools and colleges of education paralleling courses in illustrative teaching and lesson planning will be unlimited. But it is peculiarly a book with a message for the teacher of the grammar and upper grade child. There Mr. Freeland's touch is surest; there his illustrations are happiest.

Teaching is the most responsible, the least advertised, the worst paid, and the most richly rewarded profession in the world.—
Ian Hay.

XII

BRIEF REVIEWS OF OTHER BOOKS
OF EXCEPTIONAL VALUE

LEARNING TO WRITE—*Suggestions and Counsel from Robert Louis Stevenson*, compiled by John William Rogers, Jr. New York: Charles Scribner's Sons, 1920. 225 pages. (\$1.35.)

Who better than Stevenson learned the craft of writing—the power to communicate "the communicable thrill of things". Who ever took more pains to achieve a technique, toiling "like a miner buried in a landslip," and yet never forgetting that "literature should be cheerful and brave-spirited"?

His life was too short to grant the book in which he had meant to tell us all he knew about how to do it. So another has gathered up, without comment, into one volume many precious "hints of the proper craft" which we have been catching at here and there in Stevenson's reminiscences and counsels.

"I had vowed that I would learn to write. That was a proficiency that tempted me; and I practised to acquire it. . . . I always kept two books in my pocket, one to read, one to write in. . . . Whenever I read. . . . a passage that particularly pleased me, . . . in which there was either some conspicuous force or some happy distinction of style, I must sit down at once and set myself to ape that quality. . . . That, like it or not, is the way to learn to write; whether I have profited or not, that is the way."

One is, of course, reminded that this was the identical method hit upon by another boy, Benjamin Franklin, for teaching himself that clearness in writing which later gave him a share in more of those honored "scraps of paper on which our nation rests than fell to any other statesman. Stevenson is right: "The business of life is mainly carried on by means of this difficult art of literature."

The compiler has included essays, parts of essays and letters, bits of autobiography, and miscellaneous observations, which all blend admirably into a practical and most inspiring doctrine of the writer's art.

"If a man love the *labour* of any trade, apart from any question of success or fame, the gods have called him. . . . In the wages of *life*, not in the wages of the trade, lies your reward."

"I used to write as slow as judgment. . . . I am still 'a slow study' and sit a long while silent on my eggs."

What the short-story writer "can not vivify he should omit. . . . Beware of realism; it is the devil; 'tis one of the means of art, and now they make it the end! . . . Man's one method, whether he reasons or creates, is to half-shut his eyes against the dazzle and confusion of reality."

E. P. C.

FIRST STEPS IN THE ENJOYMENT OF PICTURES, by Maude I. G. Oliver, editor of "The Bulletin of the Art Institute" of Chicago. New York: Henry Holt and Company, 1920. 186 pages. (\$1.50.)

This delightful book is a primer in the understanding of pictures, written by a person whose life has been given to helping people see the beauty that the artist has put on canvas. It is unusually interesting and instructive to any reader who wishes to understand and enjoy the pictures in our American galleries, but is especially intended for children from twelve years on who are studying pictures in connection with their school work. The book is written in a delightful, conversational style, introducing the terms and craft phrases of pictorial expression in such an attractive manner that they are easily absorbed by the reader.

Fifty-five illustrations reproduced from paintings in American galleries are used effectively throughout the book, and this representative group of pictures may be regarded as an opening vista to the great panorama of all pictorial reproduction.

F. I. M.

HOW TO TEACH RELIGION, by George Herbert Betts. New York: Abingdon Press. 1920. 223 pages. (\$1.00.)

This is an interesting volume of 220 pages. The author's purpose is to define the aim of religious instruction so definitely and concretely that every teacher may have a goal set before him. What subject-matter shall be taught at different ages, and what shall be omitted, is discussed with full illustration. How we shall conduct our classes to make our teaching stick, and how to make the lessons carry over into Christian character and church loyalty are problems that are fully elucidated. The principles set forth will function in any teaching.

J. W. W.

THE NATURAL HISTORY OF THE CHILD, by Dr. Courtney Dunn. New York: John Lane Co. 1920. 316 pages. (\$2.00.)

In a book which is unusual in its nature and very readable the author has collected a number of curious and antiquated quotations concerning the child and his history and has put them together in a very interesting way. In the chapter "His Schooling" he tells us, "The Earl of Dudley was a child to whom play was the only subject he was not acquainted with; he became a very morbid and a brilliant scholar and died a lunatic." And again, "The earliest knowledge of teaching in London school may be obtained from Fitzstephen, the historian, and may be summed up in three subjects—writing, reading, and flogging."

The chapters "His Play" and "His Religion" are full of curious information. The author did

not intend that it should be used as a text, but every one interested in children will find it very interesting.

M. L. S.

THE WOMAN OF FORTY, by Dr. E. B. Lowry. Chicago: Forbes & Company. 1920. 203 pages. (\$1.25)

This book should interest all those women who realize that youth is behind them and wonder what the coming years may bring—whether deterioration, or the continued mental and physical activities that lead to health and happiness. Dr. Lowry writes in a clear reliable way to avoid the pitfalls often found in the path of the middle years; and some, at least, of her readers may hope by her aid to follow in the footsteps of the large number of the world's great women who have been past middle life when they performed the achievements which made them famous.

M. I. B.

HOME NURSING, by Abbie Z. Marsh, with 48 illustrations. Philadelphia: P. Blakiston's Son & Company. 1920. 268 pages. (\$1.25.)

Modern scientific methods of caring for the sick in the home are very completely presented in this little book. To be able to act promptly and intelligently in time of sudden illness, accident, or emergency often means the saving of a life; therefore the knowledge of a simple nursing procedure is invaluable to the woman or girl who is expected to do the nursing in the home. The text includes first aid treatment in common accidents and emergencies, bandaging, care of infants and aged, infant feeding, and description of symptoms of those illnesses most frequently met with, together with the nursing care. It is consistent throughout and practical for home use or for use as a textbook in schools for girls.

MAMIE K. MYERS

THE ROAD TO UNITY AMONG THE CHRISTIAN CHURCHES, by Charles W. Eliot, LL. D., Boston: The Beacon Press. 1920. 80 pages. (\$1.00.)

Creeds have been intended to unify believers, but they have tended rather to set different religious bodies into opposition, one against another. Yet under such conditions, federation for practical Christian work is possible. Church federation is not Christian unity, but it is a long step toward it. In our federal government at Washington the forty-eight states join in doing their common tasks, while at the same time each state maintains its own particular rules at home. In like manner churches may federate for world service, yet each may look after its own creed within its own camps. In time, federation will lead to sympathy and unity.

J. W. W.