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BRIEF REVIEWS OF BOOKS OF INTEREST TO TEACHERS

COLLEGE TEACHING, edited by Paul Klapper, with an introduction by Nicholas Murray Butler. New York: World Book Co. 1920. 583 pages. (\$4.50; or \$3 each in orders of three or more copies.)

Until this book appeared, and until it shall have been followed by numerous other special treatises, the reproach against the college teacher for the comparative ineffectiveness of his teaching method has little weight. In the last two decades we have witnessed first the appearance of comprehensive treatises on the teaching of various subjects of the elementary school as, for example, the books of Charters and Rapeer, and later of similar books on the secondary subjects by Johnston, Monroe, and Inglis. Mr. Klapper in this text has summoned the aid of many of the abler teachers of higher education, so that the work is the joint product of some thirty different minds. Aside, however, from six essays written by members of the staff of the College of the City of New York, including Dr. Klapper, only two others were written by college teachers. The remainder are written by university teachers, presumably, in most cases heads of departments. This may or may not be unfortunate, but it suggests the possibility that frequently the more mature students were in the minds of the authors.

The plan of the book follows: three chapters of an introductory nature; six chapters on the sciences; eight chapters on the social sciences; five chapters on languages and literature; two on fine arts; and four on vocational subjects. The book would be fully justified, did it include only the first three chapters. Dr. Duggan describes in Chapter One the history and present tendencies of the American college. President Mezes in Chapter Two outlines the proper professional training of the college teacher, boldly demanding a preparation not unlike that of teachers in the elementary and secondary schools, and Dr. Klapper in Chapter Three lays down at much greater length the general principle of college teaching. The latter takes his starting-point from the valuations of their respective teachers by three capable college students in as many first class colleges and then goes over into a thorough examination of the aims, curriculum and subject organization, and methods of the college and the college teacher. This viewpoint, it is needless to say, would be invaluable to every beginning teacher in college work, coming as he does from the university with the notion gained in research work that subject-matter alone prepares one for instruction.

The chapters of the main body of the text are naturally, like college teaching, quite uneven. Here and there appears what is almost certainly an essay fished up from the depths of some barrel and amounting to little other than an outline of courses to be offered in the college in that particular subject, or perhaps the history of the subject, or worse still a defense of it and its place in the curriculum. This however, is far from typical and a number of essays are outstanding brief discussions of the psychology and pedagogy of the study, brimming full of practical suggestiveness about method and organization in teaching. Among the best are the essays on biology, sociology, ethics, economics, music, and psychology. Thoroughly regrettable is the fact that over half of the writers on special subjects give not even a brief bibliography to guide the reader in pursuing the subject further. Could the writers of these joint productions have been persuaded to follow such a splendid outline as offered (vide pp. iv-vi), the value of the book would have been increased many fold. As it is, this pioneer treatise is likely to stimulate a great deal of professional interest in the adequate preparation of college teachers and it is to be hoped bring about some immediate reform in the teachers now in the field.

W. J. G.

PRINCIPLES OF AGRICULTURE, by John H. Gehrs. New York: The Macmillan Co. 1919. 585 pages.

This is the best book on agriculture that the writer has seen since the publication of Warren's *Elements of Agriculture*. While probably not so well suited as the latter for use in agricultural high schools, it is admirable as an aid to the training of teachers for work in the grammar grades and junior high schools. Much emphasis is placed on gardening and poultry raising. At the same time the other phases of agriculture receive adequate treatment. Attention is first given to farm crops followed in order by animal husbandry, poultry culture, soils and fertilizers, gardening and fruit growing, insects, farm management, and marketing.

This book was intended for use in high schools and is based on the project method. It is the opinion of the writer that it is much better suited to the junior high school and to the normal school training of teachers in the junior high school. Teachers in the Smith-Hughes schools would probably prefer several reference books that would cover the ground more extensively. The author's experience at the Cape Girardeau Normal School enabled him to prepare a book peculiarly suited for normal school use.

G. W. C., JR.

ANIMAL HUSBANDRY, by Tormey and Lawry. New York: American Book Co. 1920. 351 pages.

This is a very good book on animal husbandry for use in agricultural high schools. The treatment of stock judging and feeding is especially good and the hundred-odd illustrations show careful selection. Teachers of agriculture will find Tormey and Lawry's book a very useful reference book and many might prefer it even to the older book by Plumb—which however remains the writer's preference.

G. W. C. JR.

THE CLASSROOM TEACHER, by George Drayton Strayer and N. L. Engelhardt. (American Education Series, George D. Strayer, General Editor). New York: American Book Co. 1920. 400 pages.

One of the most comprehensive books we have ever reviewed. It ranges from chapters on democratic education to professional aims, including supervision, methods, administration, school hygiene, and individual differences. In this lies both its strength and its weakness. It is comprehensive enough to be excellent for a general view of the field of education, and the treatment of each topic is too brief to be satisfactory to one particularly interested in a single phase of education. It is a good introductory book for pupils expecting to specialize in education and for teachers interested in democracy in administration.

C. K. H.

THE FACTS AND BACKGROUNDS OF LITERATURE—ENGLISH AND AMERICAN, by George F. Reynolds and Garland Greever. New York: The Century Co. 1920. 425 pages. (\$1.45)

Here is a handbook chockful of information and ready reference material, of illustrations and diagrams, outlines and summaries. It is not heavy with padding and "style"; it bristles with facts and its lines show that it was built for speed and action.—This is truth, albeit a mixed metaphor!

From an illuminated page of the Ellesmere Chaucer to a copy of a Hogarth engraving and W. L. Taylor's historical pictures of American life; from costumes to architecture; from medieval pageant-wagon to Hampden's staging of Hamlet in 1919, the illustrations abound. Then there are chronological charts and literary maps, and an appendix containing much information essential to a real understanding of English literature but nowhere else gathered together. For instance, there are statements giving concise and detailed knowledge of English architecture, educational institutions, titles, beliefs and superstitions, English family life, the stage, the guilds, village farms, etc.

Its summaries of social conditions are excellent, and for teachers who are trying to get

away from the habit of too much history of literature and not enough literature, this book will have a distinct value. Not only to high school seniors but also to college students will the book be a constant source of help, and every teacher of literature will find it handy and useful.

C. T. L.

SCHOOLS IN SIBERIA, by William F. Russell. Philadelphia: J. B. Lippincott Co. 1919. 135 pages. (\$1.50).

This little book by the Dean of the School of Education of Iowa University was the direct result of the author's experiences as director of the Educational Section, Russian Division, of the Committee on Public Information during the latter part of 1918. Altho travel and other conditions in Siberia did not permit a great deal of visitation, all types of schools were seen and faithfully reported upon.

The student of the history of education or of comparative education will find here a wealth of information particularly in the fifty pages given to source material, while the student of social conditions or of educational sociology can trace the struggle of a nation being reborn, this time from autocracy into democracy. A rather surprising interest in education and especially in American educational practices, as well as a splendid if limited educational tradition, is seen. Among the more valuable discussions are those of the Teachers' Unions (or Associations) and Students' Unions, carrying over the general tendency of modern Russians to organize and seek to secure their rights. It is to be hoped that some way may be found, as was found in the case of China, to enable large numbers of young Russians to study in our higher schools, thus carrying back to this great nation a form of elementary and secondary education which will break down the now typical caste system borrowed from Germany and Austria at an earlier date.

W. J. G.

TEACHER TRAINING DEPARTMENTS IN MINNESOTA HIGH SCHOOLS, by Lotus D. Coffman, Dean of School of Education, University of Minnesota. New York: General Education Board. 1920. 92 pages.

In this little bulletin Dr. Coffman has given a clear and comprehensive analysis of the teacher training departments in Minnesota high schools. Nowhere has this agency for the preparation of rural teachers been given a more thorough trial, therefore the results are of universal interest. Dr. Coffman finds that as a rule the cadets are too immature, that the year of training is too short a period and that the instruction and supervision necessary are entirely too cumbersome for one or even two teachers in the department. In fact, although he does not suggest abolishing the departments at once, he asserts clearly that

the normal schools afford the only solution of the rural teacher problem.

K. M. A.

IMAGINATION AND ITS PLACE IN EDUCATION, by Edwin A. Kirkpatrick. New York: Ginn and Co. 1920. 214 pages.

In the twenty-one chapters of this book the author of "Fundamentals of Child Study" and "The Individual in the Making" has summarised a great many observations, experiences and student reports on a very interesting phase of mental life. Part I is devoted to a discussion of imagination in relation to other mental processes. Part II deals with the changing nature of imagination, with the growth and development of the child. Part III treats of the possible utilization of the imagination in teaching the various elementary school subjects.

While no index is appended, a six-page bibliography comprising most of the best studies on the subject is added. Examination of the book fails to reveal much use of this by the author, the book, like others from the same pen, being in the nature of the expression of the earnest conviction of a sincere teacher unscientifically bent or minded. Nevertheless the inexperienced beginner in the teaching profession will find much that is valuable in the various chapters of the book, particularly those of Part III.

W. J. G.

A TREASURY OF ENGLISH PROSE, by Logan Pearsall Smith. Boston: Houghton Mifflin Company. 1920. 237 pages. (\$1.75).

The compiler has gathered choice bits from English prose literature of the past five centuries.

The size of the book is inviting. It may be begun in the reasonable hope of finishing without delay. Let the reader remember this fact when he is tempted to regret this or that omission.

The extracts quoted show real taste and discrimination. But it is a sad book. A discouraged tone prevails, especially towards the close. Were it not for the sweetness and light of one paragraph from Stevenson and another from Woodrow Wilson, we might have to turn back to the early pages to get rid of a bitter farewell taste.

E. P. C.

FUNDAMENTALS OF SPEECH, by Charles Henry Woolbert. New York: Harper and Brothers. 1920. 385 pages. (\$2.25).

The academic worth of the instruction in speech seems now unquestioned and new courses in speech-training are multiplying from primary grade to university graduate school. The Fundamentals of Speech by Charles Woolbert is offered as a statement of fundamentals that lead into any of the paths the subject may take: conversation, common reading, interpretation, impersonation, public speaking, and dramatics. Democratization of speech-training is the main object of the book. Aimed at

democratic ends it stresses the methods of teaching the ordinary student, however uninteresting or defective. It furnishes material in training the bright and dull students alike by providing a wide range of teaching methods. It aims above all to meet the problems of the large mixed class.

R. S. H.

ELEMENTARY LATIN, by M. L. Smith. New York: Allyn & Bacon. 1920. 330 pages.

This book is a complete revision of "Latin Lessons" by the same author. In the new book as in the old the four fundamental aims are (1) to make Latin seem alive; (2) to give the first year's study a value for general culture; (3) to minimize the difficulties of beginning Latin; (4) to prepare thoroly for the second year's work.

The lessons are short, thus forming a gradual approach to the subject. The rules and explanations are clear and concise. Special attention is given to English derivatives. Besides the passages of connected Latin text, which is a noteworthy feature, supplementary readings taken from the story of Ulysses and selections from Caesar are included.

The book is made attractive by carefully selected illustrations of the life and customs of the Romans.

M. V. H.

APPLIED MATHEMATICS FOR JUNIOR HIGH SCHOOLS, by Eugene Henry Barker. New York: Allyn and Bacon. 1920. 247 pages. (\$1.25).

Quoting from the preface, "This book has been written to meet the demand for a practical course in applied mathematics which shall co-ordinate the school room lesson and the actual problem of the industrial and commercial world."

The book gives (1) An adequate treatment of the fundamental operations; (2) A consideration of ordinary business transactions; (3) A sufficient acquaintance with the symbols of algebra to enable the student to interpret and apply simple formulas; (4) Enough geometry to enable him to compute the areas and volumes of the common geometric figures; (5) A study of graphic charts and their use; (6) Training in the use of mathematical tables; (7) Practice in the power to judge a computed result with reference to its reasonableness.

Thirty-three pages are devoted to a review of fundamental operations and thirty-five pages to a review of fractions and decimal fractions with applications.

Percentage, taught by rule by means of the three cases, with well chosen practical problems, is given in twenty-four pages, while Denominate Numbers with their applications cover thirty-one pages, including five pages on Longitude and Time which might very well be omitted.

Then follow eleven admirable pages on the

use of tables and eleven more on square and cube root.

The geometry given in the next twenty-two pages consists of computing areas and volumes by rules, given without reasons, and is in one sense geometry as it is usually understood.

After twelve pages on graphic representation, the remainder of the sixty-two pages is devoted to formulas and their application to the solution of practical problems.

Numerous appropriate illustrations add interest to the text.

In the hands of a poor teacher this book may very readily develop a "ready reckoner", while in the hands of a trained teacher it furnishes material for the development of an accurate thinker as well as a rapid computer, especially if used as a cap-stone to the arithmetical arch of a pupil's foundation for further work in mathematics.

H. A. C.

NINETEENTH YEARBOOK FOR THE STUDY OF EDUCATION, Parts I and II. Bloomington, Ill.: Public School Publishing Co. 1920. 194 and 126 pages. (\$1.00 each).

Part I contains new materials of instruction prepared by teachers for use in class work to supplement the material in text books. Results are given of the use of new material in reading, history, geography, mathematics, nature study, and community life. Part II considers especially the problem of the gifted child, and the uses of flexible promotion schemes and of intelligence and educational tests. It contains a bibliography on the psychology and pedagogy of gifted children.

MUSIC APPRECIATION FOR LITTLE CHILDREN, edited by Frances Elliott Clark. Camden, N. J.: Victor Talking Machine Co. 1920. 175 pages. Bound in Cloth.

A handsome little book issued by the Educational Department of the Victor Talking Machine Co. and designed to meet the needs of the child mind during the sensory period of development. Teachers in the primary grades will find many useful suggestions here regarding the best methods of using the Victor records, and will also find informing chapters on rhythm, the supervision of music appreciation, lesson building, etc. A calendar of special days is included, and a method of card-indexing records.

NEW CHAMPION SPELLING BOOK, by Warren E. Hicks. New York: American Book company. 1920. 248 pages.

Hicks. New York: American Book Co. book—before being revised; and the new edition is fresh from contact with all the recent investigations of specialists. Two strong points of this spelling book are the systematic reviews and the plan of teaching intensively two new words every day.

XII

SCHOOL NEWS

The opening of the fall session at Harrisburg, September 22, finds three new members of the home economics department. The head of the department is Miss Grace Brinton, who occupied the same position at the Bradley Institute, Peoria, Illinois. Miss Brinton has also been an instructor in the State Normal School at Superior, Wisconsin, and in the State Normal School at San Jose, California. Her experience has included work as dietitian in Laurel School and at Lakeside Hospital, Cleveland. Miss Brinton has the Ph. B. from the University of Chicago and the M. S. of Teachers College, New York.

Miss Lotta Day is a graduate of the Indiana State Normal School, and has the Ph. B. and M. S. degrees from the University of Chicago. Miss Day has taught in the rural schools of Indiana, in the city training school of Evansville, and for two years was an instructor in the Montana State Teachers College.

Miss Myrtle Wilson has the B. S. degree from Teachers College, New York, and has recently been head of the department of home economics in the Little Rock (Arkansas) High School. She has also done considerable extension work in home economics in Arkansas.

These three appointments fill the vacancies caused by the resignation of Miss Sarah M. Wilson to accept a responsible position in the Pennsylvania State College, of Mrs. Carrie B. McMichaels to take up work in Illinois, and of Miss Virginia Zirkle, whose marriage will take place in October.

Mrs. Pearl P. Moody, who has been an instructor of home economics here since 1916, is the fourth member of the department.

Other faculty changes include the appointment of Dr. W. J. Gifford to the deanship; of Miss Ruth S. Hudson to have charge of dramatics and vocal expression, after an absence of a year, and of Mrs. N. D. Hawkins, who will succeed Mrs. J. Frank Blackburn as a teacher of voice.