IX

RECENT BOOKS THAT SHOULD INTEREST TEACHERS

THE AMERICAN HOME DIET, by E. V. McCollum and Nina Simmonds. Detroit: Frederick C. Mathews Company. 1920. 237 pages. ($3.65).

This book is written primarily for the housewife. It is an attempt to answer the "ever present question, 'What Shall We Have for Dinner?' " The aim of the authors is to show in non-technical language why certain food combinations are better than others, and what dangers come out of wrong food combinations. The book is based on the most recent scientific knowledge gained through the experimental feeding of animals. The authors speak in rather an apologetic tone of the liberal use of meat in the diet, but recognize the fact that food habits and psychic demands must not be ignored if the message to the housewife is to be carried over.

Part I deals with dietary properties of common foods and shows that meats, tubers, roots and seed products must be supplemented by the "protective foods", milk, leafy vegetables, and eggs. Diseases which result from faulty diets are discussed briefly, and simple definite information is given showing how such diseases may be prevented and cured by proper diets. Stress is laid on the fact that too little milk is used in the average American diet.

Part II consists largely of menus for the entire year. These menus follow up certain principles laid down in Part I, such as the need of an abundance of milk, leafy vegetables, and fruit in the diet every day. Typical menus of the meat, bread and potato type are condemned and corrected. Some of the changes seem insignificant, but in most cases "protective foods" are added. Mashed potatoes, stuffed potatoes, scalloped potatoes, are substituted for baked potatoes, thus adding a little more milk to the diet.

The teacher of Foods and Cookery, as well as the housewife, will find this book of value in her work. P. P. M.

MANUAL OF HOME-MAKING, compiled by Martha Van Renselaer, Flora Rose, Helen Canon. New York: Macmillan Co. 1920. 633 pages. ($3.00).

This book brings together a great deal of valuable material on the setting up and management of a home. It is divided into four sections which deal with the Home and its Furnishings, Household Management, Clothing and Millinery, and Foods and Nutrition. The plan of the house is considered with relation to comfort and convenience according to present day standards. Special study is made of the working center and arrangement of kitchen for both the farm and city house. Stoves, cookers, fuels and kitchen utensils are studied in detail. The discussion of household furnishings, windows, draperies, etc., brings out striking contrasts between good and bad effects. The book contains a good store of general information on household measures, household records and suggestive blanks for accounting, heating and lighting. About one third of the book is given to food study. This section embraces the planning of meals, marketing, food for the sick, and general principles underlying the cookery of foods of different types.

The Manual of Homemaking is a valuable addition to the library of the housewife, the teacher, the student. P. P. M.

A MISCELLANY OF AMERICAN POETRY—1920. New York: Harcourt, Brace, and Howe, 1920. 187 pages. ($2.00).

With but a single poem by Edwin Arlington Robinson against twenty by Carl Sandburg, one may surmise that the miscellany smacks largely of the year it represents. Still it is hard to deny the essentially poetic grasp of Sandburg, startling as his choice of subject sometimes is.

The eleven poets whose ninety-four poems are here published are Conrad Aiken, John Gould Fletcher, Robert Frost, Vachel Lindsay, Amy Lowell, James Oppenheim, Edwin Arlington Robinson, Carl Sandburg, Sara Teasdale, Jean Untermeyer, and Louis Untermeyer.

The publishers point out that the miscellany does not represent any "movement", but that each poet has been his own editor. "As such, he has collected and arranged his own contributions, but has had no authority either in the selection or rejection of those of his fellow-contributors."

The student of modern American poetry will find in this volume a true reflection of the spirit of 1920, with its social unrest, its political misgivings, and its searching penetrating eye. C. T. L.

AN INTRODUCTION TO SCHOOL MUSIC TEACHING, by Karl Wilson Gehrkens. Boston: C. C. Birchard and Company. 1919. 132 pages. ($1.75).

This is a book that should be most valuable and interesting to music supervisors and teachers. Unlike many books on this subject it does not deal with the details in music training, giving set rules in outline form, but it gives general practical information concerning matters pertaining to music teaching in public schools. The author stresses the teaching of technical music and ear-training and sight-singing as a means towards appreciation. He advises that music be continued in the high schools in the form of clubs, choruses. and organizations, for which credit should be given.

His treatment of the subject is very

systematic and comprehensive. Another impressive feature of the book is the appendix, which gives both a list of books valuable for a supervisor's library and a group of blank forms and charts which the author has found useful. M. V. H.

EDUCATIONAL TOYS, by Louis C. Peterson, Peoria, Illinois: The Manual Arts Press. 1920. 114 pages. ($1.80).

To see this book of excellent toy patterns and photographs is to want it immediately, and to realize that it is greatly needed.

In addition to its illustrations of completed toys and its full-size pattern drawings and delightful descriptions, the book is a most practical one. How to make each toy and how to finish and color each, is clearly told with additional information about the few simple tools and materials required.

The teacher and parent will find that the toys illustrated and described will appeal to the child's interest and enthusiasm and will be within the child's power to construct. The fifty-seven toys include animals, wheeled toys, stationary toys, moving toys, puzzles, etc., made chiefly with the coping saw and easily constructed in the ordinary schoolroom or in the home. The toys have a direct relation to the childs environment and are within range of his mental grasp and constructive ability. F. I. M.

TOY PATTERNS, by Michael C. Dank. Peoria, Illinois: The Manual Arts Press. 1920. (80 cents).

This new publication consists of a collection of twelve sheets of full-size drawings of toys interesting to the child and full of the play spirit. Among the toys are animals, animal rocking toys, wheeled platform toys, string toys, lever toys, freak toys and novelties. They are designed to be made with the coping-saw out of thin wood, but if desired many can be worked out in cardboard.

This work can be carried on in the home or schoolroom with children from six to twelve years of age with but few and simple tools and materials.

The greatest difficulty in the past has been a lack of attractive toy patterns. This new collection of fascinating ideas is very welcome. F. I. M.

INTRODUCTORY PSYCHOLOGY FOR TEACHERS, by Edward K. Strong. Baltimore: Warwick and York, Inc. 1920. 233 pages.

This text has no parallel—I was about to say, no peer—among textbooks in psychology, either educational or general, and probably will not have for some time, unless the author soon completes the two companion volumes he has planned. It is in reality a text in experimental educational psychology and is built upon the principle that the study of what is ordinarily a difficult subject for the beginner should start with the "concrete experiences of every day life." The forty-four lessons, including reviews, are about equally divided among the topics, the learning process, individual differences, and physiological aspects of psychology. The point of view is definitely behavioristic and a meager subject-matter is buried in a wealth of experiment, both calculated to interpret psychology in terms of situtation-bond-response combinations.

The most sated student of the old-fashioned type of psychology as well as the mere beginner finds the book interesting, although it seems to the writer that the use of it is more advantageous after a brief summary or survey of the whole field of mental life, unless the students be mature. It is a matter of regret that one has to contend with poor paper, poorer printing and many errors of spelling, paging and the like. However, these serve to give spice to the student who psychologizes as he goes, as one really must do with this text. It is like learning geometry without and demonstrations of theorems when you thought from what some one told you it was all a matter of memory work.

Typical experiments are those in mirror-drawing, vocabulary learning, alphabet learning and retaining, memory span, arithmetic problems and the like. And not least of all is the fact that the author introduces the student into the mysteries of mental measurement or statistics almost without his knowing it. May the more venturesome of our textbook writers in psychology and other subjects as well follow this pioneer text in making books for the student rather than the teacher, psychologically rather than scientifically and logically planned! W. J. G.

PSYCHOLOGY FOR TEACHERS, by Daniel W. La Rue. Chicago: American Book Co. 1920. 316 pages.

This text, one of the American Education Series, edited by Dr. George Strayer, is from the pen of the author of the much-used *Science and Art of Teaching*. It excels in mechanical make-up and in the wealth of concrete illustrations. A worth while departure from the typical treatment of psychology is the division of the text into a general survey of mind and behavior in five chapters, followed by twelve chapters in more detail devoted to the major problems or topics of the subject. An abundance of exercises for individual and class work are given and form one of the most valuable features of the book.

In spite of the title, educational questions and applications are given but a few pages of the text, altho a good number of the exercises refer to school work. The teacher of educational psychology therefore who uses the book will need to make his own applications and use this as basal in the field of pure adult psychology largely. Similarly, the treatment of the questions of learning and habit-formation, individual differences, and the utilization

of original nature are given but little prominence. The book therefore, except for the features noted above, is in the main another effort to put interestingly and briefly the main problems of the field of psychology and as such is so often a strange admixture of the older "consciousness" psychology and the newer "behavior" psychology. By far its best contribution to the teacher, student, and general reader is a chapter on Mental Hygiene and Mental Efficiency which abounds in good advice. W. J. G.

GENERAL PSYCHOLOGY, by Walter S. Hunter. Chicago: University of Chicago Press. 1919. 351 pages.

Teachers who have been feeling the need of a standard general text in psychology of the quality of the work of Angell and James, but bringing the study up to date through the utilization of the researches of the last two decades, are welcoming and will welcome this work. Professor Hunter has been unusually successful in working over the psychological discoveries of both American and foreign writers. The result is a text admirably suited, when used with parallel readings and a laboratory manual, for use with college students in the general course in psychology. It will be considered by most authorities too difficult for high school or first year normal school students.

The book falls into two parts. Part 1, comprising about one-third of the book, deals with the following fields of psychology: animal, abnormal, individual, social and racial, and applied. This is done in order to give the beginner a notion of the possibilities of the science. Part II treats the typical larger problems of normal human adult psychology, such as attention, the nervous system, reflex action and instinct, emotion, thinking, and so forth. Some readers will be disappointed in the small amount of space given to instinct, habit and the learning process in general as well as the problem of individual differences. The stress rather falls on the problems of pure psychology and sensation, but affection and imagination are given correspondingly exhaustive treatment. The author unlike the majority of recent writers does not follow the behavioristic point of view avowedly, but writes in the preface as follows: "From the theoretical standpoint our position is one of a combination of behaviorism and structuralism. I see no need of forcing the subject-matter into one or the other mold. Neither is large enough alone." Presumably this marks a beginning of an effort among psychologists to harmonize these two schools of thought. In the matter of workmanship the book is all that could well be desired. It is rich in illustrations both of the physiology of the nervous system and the experimental apparatus being used in psychology today. W. J. G.

TWENTY LESSONS IN SENTENCE ANALYSIS, by James T. Willis. New York: Lloyd Adams Noble. 106 pages. (85 cents).

A book of twenty-four hundred sentences, grouped in exercises, for drill work in twenty types of grammatical construction. It is claimed for these sentences that they exclude the commonplace and the trivial and are valuable to thoughtful readers (no small accomplishment in itself), and that the use of this book will save teachers hours of labor in preparing sentences for analysis and study.

X

SCHOOL ACTIVITIES

Addition to Music Department

Announcement has been made by President Duke of the appointment to the faculty of Mrs. S. H. Blalock, who for the last five years has taught instrumental music at Meredith College, Raleigh, North Carolina. The music department at Harrisonburg now consists of five members, three for piano music, one for voice, and one for violin instruction.

Blue-Stone Cotillion Club

Thanksgiving Eve was appropriately chosen for the opening cotillion of the year, and a merry crowd of dancers filled the floor of the auditorium in Harrison Hall. The success of the occasion was in part owing to the careful arrangements that had been made by the recently elected officers of the Blue-Stone Cotillion Club.

Blanche Ridenour is president; Ethel Parrott, vice-president; Mary Stephens, secretary; Penelope Morgan, treasurer.

Dr. Wayland the Host

At his home on the Port Republic Road, just a short distance south of the Normal School, Dr. J. W. Wayland was host to the men of the faculty November 18. Both before and after the feast there was good talk; afterwards, it could not have been otherwise, for the table had almost groaned with good things and the centerpiece of pumpkin and fruits made one aware of the harvest season.