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SOME RECENT BOOKS OF INTEREST TO TEACHERS

THE PROJECT METHOD OF TEACHING, by John A. Stevenson. New York: The Macmillan Co. 1921. 305 pages. (\$1.80).

This treatise is one of the most satisfactory and readable on the project method that the reviewer has had the privilege of reading. It is practical and concrete. The first half is devoted to the exposition of the meaning of the term "project" and the importance of this new method as a supplement to other methods already in common use. It is defined as a "problematic act carried to completion in its natural setting". The application of the idea is fully shown in the latter half of the book and many concrete illustrations of projects which have been used in the different grades of school work are given for the use of the reader. A bibliography covering twenty-two pages, but lacking critical comment, will be of great use to those who wish to carry the subject further in their study.

C. K. HOLSINGER.

CAESAR'S GALLIC WAR, BOOKS VI AND VII, by R. W. Livingstone and C. E. Freeman. Oxford: The Clarendon Press.

SALLUST'S THE JUGURTHINE WAR, edited by H. E. Butler. Oxford: The Clarendon Press. The Caesar is a very successful attempt to

lessen the difficulty of all teachers of the early stages of Latin by having the subject-matter partly in the original and partly in translation. There are four outstanding advantages: (1) much more Caesar can be read than under the old method; (2) there will be more interest in and knowledge of the story; (3) grammatical points in Latin are stressed; and (4) the English translations offer good material for retranslation into Latin.

The introduction—which includes facts about Caesar, his Province and his achievements, and about his army—will especially interest boys and will help them to realize that the book is really by a human being.

What has been said about Caesar's Gallic War can be said about the edition of Sallust, for the idea is the same. The aim of the book is to make it possible for a class to read the Jugurtha within the restricted time available for the teaching of Latin.

MARGARET V. HOFFMAN.

OUR PUBLIC SCHOOLS, THEIR TEACHERS, PUPILS, AND PATRONS, by Oscar T. Clorson. New York: American Book Co. 283 pages. 1920. (\$1.28).

This book falls into a class now less frequently appearing from the educational press,

being a summary of the experiences and thought of a successful teacher-administrator as the shadows are lengthening in his life. It can therefore be excused for being introductionless and indexless. Just as the teachers with little experience and training have long profited by reading White's Art of Teaching and Chancellor's Our Schools and their Administration, so they will profit by this treatise. For the young teacher there is help in dodging pitfalls and in directing into lines of valuable community and school effort. On the whole it is an optimistic consideration of the factors that go to make for progress in our American public school system. If, at any time, it departs from this it is when the work of the teacher-training institutions is referred to or those newer practices that are rapidly displacing many of the old. Some notion of the content of the book is seen in the following sample chapter headings: Purpose and Improvement of Our School System, Teachers' Reading Circles, Power of Sentiment, Co-operation of Teachers and Patrons.

W. J. GIFFORD.

BEGINNING LATIN, by Perley Oakland Place. New York: American Book Co. 1919. 398 pages. (\$1.40).

This book offers very practical, helpful material for the teaching of first year Latin. The approach is made through interesting facts about Roman history and civilization as a background for the study of the language.

The book stresses the value of Latin and the relation of Latin to English. This is done not only with respect to derivation of words, but English grammar is made introductory to each point of Latin syntax.

The subject matter is well arranged. The chapters are in three sections, and each section is a lesson. There are many well selected illustrations. Another feature of the book is the many unique devices to aid the pupil to do his work efficiently.

MARGARET V. HOFFMAN.

INTRODUCTION TO THE ELEMENTARY FUNCTIONS, by Raymond Benedict McClenon and William James Rusk. New York: Ginn & Company. 1918. 244 pages. (\$1.80).

Many attempts have been made to co-ordinate various branches of freshman mathematics. The results of such attempts have usually been in a form too difficult for the average student, or the result has been a sort of hybrid collection of separate chapters from the different subjects. In the latter case, the student is required to skip about, taking first a chapter of advanced algebra, then one of trigonometry and perhaps another of analytic geometry and then repeat another series of chapters of these separate subjects. No sooner does he get his attention fixed on the processes of one subject than he is made to jump into an entirely different set of processes in the treatment of another

subject. This skipping about gives him a taste of each but a knowledge of none.

A better attempt, however, has been made in the Introduction to the Elementary Functions by McClenon and Rusk. This book makes use of the principles of algebra, geometry and trigonometry in developing the subject-matter of analytical geometry and the calculus in elementary form. The development of the principles of these subjects runs smoothly along with no gaps nor abrupt changes in subject-matter. This is accomplished by developing all parts of the subject from the idea of functionality.

The book is in general accord with the recent report of the National Committee on Mathematical Requirements published as Secondary School Circular No. 8, by the Bureau of Education, Department of the Interior, Washington, D. C., with regard to the teaching of functionality in secondary mathematics. This text should receive a warm welcome because it fits the needs of the freshman class whether students intend to elect mathematics in later years or not and gives them a broader view of the subject than they would get if they spent a few weeks on one subject and a few weeks on another.

This book contains the essentials of elementary trigonometry, analytical geometry and the first course in differential calculus with applications of maximum and minimum.

HENRY A. CONVERSE

MANNERS AND CONDUCT IN SCHOOL AND OUT, by Fanny R. Smith. New York: Allyn and Bacon. 1921. 28 pages. (40 cents).

"The gentle minde by gentle deeds is knowne; For a man by nothing is so well bewrayed As by his manners."

This quotation is on the title page of this little book and the author, with the deans of girls of Chicago high schools, has had as her purpose to "help girls and boys to become happier, more agreeable, and more effective citizens."

In understandable, yet ideal-compelling, form the rules and guides for courtesy are given for various places where youth is found, and as duties to others and to self.

The book is attractively arranged with inspiring quotations appropriately placed.

NATALIE LANCASTER.

REPRESENTATIVE AMERICAN PLAYS, edited by Arthur Hobson Quinn. New York: The Century Company. 1921. Revised Edition. 969 pages. (\$4.00).

The editor has taken advantage of the fourth printing of this standard collection of American plays—itself an evidence of the growing interest in American drama—to bring all references up to date. A particular addition

to the present volume is the extended bibliography.

The twenty-five plays here printed include some that were heretofore available only in rare editions, some not previously published; but all are the work of important American playwrights and have had an influential part in the development of the American stage. It is certainly the best source book in this field.

The plays range from Thomas Godfrey's *The Prince of Parthia*, the first play written by an American to be performed in America by a professional company of actors in 1767, down to Rachel Crothers's *He and She*. Bronson Howard's *Shenandoah* and William Gillette's *Secret Service* are included, as are also Thomas's *The Witching Hour* and Langdon Mitchell's *The New York Idea*.

C. T. LOGAN

AMERICANS ALL, edited by Benjamin A. Heydrick. New York: Harcourt, Brace & Company. 1920. 335 pages. (\$1.20).

To teachers who would use the short story as a means of interpreting American life Mr. Heydrick's collection will make an immediate appeal. He disclaims for his book any attempt to illustrate the historical development or to differentiate the technique of the short story; but he has chosen fourteen stories that give us a variety of Americans in a variety of situations. And it is a fresh collection, the only standby being the always readable *Gift of the Magi*.

The easy natural style of the editor's sketches of his authors does not suggest the formalism of so many histories of American literature; high school boys and girls will read them with a definite interest.

Mr. Heydrick has been fortunate in securing for his volume an account by Dorothy Canfield of how her story, *Flint and Fire*, started and grew.

C. T. LOGAN

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SCHOOL ACTIVITIES

An addition to the teaching staff of the home economics department at Harrisonburg this fall is Miss Edna G. Gleason, New Members of Faculty a native of Wisconsin, who comes here from Teachers College, New York, where she was an assistant in the home economics department of Horace Mann School. Miss Gleason, who is a graduate of Lewis Institute, Chicago, and