SOME RECENT BOOKS OF INTEREST TO TEACHERS


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 of teaching 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.


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 composition for a class to read the Jugurtha within the restricted time available for the teaching of Latin.

MARGARET V. HOFFMAN.


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.


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 as an 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.


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 McClendon 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 ele-
mentary form. The development of the prin-
ciples 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 func-
tionality.

The book is in general accord with the re-
cent report of the National Committee on
Mathematical Requirements published as Sec-
ondary School Circular No. 8, by the Bureau of
Education, Department of the Interior, Wash-
ington, 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 ele-
mentary 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
the girls of Chicago high schools, has had as her
purpose to "help girls and boys to become hap-
pier, more agreeable, and more effective citi-
zens."

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 in-
spiring quotations appropriately placed.

NATALIE LANCHESTER

REPRESENTATIVE AMERICAN PLAYS, edited by
Arthur Hobson Quinn. New York: The
662 pages. ($4.00).

The editor has taken advantage of the fourth
printing of this standard collection of Ameri-
can plays—its own abundance of the growing
interest in American drama—to bring all
references up to date. A particular addition
to the present volume is the extended bibli-
ography.

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

C. T. LOGAN

AMERICANS ALL, edited by Benjamin A. Hey-
drick. 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.
Heydick's collection will make an immediate
appeal. He disclaims for his book any at-
ttempt 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. Heydick has been fortunate in secur-
ing for his volume an account by Dorothy
Canfield of how her story, Flint and Fire,
started and grew.

C. T. LOGAN

XI

SCHOOL ACTIVITIES

An addition to the teaching staff of the home
economics department at Harrisonburg this
fall is Miss Edna G. Gleason, a native of
Wisconsin, who comes here from Teachers Col-
lege, 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