

of achievement. The Association purchased it from John Piersol McCaskey, an octogenarian school man who had been its editor for the past fifty-five years.

In Virginia, as in Pennsylvania and in many other states, the State Teachers Association has taken over the management of a magazine formerly under private control; and the newly appointed executive secretary, Dr. William T. Sanger, has assumed editorial charge of *The Virginia Journal of Education*. Its pages have been brightened up by numerous photographs; there are each month articles by practical school men writing from the field; a valuable department is taking shape, in which are reviewed books, bulletins, and periodicals; news notes as heretofore are included from the various educational institutions of Virginia.

It is confidently to be expected that under the direction of Dr. Sanger the Virginia State Teachers Association will add extensively to its membership, and that *The Virginia Journal of Education* will enjoy a corresponding growth.

Altho by no means an educational periodical, many of our readers, especially teachers of English, may be interested to learn, if they do not now know, of the magazine established in Richmond, Virginia, the fifteenth of last February. *The Reviewer* was published as a fortnightly until it entered its second volume; in October it became a monthly magazine. It has been welcomed by literary magazines from every part of the United States as a sincere attempt to bring the South out of its literary lassitude, and has been said to represent "a new trend of Southern thought." In stating their policy at the beginning of the second volume, its editor says, "We mean to hold fast to the best we know, and not to compromise with what is cheap or second-rate or insincere or 'advisable', even tho we are, of necessity,

THE VIRGINIA JOURNAL OF EDUCATION, edited by William T. Sanger. Published by the Virginia State Teachers Association, Lyric Building, Richmond, Va. Monthly except July and August. Subscription, \$1; single copy, 10 cents.

THE REVIEWER, edited by Emily Clark. Editorial offices, 809½ Floyd Avenue, Richmond, Va. Monthly. Subscription, \$1.50 a volume (six months); single copies 30 cents.

small, and so cannot dictate to the world's more popular idiocies."

After reading this statement, many Southerners will raise their eyebrows—whether with reason we shall not here attempt to say—at the recent contribution to *The Reviewer* from Mr. H. L. Mencken, generally regarded as one of the most powerful of American literary critics:

"Before Southern literature may get upon its legs and proceed to a new and vigorous growth, it must emancipate itself from the prejudices and illusions of these emancipated poor whites, and to do that it must be willing to offend them, for, as I say, they belong to a class to whom all sound and honest art is offensive, and they will put it down if they can. At the moment, their maudlin sentimentality lies over everything. Southern poetry, taking it generally, shows the naive sloppiness of the doggerel in the poets' corner of a farm-paper; the Southern novel is treacley and insignificant; Southern criticism is formal and unintelligent; a Southern drama does not exist."

C. T. LOGAN

X

SOME RECENT BOOKS OF INTEREST TO TEACHERS

THE ANDERSON ARITHMETICS, by Robert F. Anderson. Boston: Silver Burdett and Company. 1921. Book I, 288 pages. (88 cents). Book II, 288 pages. (92 cents); Book III, 320 pages. (96 cents).

A three book series in which book one is intended for the first four grades, book two for the fifth and sixth grades, and book three for the seventh and eighth grades. If all three books are covered, the spiral method of instruction will be carried out with at least two spires to each book. The third book, besides the stock school subjects of arithmetic, introduces the simple equation as a means of solving problems, early in the seventh grade, and gives an introduction to some of the facts of geometry, especially the problems of lines and angles, which may be conveniently studied by means of the compass and straight edge. The latter part of the book goes more into detail than many books do on the problems of mensuration from a geometrical point of view, and gives a particularly interesting and practical chapter on "Banking and Negotiable Papers."

The completion of the work outlined in the three books of this series should prepare the pupil for the solution of most of the problems

which will arise in the life of the ordinary individual, and at the same time gives a good introduction to higher mathematics.

H. A. CONVERSE.

THE AMERICAN PUBLIC SCHOOL, by Ross L. Finney. New York: Macmillan Co. 1921. 335 pages. (\$2.00).

This is a brief history of education in the United States written out of a brief experience of the author in teaching that subject, and reflects his recognition of the fact that as commonly taught it has not been sufficiently vital to justify its present status. On the whole he has limited the field, rather than escaped the encyclopedic view so common in historical treatises. Furthermore there are no suggestive teaching devices, such as problems or topics, summaries or bibliographies, which characterize the modern textbook and the modern viewpoint.

In contents, three chapters of the eleven are devoted to the great foreign educators, Rousseau, Pestalozzi, Herbart and Froebel. Four are devoted to American education prior to 1890; and the remainder, comprising nearly one-half the contents of the volume, are given to recent educational developments. Herein lies the strength of the book, for it combines in a single volume the essentials of the history of education in the United States and a digest of present-day traits and tendencies. For students needing a brief introduction, such as are found in our normal schools and normal departments of high schools, and for untrained teachers in service, the author has done a fine service in putting these materials in readable, interesting form.

W. J. GIFFORD.

MODERN APPLIED ARITHMETIC, by R. R. Neely and James Killius. Philadelphia: P. Blakiston's Son & Company. 1921. 156 pages. (70 cents).

This book is made up of eighty different subjects in which problems arise which may be solved by arithmetic. The methods of solution of the different problems are suggested, and material is given for making numerous other problems. An idea of the scope of the book will be gotten from a selection of the titles of certain projects outlined: A Camping Club, Hot Dogs (Sandwich Business), Chart Making, A Window Cleaning Business, Monthly Bills, Building a House, Candy Making, Pay Roll, Basket Ball Team, Personal Shopping Service. These are just samples of the eighty projects which cover all sorts of common-place subjects, from placing furniture in a room and making bed quilts, to running a bus line.

The material is not arranged in any logical order, and the lesson apparently may be taken in any order the teacher or class wishes. The book should prove valuable for developing an intelligent understanding of the application of arithmetical processes to the common affairs of life, and would therefore perhaps best be used

in the final course in arithmetic for those who are leaving school at the end of the eighth grade.

H. A. CONVERSE.

MONTESORI EXPERIMENTS IN A LARGE INFANT'S SCHOOL, by Mary Blackburn. New York: E. P. Dutton & Co. 1921. 143 pages. (\$2.00).

As one reads of this experiment in a British infants' school, the question arises, how would American children take to this kind of training, children who are full of initiative, working things out for themselves; and what educative values would they receive from it, working day after day with materials as fixed as the laws of physics? The first chapter is called Liberty for the Child and its Disciplinary Value, yet the only freedom given the child is in the piece of material he selects from all others; for when he once selects his material he must by the very laws of that material do but one thing—namely that for which it is intended. The author has given a very careful and detailed account of her experiment with young children and large classes and there is much good in it, but as a system by which children are to be educated it is too formal.

MARY LOUISE SEEGER

HOW TO TEACH AGRICULTURE, by Ashley V. Storm and Kary C. Davis. Philadelphia: J. B. Lippincott Co. 1921. 434 pages.

This book fills a want that has long been felt and one who reads it will realize that the teaching of agriculture has been placed on a more settled basis. The authors have sifted the chaff of the literature of this science and have presented the kernel of the matter that is capable of digestion. A review of the contents of this book will illustrate its usefulness.

The curriculum, class schedule, and selection of books and supplies are first discussed. The teacher, his preparation, school, pupils, and community are then studied. The various methods of teaching as applied to agriculture are outlined, after which the particular problems and methods involved in the teaching of the branches of agronomy, animal husbandry, dairying, poultry raising, horticulture, farm machinery and shop work, farm management, and soils are discussed more in detail. A special chapter is devoted to the home project and another to the use of a land laboratory. The discussion of the methods of visual instruction is excellent. The latest methods used in compiling an agricultural library are discussed. The book ends with ample directions for conducting community work.

This book must be read to be appreciated, and I am of the opinion that no teacher of agriculture can afford to be without it.

G. W. CHAPPELEAR, JR.

A SHORT WORLD HISTORY, by E. M. Wilmot-Buxton. New York: E. P. Dutton and Company. 1921. 219 pages. (\$2.00).

The purpose of this book, as stated by the author, is not to write a complete History of the World, but "to trace, very simply the line of economic development throughout the rise and fall of Empires, showing in closest connection with this theme the general principles of cause and effect, as one nation after another rises, comes to the front, and passes away into obscurity." In fulfilling this purpose the author in 219 pages has given a good survey of world history from prehistoric times to present times. The introductory chapter contains a brief account of prehistoric man, and of the ancient civilizations of the East, such as Assyria, Persia, etc., but before treating of Greece and Rome, as is usually done by historians, the author takes up the ancient civilizations of the Far East, China and India. Too frequently these nations are never mentioned until they were exploited by the western nations in modern times. Too much space, however, is devoted to ancient and medieval nations and the events of the past decades which are of such tremendous significance receive too scant attention.

While not a text-book by itself—in fact it is dependent upon the general historical knowledge of the reader for a full appreciation—yet the book is well adapted to parallel reading in high schools.

RAYMOND C. DINGLEDINE.

THE TECHNIQUE OF PAGEENTRY, by Linwood Taft. New York: A. S. Barnes & Co. 1921. 168 pages. (\$2.00).

Pageantry is the most vital means of expressing any particular phase of community life.

This volume offers valuable material to those wishing some expression of the life of their communities through the celebration of anniversaries which they wish to commemorate.

There are two main types of pageants: the local or historical pageant which is given in connection with centennial celebrations, and the pageant dealing with impersonal forces such as the spirit of Thanksgiving.

Some of the author's suggestions are that each pageant have its committee and sub-committees, and that they consist of the following: pageant master, business manager, pageant artist, costumer, musical director, scenic manager, electrician, advertising manager, and director of episodes. But since a pageant is essentially a community affair, the best means of making it a successful issue is to make each individual officer responsible for a definite part of the whole pageant. This book would be a great help to individuals or to schools wishing to give a pageant.

R. S. HUDSON.

CONTEMPORARY BRITISH LITERATURE, by John Matthews Manly and Edith Rickert. New York: Harcourt, Brace and Co. 1921. 196 pages. (\$1.25).

In their foreword, headed "Please Read

This First", the authors have promised that the present volume will be followed by a similar book for American authors if the demand warrants. The demand should warrant.

The book is a laboratory manual for use in the study of contemporary British literature. It is not a collection of dogmas, but a valuable assortment of outlines, suggestions, questions, and references. The book thus accords with its authors' aim, to enable students "to form intelligent judgments of individual authors and to discover and appraise for themselves the outstanding literary tendencies."

Authors are listed alphabetically, and under each name are significant biographical notes, suggestions for study, bibliography, and references to reviews and studies. The treatments thus vary from several lines to three or four pages. There are included 84 poets, 54 dramatists, 138 novelists and short story writers, 45 essayists, and 41 critics; and yet let it be said that the authors have taken the last word of their title seriously enough to omit all mention of Florence M. Barclay, Ethel M. Dell, Marie Corelli, and Hall Caine. But it goes without saying that discrimination is employed in any work of Dr. Manly's.

Special attention should be directed to the valuable bibliography on page vi, and to the list of critical periodicals beginning on page xi.

Not only college students but all who are interested in contemporary literature will find here a useful, thought-provoking guidebook.

C. T. LOGAN.

THE NURSERY SCHOOL, by Margaret McMillan. New York: E. P. Dutton & Co. 1921. 356 pages. (\$2.50).

A revised edition. In a foreword by Professor Patty Smith Hill, Director of Kindergarten and Primary Education, Teachers College, New York, it is called "an epoch-making book which all who have to do with the welfare of children cannot afford to overlook."

XI

SCHOOL ACTIVITIES

President Duke represented the Harrisonburg State Normal School at Williamsburg on the occasion of the inauguration of President J. A. C. Chandler as president of the College of William and Mary on October 19.

President Duke was called to Richmond October 26 to appear before the Budget Committee. The request for appropriations for the Harrisonburg school was taken up at this time. The budget now being pre-

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