and seventeen leading professors of education or psychology, are also co-operating in the work. About 7,000 teachers of the classics, English, French and history have given their services without compensation to help in conducting the investigation. It is a free-will offering unmatched in the educational history of our country. Valuable information regarding changes and improvements in English and French classical education is being secured from the British and French Ministries of Education and through other agencies.

IX

RECENT BOOKS THAT SHOULD INTEREST TEACHERS


This collection of essays and addresses, revised and brought down to date for publication, forms a kind of autobiography of thought rather than action. Dean Russell has usually been thought of as the virile father and builder of the first, and still the greatest, university professional school for teachers, the Teachers College of Columbia University. But we see in this volume something of the reason for his leadership in educational action. These essays stretching out over the present century are abundant evidence that Dean Russell’s quick insight and clear vision as to the ever-changing needs of a great professional school were due to his firm grasp on the principles of education in a great and growing democracy— are due—for after twenty-five years of service as dean of Teachers College he is still actively planning and developing this great institution along new lines.

Among the essays which mirror best this long service and therefore are of greatest value to the administrator in charge of similar work are perhaps those on “The University and Professional Training,” and “The Opportunities of Professional Service.” A number of essays are of similar importance for the high school administrator, particularly those on the values of examinations, on the training of high school teachers, and on co-education. However, more than half the volume is of interest both in giving the broader principles in present-day American education, and in indicating to educational leaders, interested in rendering the largest service thru the best preparation, certain lines of thought which are fruitful for them to follow. Such are the chapters on “The Call to Professional Service,” “Education for Democracy,” “The Trend in American education,” “The Vital Things in Education,” and “Specialism in Education.”

Educational theory is much the richer for the appearance of this little volume of a great educator’s most virile ideas, just as American educational practice has been enriched beyond all dreams of a score of years ago, thru the achievements of the great institution built under his skilful guidance.

W. J. GIFFORD


In this admirable manual, the author aims thru a set of eighty problems “to train the student of education to think in psychological terms about educational situations.” The manual represents one of several recent efforts to psychologize the teaching of the subjects which the prospective teacher is studying so that the method used in his training may not continue to be out of harmony with the theory he is taught. It would appear to the reviewer that the use of these concrete problems would make the subject of educational psychology much more fruitful in the preparation of teachers, and that the manual is particularly usable by more mature students.

In general the booklet is based on two methods, the so-called case method and the problem method. The right hand page only is printed, the problem, illustration, or case being placed at the top, and then usually two or three thought-provoking questions are distributed over the page with room for answers. The subjects include among others heredity, instinct, imagination, methods of teaching and study, discipline, motivation, the learning process, and examinations and grading, a suitably wide range for stimulating thought in the psychological background of all the major teaching and administrative problems. References are given only on a few of the problems.

The author and publisher must share in the responsibility for inadequate proof-reading, for the narrow margin and consequently unattractive page, for the fact that when one opens the book the leaves come out as they are turned, and finally for the lack of topical headings for the problems or lessons, so that the reader has to look thru each problem to find its point. Despite these matters which can easily be corrected in later issues, it would seem that the pamphlet is certain to be assured wide use by teachers who are anxious that they may make the subject of educational psychology, practical, vital, and concrete, and who are concerned with demonstrating to their pupils the same methodology which they recommend for them as teachers.

W. J. GIFFORD


Miss Pierce, in undertaking to find and catalog available literature applicable to the work of advisers of girls or young women, should have the gratitude and co-operation of
The purpose of this book is two-fold: An attempt is made to present in simple language and readily usable form information, rules, and methods that (1) will constitute a hand-

book for teachers for use in solving these problems of equipment and maintenance, and (2) will be a text for use in normal courses in which manual arts and vocational teachers are trained.

Part One, including chapters I to IV, discusses shop installation. It is not possible to mention in a limited space the helpful points brought out, but the discussions of power transmission, motors and currents, and the selecting and placing of the metal and woodworking machines will be of immense value to one installing a shop.

Part Two, including six chapters, discusses shop maintenance, one of the most important problems of a shop. The shop teacher and student should know how to keep edge tools in shape, to fit and braze saws, understand belting and babbiting and the adjustment of heavier machines. The making of a project is not the only thing of importance in a shop. This is one of the most needed texts for superintendents and teachers who are installing or maintaining a shop. In simple language the author discusses the most practicable and timely problems of the shop. A. K. Hopkins


This is one of a series of six volumes, five of which are intended as textbooks for pupils in manual training, industrial, trade, technical, or normal schools. This volume, the Handbook in Woodwork and Carpentry, is for the use of teachers and normal students who expect to teach the subjects treated in the other five volumes.

The first, second, and fifth chapters point out many practicable teaching hints. To an experienced, as well as an inexperienced, teacher these hints should be very helpful. Sooner or later in the shop the problems in question will face the teacher.

Chapter Three discusses shop equipment and supplies. These are both important problems of a shop and call for no little consideration.

Chapter Four suggests courses of study that one might wish to use. This is one of the most unsettled shop problems today. What to teach or require of each grade is no small problem.

This book will be of great value to teachers of this subject. The author seems to have kept a diary of shop problems and attempted to point out solutions for them in this volume.

A. K. Hopkins


This book shows the wonderful development of the Demonstration Method of agriculture as outlined by the founder of the plan, Dr. Seaman A. Knapp, who believed it would "raise country life to a higher plane of profit, comfort, culture, influence and power." The
Modern American and British Poetry, edited

If, as Mr. Untermeyer believes, "teachers no
less than students are intent upon discovering
the kernel rather than analyzing the shell that
covers it," then this anthology will serve ad-
mirably to stimulate an interest in modern
poetry. For the more than three hundred
poems chosen from the work of sixty-five
American and sixty-five English poets repre-
sent a great variety of form, but a sustained
excellence of matter.

In addition to a foreword that defines the
word modern, there are separate prefaces to
the American and English divisions of the
book, and these prefaces flash with the quick
penetration of their author, who, barring Miss
Amy Lowell, stands probably as the ablest
critic among living American poets.

Those who like an anthology for its ideal
browsing facilities will be none the less
stimulated by the guide-posts in the prefaces.

Whitman "took his readers out of fusty, lamp-
lit libraries Into the sharp sunlight and the
buoyant air." "In a ringing blank verse,
Markham crystallized the expression of out-
rage, the heated ferment of the period." "Masefleld brought
Robert Frost "is as native as the lonely farm-
houses, the dusty blueberries, the isolated
back to poetry that mixture of beauty and
brutality which is its most human and endur-
ing quality." "Magic lives in the moon-soaked
wonder and nursery-rhyme whimsical-
ity of Walter de la Mare."

Almost all the poems are short; there are
usually only three or four selections from a
poet; there are extremely few excerpts;
there is an informing biographical and
critical sketch of each poet preceding his
work.

It is an excellent collection for high school
pupils—in fact, for anyone who is interested
in those modern poets who "have learned to
distinguish real beauty from mere prettiness;
to wring loveliness out of squalor; to find
wonder in neglected places." C. T. LOGAN

English Critical Essays of the Nineteenth
Century, selected and edited by Edmund D.
Jones. New York: Oxford University Press,
American Branch. 1922. 666 pages. $1.35.

The investigations of the "theory of
poetry" carried on so extensively by the in-
surgent Romanticist poets are here con-
vieniently collected in one volume. Poets
themselves are discussing the nature of the poetry,
for the most part. Essays are included by
Wordsworth, Coleridge, Blake, Lamb, Shelley,
Hazlitt, Keble, Newman, Carlyle, Leigh Hunt,
Arnold, Ruskin, Mill, Bagehot, Pater, Emer-
son, and Lowell.