

BOOKS

A MONUMENT TO SOCRATES

THE DISCOVERY OF INTELLIGENCE. By Joseph K. Hart. New York: The Century Co. Pp. 431. 1924.

Here is a book which, like many an actor in a new rôle, wears a mask! Who of us would look under this novel and captivating title for a textbook in the history of education? But the merited success of the same author's earlier treatise, *Democracy and Education*, called for this more popular, beautifully-garbed and illustrated, untechnical yet philosophical, treatment of the development of education.

Dr. Hart takes as his thesis the concept that the discovery of intelligence, begun by Socrates—though slowed down immeasurably through the era and the attitude known as medievalism, by the dominance of tradition, custom, or the "folkways"—is now coming to be increasingly accomplished. "Custom suppresses individual impulse, originality, and personal initiative." Intelligence is as "fluid as the conditions of existence. There is no end to the possibilities of development."

However, the author hastens to state that democracy, the "intellectual antithesis of the folkway spirit," has not fully found itself in the task of building the new freedom into the lives of children. Its ever-unsolved problem is that of the development of an "intelligence equal to the social task" and a preparation for the ever-increasing freedoms of youth. The reason for the lack of success lies, he believes, in the fact that we have been trying to organize education for democracy with the tools of an earlier non-democratic and often anti-democratic society.

Note the striking conclusion of the discussion: "The schools are either the hope of democracy, or they are the defeat of democracy. They will prove to be the hope of democracy if they learn how to discover the intelligence latent in the community, especially in the children, and turn it to con-

structive ends. They will prove to be the defeat of democracy if they fail to discover that latent intelligence; or if they shall not know what intelligence is when they come upon it; or if they shall be frightened of it and suppress it, substituting for it the materialisms and dogmatisms of old bookish knowledges." This challenging statement is a summary of the author's study of the value of history for the modern educator.

Have we here, then, a textbook for courses in the history of education? Some critics will point out the lack of teaching helps other than a large number of well-selected illustrations and an appended bibliography; others will criticize the large emphasis laid upon the earlier periods. The reviewer is of the opinion that with the aid of supplementary materials, particularly original sources, this will be found the best guide-book available, at least where time and the maturity of students are sufficient for the real mastery of the subject. Furthermore, its reading by our teaching and administrative staffs and by the intelligently interested public is calculated to aid tremendously in enabling America to get the larger and total view of her educational job and responsibility.

W. J. GIFFORD

BRIDGING THE CHASM

UNIFIED KINDERGARTEN AND FIRST-GRADE TEACHING. By Samuel Chester Parker and Alice Temple. Boston: Ginn and Company. 1925. Pp. 600. \$2.00.

Until very recently the gap between the kindergarten and first grade has been a tremendous gulch dividing, as it were, the child's life so that the activities which he engaged in on one side were cut off entirely from any he might engage in on the other. No account was taken by the teacher on either side of the value on the other; each went her own way guided by her own ideals, oblivious to what might be gained by mutual co-operation.

The authors, because of their wide experience and study, are not blind to this

difficulty. They state both sides of the case, recognizing good in each—the isolated kindergarten and the old-fashioned first grade—and then show clearly and definitely how these values may be utilized in bringing the two into harmony.

The book is written in a very readable style, interesting alike to the classroom teacher and the supervisor. It contains many stenographic reports of actual classroom recitations and is filled with pictures of children at work and play, in and out of the school.

It is recommended to the teacher of young children who would improve her teaching. A knowledge of kindergarten education is not necessary to an understanding of the book; it begins with the simplest activities of children, shows how they may be utilized in developing the three R's and how, out of these, more complex activities develop. It is a book which every teacher should own, and should be in the library of every normal school and teachers college.

MARY LOUISE SEEGER

WHAT CHILDREN LIKE TO READ

WINNETKA GRADED BOOK LIST. By Carleton Washburne and Mabel Vogel. Chicago: American Library Association. 1926. Pp. 286. \$1.75.

What do children really like to read? Teachers converted to the doctrine that power in reading is best gained by practice in reading interesting material have daily need for an answer to this question. So this study, made under a grant from the Carnegie Corporation through the American Library Association, is as timely as it is thorough.

There are some rather amazing things in the book: that "Little Black Sambo" and "Tale of Peter Rabbit" should be placed in the fourth grade list makes one wonder if those children had a chance at them earlier; and there seems to be no explanation satisfactory to this reviewer of the fact that the trained librarians did not star as especially valuable Rose Fyleman's "Fairies and Chimneys." But these things are mere de-

tails. We have here a pioneer study scientifically done, a study that gives us very definite suggestions as to a point of departure not only for our concrete work in guiding children's reading, but also for further investigation in the field.

KATHERINE M. ANTHONY

SHAKESPEARE

A SHAKESPEARE HANDBOOK. By the late Professor Raymond M. Alden. Introduction by Felix E. Shelling. New York: F. S. Crofts and Company. 1925. Pp. 240. \$1.35.

The further we advance from the Age of Shakespeare the more convinced we become that the great playwright was not for his age alone, but that he was for all time. Surely the making of books about him and his art goes on with increasing interest and zeal. Perhaps little that is new remains to be said; certainly much that is useful may yet be contributed. This modest little handbook is chock-full of the *useful*.

The purpose of the manual, as stated by the author, "is to place in the hands of students of collegiate grade, and of other mature but not learned readers, the materials needed for the study of the principal works of Shakespeare." The nineteen dramas included are assumed to be of "chief interest" to those for whom the book was intended.

To enable the student to understand these plays better, the author groups his data under two heads: (1) source material, and (2) linguistic, which he further subdivides into grammatical and glossarial. The glossary takes into account the principal peculiarities of the vocabulary. The grammar notes stress only the more common or important differences of usage which are likely to demand attention from the student. No claim is made either of completeness or of comprehensiveness for the source material, the aim being to reproduce just enough to make it possible for the student to trace the main outlines of the dramatist's method in transforming the old plots to serve a fresh purpose.

SHAKESPEAREAN STUDIES SIMPLIFIED. By Frederick Warde and B. F. Siske. Fort Worth, Texas: Pioneer Publishing Company. 1925. Pp. 189. \$1.50.

Two centuries ago the celebrated divine, Dr. Francis Atterbury, confessed his inability to understand Shakespeare's dramas. In 1721 he wrote: "There are allusions in him to an hundred things, of which I know nothing and can guess nothing." The authors of this suggestive book, *Shakespearean Studies Simplified*, are convinced that students of today should approach the plays with confidence that they are not difficult to understand; for difficulties make impossible the reading of them for pure pleasure.

Owing to their meager preparation and lack of vivid imagination, inexperienced readers are sure to encounter complicated problems. Plots are involved and characters are abstruse. Clarification and simplification are the high aims of this little volume. How to study a play: How to analyze a plot, how to read a play, how to weigh human nature, and how to outline a play constitute the most significant topics. Complete outlines, by scenes, of fifteen of the principal plays are included.

"The lover of Shakespeare begins by reading the plays for pure pleasure and ends by reading them for greater pleasure."

C. H. HUFFMAN.

THE CHILD'S OWN WAY SERIES, by Marjorie Hardy. Chicago: W. H. Wheeler Publishing Company. 1926. WAG AND PUFF: A Primer. Pp. 144. 60 cents. SURPRISE STORIES: A First Reader. Pp. 144. 60 cents. FIRST GRADE MANUAL. Pp. 304. 80 cents.

There is now a well established body of psychological principles underlying our procedure in the teaching of reading. The majority of the new readers attempt an application of these principles to classroom procedure. But the author of this new set of readers for beginners has gone a step further; she has outlined the stages of the reading process that each child passes through and adapted the procedure to his

needs at each stage. The resulting treatise on method in beginning reading will be felt wherever primary teachers are on the alert for a better way of teaching.

The books themselves are a delight both to the child and the adult. Stripped of all methods, they appeal to the child as story books. This appeal is increased by the fact that the content deals with things of intrinsic interest to the six-year-old and that from the first page of the primer the books are written as a story and with style.

All in all, this set of books makes one yearn to go back and learn to read again. Not finding that possible, first grade teachers throughout the country will be content with an even keener pleasure, that of watching little children enjoy learning to read.

KATHERINE M. ANTHONY

AN ENGAGING VOLUME

THE CHILDREN'S POETS. By Walter Barnes. Yonkers-on-Hudson. New York: World Book Company. 1924. Pp. 264. \$1.80.

Aside from "The Three Owls," Anne Carroll Moore's department in *The New York Herald-Tribune Books*, and the occasional discriminating article in the *Bookman* or the *Elementary English Review*, there is not an abundance of material at the command of teachers—material, that is, which offers them sympathetic interpretation of children's poets. Professor Barnes has here brought together such essays.

He has given chapters on each of the following: Mother Goose, Anne and Jane Taylor, Robert Louis Stevenson, William Blake, Christina Rossetti, Walter de la Mare, Edward Lear, Lewis Carroll, Eugene Field and James Whitcomb Riley, Frank Dempster Sherman, Laura Elizabeth Richards, Lucy Larcom, and Celia Thaxter. Except in the instances of Field, Riley, Sherman, Larcom, and Thaxter, he has followed the essay by from four to fifteen pages of selected poems.

In each essay, however, numerous poems are cited in the critical interpretation of the

author. And a bibliography provides an annotated list of anthologies as well as a supplementary list of less well known poets.

The volume should be especially valuable in classes of prospective teachers who may thus be prepared to *engage the interest* of grammar-grade children. Not only in his interpretation of what he calls the "earth-born," but in his sensitive response to such "heaven-sent" as Blake, Stevenson, de la Mare, the author has shown his fitness for this responsible task.

CONRAD T. LOGAN.

OTHER BOOKS OF INTEREST TO TEACHERS

THE PSYCHOLOGY OF THE PRESCHOOL CHILD. By Bird T. Baldwin and Lorle Stecher. New York: D. Appleton and Company. 1925. Pp. 305.

An account of the work done in the preschool laboratories of the University of Iowa. Of special interest to all workers with young children because of its careful study of behavior under controlled conditions. The descriptions of equipment and of the school activities are significant for lower primary as well as for kindergarten and nursery school.

THE PSYCHOLOGY OF ELEMENTARY EDUCATION. By A. S. Edwards. Boston: Houghton Mifflin Company. 1925. Pp. 333.

A survey of educational psychology with special applications for teachers in the upper grades. Good lists of references brought up to date.

BOBBY AND BETTY AT HOME, by Katherine Elizabeth Dopp. Chicago: Rand McNally Company. 128 pages.

A primer based on the activities of the family, including the child's play. The rimes included make the book particularly valuable. Well illustrated.

BOBBY AND BETTY WITH THE WORKERS. By Katherine Elizabeth Dopp. Chicago: Rand McNally Company. 1923. Pp. 199.

Primary teachers will find much use for this supplementary reader based on the activities of city workers. Here the child may read delightful stories about the baker, the milkman, the scissors grinder, the balloon man; even his chief friends and heroes, the policeman and the iceman, are not forgotten.

EASY LATIN. By Jared W. Scudder. New York: Allyn and Bacon. 1925. Pp. 307. \$1.25.

The General Report of the Classical Committee suggested that a larger amount of easy Latin should be furnished for reading in the first two years and that less stress should be placed upon the many uses of the cases and the subjunctive. From this suggestion sprang the book *Easy Latin*.

It is made up of readings drawn from Roman mythology, Roman life, and Roman history adapted from Livy. Beginning with nouns and adjectives of the first declension, the stories gradually advance through all the inflections of nouns and verbs required for reading the various selections. The many illustrations add interest and make the reading easier. Not only does *Easy Latin* serve for a reader for beginners, but it is especially useful for sight reading.

A DAY IN OLD ROME. By William Stearnes Davis. New York: Allyn and Bacon. 1925. Pp. 482. \$1.80.

This is a book that will interest the student of Latin, the student of history and economics, and also the general reader. It describes in a direct and natural manner the ancient city of Rome in the second Christian century. This time was chosen by the writer because "Rome was then architecturally nearly completed" and the Empire seemed most prosperous.

Every phase of Roman life is considered. Some of the things discussed are the streets and street life, homes, marriages, costumes, and personal adornment, social orders, education, courts and orators, religion, public games, and economic life. More than a hundred illustrations throughout add to its attractiveness.

SHORT PLAYS FOR JUNIOR AND SENIOR HIGH SCHOOLS. Selected and edited by James Plaisted Webber and Hanson Hart Webster. Boston: Houghton Mifflin Company. 1925. Pp. 313. \$1.20.

Eight plays of fancy, six plays with a literary background, six plays based on history and tradition. The suggestions to students and teachers in the back of the book are full and valuable. Notes on play-writing include three plays written by students; there are discerning statements about the rudiments of acting; and working lists of short plays, of collections, of modern drama, of reference books, of plot sources for those who would write, all are well done.

PRACTICE EXERCISES AND CHECKS ON SILENT READING IN THE PRIMARY GRADES, by Laura Zirbes. New York: Lincoln School of Teachers College. 1925. Pp. 65. 35 cents.

This little booklet is a double header in that it contains both an account of an experiment in practice exercises in reading and ample illustrations of them. The illustrative material is varied, containing some schemes not generally used.

PRACTICAL TEACHING: Book One, Larøe Projects in Geography, by Charles A. McMurry. Richmond: Johnson Publishing Company. 1925. Pp. 222. \$2.00.

This book is most timely in its offering of four big units of instruction in geography, organized around the discipline of principles rather than that of facts. For in each case Dr. McMurry begins with a magnet idea which draws unto itself the minor problems as a magnet draws filing. There is a richness of subject matter provided that will be a boon for the busy classroom teacher, especially where her library facilities are limited.

ESSAYS BY PRESENT-DAY WRITERS. Edited by Raymond Woodbury Pence. New York: The Macmillan Company. 1924. Pp. 360.

Believing that "there is nothing in the composition course upon which time may be spent more profitably than upon the familiar essay, and that no form of the student's writing will maintain a higher level of excellence," the editor of this collection has magnified the familiar essay as a teaching device in the composition class.

It is a most attractive anthology—one of the best among the numerous essay collections published during recent years. In addition to the forty essays there are brief biographical notes and a valuable working list of essay volumes.

THE WORLD'S BEST SHORT STORIES OF 1925. Edited by William Johnston. New York: George C. Doran Company. 1925. Pp. 415. \$2.50.

Sixteen short stories selected by the editors of sixteen popular American magazines, each proposing the story he liked best of those he had published in the preceding twelvemonth. Reflecting on the title after finishing the stories, one recalls the old story about the man who "took in too much territory."

LETTERS FROM FAMOUS PEOPLE. Edited by Sharpless Dobson Green. New York: The Gregg Publishing Company. 1925. Pp. 362.

Over three hundred letters from as many authors, actors, bankers, painters, merchants, inventors, singers, clergymen; all of them in answer to a request for a "little message of inspiration" for high school graduates. Our own Dr. Wayland is represented with a letter that begins: "Blessed is the man that can do his own work."

SAFETY FIRST PICTURES TO COLOR. By Matilda Bruer. Chicago: Hall and McCreary Co. 16 cents a set, postpaid.

A set of sixteen little drawings, each illustrating an immanent accident and adorned with a precautionary word. Used as seat work for coloring, they will help build habits of carefulness in school children.

EASY ENGLISH EXERCISES. By Ada Riddlebarger and Edna Parker Cotner. Yonkers-on-Hudson, N. Y.: World Book Company. 1926. Pp. 261. 96 cents.

Excellent done. A host of sentences for practice furnish drill in fundamental grammatical principles. The book is designed for use in grades six to nine.

A SHORT HISTORY OF ENGLISH LITERATURE. By Edward Albert. New York: Thomas Y. Crowell Company. 1925. Pp. 224. \$1.00.

A highly compressed history written by an Edinburgh professor.

WHY CHILDREN SUCCEED. By Stuart Appleton Courtis. Detroit: Courtis Standard Tests. 1925. Pp. 271. \$1.50.

A study of the factors conditioning the progress of children in school, and of the problems that must be solved before the relationships between the factors and school success can be reliably determined.

RECENT BULLETINS OF THE U. S. BUREAU OF EDUCATION

STATUS OF THE HIGH SCHOOL PRINCIPAL. By Dan Harrison Eikenberry. (Bulletin 1925, No. 24.) Pp. 71. 15 cents.

STATISTICS OF LAND GRANT COLLEGES. By Walter J. Greenleaf. (Bulletin, 1925, No. 26.) Pp. 51. 10 cents.

STATISTICS OF TEACHERS COLLEGES AND NORMAL SCHOOLS, 1923-1924. By Frank M. Phillips. (Bulletin, 1925, No. 28.) Pp. 60. 10 cents.

EDUCATION PAYS THE STATE. By Merle A. Foster. (Bulletin, 1925, No. 33.) Pp. 27. 5 cents.

PUBLICATIONS OF THE U. S. BUREAU OF EDUCATION OF SPECIAL INTEREST TO HIGH SCHOOL TEACHERS. (Pamphlet, January, 1926.)

BIBLIOGRAPHY OF SECONDARY EDUCATION RESEARCH, 1920-1925. By E. E. Windes and W. J. Greenleaf. (Bulletin, 1926, No. 2.) Pp. 95. 15 cents.

STATISTICS OF PUBLIC HIGH SCHOOLS, 1923-1924. Prepared in the Division of Statistics, Frank M. Phillips, Chief. (Bulletin, 1925, No. 40.) 5 cents.

ART EDUCATION IN THE UNITED STATES. By Royal Bailey Farnum. (Bulletin, 1925, No. 38.) 5 cents.

EDUCATIONAL DIRECTORY, 1926. (Bulletin, 1926, No. 1.) 20 cents.

NEWS OF THE COLLEGE AND ITS ALUMNÆ

CAMPUS NOTES

During the last of February and the first of March interest centered around the spring holidays, March 20, 21, and 22. Thoughts of holidays mingled with thoughts of exams, and the resulting concoction was quite effervescent.

Thrilled with extra holiday spirit and a definite objective, Doris Persinger, editor of the *Breeze*, Hilda Blue, assistant editor, and Katharyn Sebrell, business manager, went to New York March 11 to attend a conference of representatives of various college newspapers. Their accounts of New York were interesting and—oh, yes—they had a great deal to tell about the conference.—Thelma Dunn, Vergie Hammock, Doris Mills, and Virginia Hoover attended the Student Volunteer Conference at Richmond February 26, 27, and 28.

Speaking of holidays and trips, one must note that the basketball team has been away, too. Luck seems to be "agin" us this year,