VII
RECENT BOOKS OF INTEREST TO TEACHERS


In this little book of 27 pages is found a clear and concise exposition of some vitally important general principles underlying all program making in all high schools. To the efficient principal or program maker of the modern high school it will give expert assistance.

The principles outlined by Mr. Richardson have been tested in the Harrisonburg High School, which has an enrollment of 200 pupils, and found applicable and most satisfactory, thereby solving a problem that was beginning to assume a seemingly insoluble difficulty. A brief review of the book will confirm the statement that the principles are even more applicable to high schools of larger enrollments.

The outstanding features of the system are: the clear and practical application of the block system of program making, the selection of work by the pupils as an aid in making the program efficient, and the actual making of the program—all of which features are made clear by explanations, diagrams and charts.

NORMAN E. SMITH

This is a collection of stories for use in high schools, edited with introduction, notes, and biographies of the authors.

the editor has kept several objects in mind: to choose interesting stories, because the first end of good fiction is entertainment; to suggest something of the development of the modern short-story by chronological order; to include in the range of locality the East, West and South of the United States, and France and England; to represent various types of stories—the story of local color, of character, of atmosphere, and of plot. Variation is found even in the length of stories.

There are stories by Irving, Mrs. Freeman, Stevenson, O. Henry, Hamlin Garland and others. One of special interest to Virginians is "Molly McGuire, Fourteen," by Frederick Easit, West and South of the United States, and is teeming with local color.

MARGARET V. HOFFMAN

The name itself makes one long to open the book and find a fund of new ideas. For that is really what one will find in this book, which covers a wide variety of dishes meant for the health of each individual.

The fact that the evening meal is the most ponderable dish of the day is often used as an excuse for eating whatever one cares to. The book shows that this is not always the case. There are many dishes suitable for evening meals which are not only nourishing but are also palatable. The recipes are all given with instructions for making them at home.

NORMAN E. SMITH

The book itself makes one long to open the book and find a fund of new ideas. For that is really what one will find in this book, which covers a wide variety of dishes meant to please.

The book is divided into several sections, each dealing with a different type of food. The first section deals with cakes, the second with pastry and the third with dessert dishes.

The sections are further divided into different types of dishes, each with its own set of recipes. The introduction to each section gives a brief history of the type of food, followed by several recipes for different types of dishes within that type.

The book is designed to be used as a cookbook, with recipes for different types of dishes. It is also useful for teachers who want to include more nutritious foods in their curriculum.

The book is written in a clear and concise manner, making it easy to follow. It is also well-organized, making it easy to find specific recipes quickly.

The book is highly recommended for anyone interested in cooking and nutrition. It is an excellent resource for teachers who want to include more nutritious foods in their curriculum.
Common Sense in School Supervision, by Chas. A. Wagner. Milwaukee, Wis.: The Bruce Publishing Company. 1921. 204 pages. ($1.30).

Superintendent's Notes of Visits. Bound in duplicate. 75 cents a pad.

Supervisor's Notes of Visits. Bound in duplicate. 35 cents a pad.

The author of this book is himself a school superintendent who has done systematic supervision of the instruction in his schools. He has worked out a systematic program for supervision, including a set of observation blanks for an easy checking up of the work of the teacher visited. These blanks are quite suggestive. The use of such a form is liable to emphasize details but it does give the teacher a definite evaluation of her work.

It is natural that a book growing out of an actual situation should be practical and full of tangible suggestions. One can only wish that it were better written. The chapter organization is so poor that it is almost impossible to follow. Moreover the sentence structure is often exceedingly faulty.

Katherine M. Anthony


The preceding books of Professor West have made his readers familiar with his lucid, vigorous style, and we are therefore prepared to expect a high grade of excellence in this new volume; and as one opens the book and turns one page after another he is not disappointed. The author well sustains his deserved reputation, while the publishers, if possible, have outdone themselves in the arts of printer, engraver, and binder. The wealth of pictures and maps is unusual. The full page illustrations in rich colors add a rare attractiveness to the volume. The drawings that illustrate primitive life are exceptionally good. The story begins with the cave man and comes down to Columbus—to A. D. 1500. Greece, Rome, Romano-Teutonic Europe, and the age of the Renaissance are the large subjects of the story. Government, society, and the conduct of daily life are among the topics that are emphasized. It should be a delight to teacher and pupil alike to use this book.

John W. Wayland

Modern Essays for Schools, selected by Christopher Morley. New York: Harcourt, Brace & Co. 1921. 256 pages. ($1.00).

Twenty-two essays, eleven by Americans, nine by Englishmen, and two by Canadians—almost all of them the work of "practicing journalists"—are here collected in a neat little volume that I believe is destined to enjoy a wide use in English classes.

To those who find contemporary writers preoccupied with Carol Kennicott's unrest, these essays will bring a sense of serenity. They carry us into the hay-fields of England; into a religious peasant-home of France; to a frozen river "a winding mile from the mill-dam to the railroad trestle, where the hills are clothed in silver mist which frames them in vignettes with blurred edges;" to Niagara where "on the edge of disaster the river seems to gather herself, to pause, to lift a head noble in ruin, and then, with a slow grandeur, to plunge into the eternal thunder and white chaos below."

There are essays with a biographical turn some concerned with literary criticism, some quickened with narrative, some rich with the humor of Max Beerbohm or Stephen Leacock. These pieces are full of graphic phrasing, and will undoubtedly stimulate students studying the art of writing. It is an admirable collection.

C. T. Logan


The purpose of this book is to argue for the establishment of a Federal Department of Education and for a Secretary of Education in the President's Cabinet.

The book first traces the growth of the policy of Federal aid from 1785 to the present time. Next, the present day problems and defects of public education are considered. The last part of the book is given over to a thorough discussion of the Towner-Sterling Bill as the solution of many educational difficulties.

The book is well written, and the facts and arguments clearly presented. Those interested in educational administration will wish to give the book a prominent place in their libraries.

Isabel A. Sparrow


The Clarendon series of Latin and Greek authors owes its publication to the soundness of the claim that "in the effort to make out each individual sentence of Caesar, the pupil becomes blind to Caesar's meaning." The editors here extend to Greek drama the principle already employed in the Latin classics of printing about two-thirds of the text in English, leaving for translation the most interesting and the most typical passages.

VIII

SCHOOL ACTIVITIES

Everyone is wondering what became of the Winter Quarter. There is general agreement that only the Home Stretch. In a few weeks ago we sighed because the Christmas vacation was over and it was time to get back to work!—Well, we must have been working for what seemed like a few weeks was really three months, and now Seniors are on what they call the Home Stretch.

Examinations were all scheduled for Thursday and Friday, March 16 and 17,