BOOKS

THE KING IS DEAD! LONG LIVE THE KING!
Teaching High School Latin (Revised Edition)

Today when teachers of Latin are confronted by all sorts of controversies in regard to the retention of classical languages in the high schools and colleges, young teachers will find infinite help in this little book that will encourage the beginner and will enable him to combat the foes of the ancient languages and do much to counteract the temporary effect of such foes.

In the first four chapters is taken up the service of Latin in education and in life. There are statements by men such as Professor Foster of the Stuyvesant High School in New York City, Professor Kelsey of the University of Michigan, and Professor Laurie of the University of Edinburgh. These statements are too long to be given verbatim, but the outstanding reasons for retaining Latin are as follows:

1. The classical languages enrich the English vocabulary by adding new words, since Latin is two-thirds our own tongue.
2. They develop an appreciation of word, phrase, and clause relations.
3. The formal and grammatical study develops habits of industry and application.
4. The study of Latin gives one possession of the key of the Romance languages.
5. They enable one to read some of the great Latin and Greek masterpieces.
6. They give a wider view of life through familiarity with a great civilization remote from the present.

In chapter five is outlined the training of the Latin teacher who must have a knowledge of the language and literature, and must have had all the courses in Latin that he could take, and as much Greek as he could find time for. The young teacher should early get the habit of searching new ways of teaching, and new devices for drill work.

There is an interesting chapter on English derivatives and the mythological element in English poetry by Spencer, Byron, Shelley, Browning, Tennyson, and others. This mythology can better be gained by direct contact with the classics.

The chapters outlining the work for four years of high school Latin are probably the most beneficial to beginning teachers. One simply must be thorough in all drill work after reading the chapter on the first year's work.

The concluding chapters give some valuable suggestions on how to handle Latin Hymns, the Latin Bible, Songs, and on classroom equipment and translations.

Every one who reads this book and follows its suggestions will be amply repaid, for he will enter his work with the zeal that is necessary for every successful Latin teacher.

Louise Boje

ANOTHER PIONEER IN HOME ECONOMICS

“Sixty-seven problems designed to supplement the textbooks on methods used in training home economics teachers” serves as a bridge between theory and practice in home economics.

The problems presented are real, not hypothetical. They have been carefully gleaned as the most worth-while of the many with which the author has had first-hand contact during her wide experience in teaching the teacher how to teach.

In assembling this material the author has first presented a group of problems which should give a broad conception of the extent of the home economics field and of home economics courses in high school. This series is followed by an introduction to the aims in teaching home economics and then by groups on subject-matter as evidenced by textbook analysis, suggestive problems in using the project, problems in the various phases of subject-matter, suggestive aids in teaching, time organization, development of
a course of study, the laboratory, the teacher, administrative problems, and home economics and the community.

The following are illustrative problems that are developed in varied and interesting ways: Skill as an Aim, Objectives Set Up by University High School, Home Project: Budgeting, Dictation Versus Problem Solving Method, Common Mistakes in Garment Construction, Standards for Selection of Subject Matter, Ability to Surmount Obstacles, Effect of Voice and Temperament.

The references given with each problem are "up to the minute." In fact, they furnish a good bibliography of the very latest and best helps for the new teacher. While this text serves a very definite need of the teacher in training, it should make just as strong an appeal to the one already in the field.

MARY E. MORGAN

AQUATIC ADVICE


The book deals with all the phases of swimming which make it a worthwhile and interesting sport. Not only is the description of the strokes well stated, but the illustrations have been worked out in detail, so that they can be readily understood by an amateur. This is one of the strong features of the book. Life Saving, a subject which the Red Cross stresses so strongly, is exhaustively dealt with.

Through diving, stunts, and fancy swimming, an added interest is given to the water. Any instructor will find helpful the special division given to each of these. The suggestion for a swimming meet and how to conduct a meet will be of value to the beginner.

Since the book deals with the very beginnings of how to teach swimming (information well stated and illustrations well drawn) through to the training of the expert, the experienced as well as the inexperienced instructor will find it a book most worth-while and helpful.

Augusta Kriener

THE BODY AND ITS PROCESSES


Dr. Williams has written an interesting text for schools and colleges. Starting with the biologic development of the body, the various systems are discussed in an orderly sequence; on completing the book one has a clear understanding of the body and its processes.

This book is a great improvement over other similar texts in that Dr. Williams has considered the anatomy and physiology of the child as well as that of the adult and the differences in development are clearly explained. At the end of each chapter are a list of suggestions for exercises and questions and list of references.

The teacher of anatomy and physiology will find this an excellent book for a classroom text or for the reference shelf. It contains many illustrations of value.

Rachael F. Weems

OTHER BOOKS OF INTEREST


A stimulating discussion of the present day young woman, with some definite constructive suggestions. Every reformer with tendencies to rail at the young of today should be required to read this book.


By narrowing its field to one definite phase of supervision, the improvement of classroom instruction, this book is able to give some specific help. Supervisors and principals will find the stenographic reports of lessons with the supervisory follow-up work particularly suggestive.


This score card is significant in that it has broken with tradition and attempts to measure in terms of modern educational aims. The manual of directions makes it feasible for self-rating.
LANDS AND LIFE. Book One. Russia and the Old East. By G. W. Hoke. Richmond, Va.: John-
Russia, China, Japan, India, and the Near East are told about in a simple style that suits the living
conditions, the practical economies, and the social customs of people whose lives are directly affected
by the geographic controls of their countries.

THE PROGRESSIVE MUSIC SERIES: Accompaniments
for Songs in One-Book Course. By Osbourne McConathy, Edward Bailey Birge, and W. Otto
This book of accompaniments will be a valuable supplement to the One-Book Course, a very prac-
tical collection of song material, designed to meet the needs of ungraded schools. The accompani-
ments reflect good musicianship and at the same time are not too difficult for teachers with limited
experience in music.
The One-Book Course is in four parts. Part 1 gives special directions to the teachers of rural
schools, Part 2 gives a syllabus for primary grades, Part 3 for intermediate grades, and Part 4 for upper grades.

APPLIED ENGLISH GRAMMAR. By David S. Burle-
A valuable book. Clear, up-to-date, sane. Though sufficiently ample, this grammar is notice-
able for its wise omissions. There is just enough diagraming to be suggestive, without danger of
obession under the spell of linear representation. With discriminating reservations, the terminology
follows that of the Joint Committee on Gram-
matical Nomenclature. The author seems to have
found, happily, what he sought, "the middle ground between the old-time formal grammar and
the language lessons of today."

PLANT AND ANIMAL IMPROVEMENT. By Elmer Roberts and Eugene Davenport. New York:
This is a short treatise on plant and animal heredity. It includes a study of the mechanism of
heredity, the application of the principles involved to the improvement of the forms of life, and a
history of the development of many of our domes-
ticated plants and animals. The subject mat-
ter can readily be followed by the high school student of biology or layman. It is an excellent
reference for the former as well as for students
of agriculture while anyone who is willing to trade a few hours of time to learn what makes
living things, including man himself, what they are will find it profitable and as interesting and
easy to read as any popular novel.

ANIMAL HUSBANDRY. By Henry J. Waters and
Franklin G. King. New York: Ginn and Co.
As its title indicates, this book treats all phases of work with domestic animals and is well adapted
to agricultural high school classes. At the same time any farm club members, live stock raisers,
and poultry raisers will find it very helpful and practical. The chapters on poultry raising alone make it an invaluable book.

BEGINNER'S FRENCH. By Victor E. François and
A fresh and charming book for laying the foun-
dation of French study. Explanations are in En-
lish; instructions as to the devoirs, in French. The work is woven around three stories of life in
France, one an old chanson de geste. Of especial
value are the simple and clear descriptions of the position of the speech-organs in pronunciation, the lips being pictured in the act of pronouncing the more important sounds.

BRIEF SPANISH GRAMMAR. By M. A. DeVitis.
Grammar taught one point at a time, with abund-
ant drill. Every fifth lesson a review. Old Spain
and Spanish America both featured in exercises,
in maps, and in many half-tone engravings. Vo-
cabulary small, but vital and oft-repeated.

NEWS OF THE COLLEGE AND ITS ALUMNÆ

ALUMNÆ NOTES

Clyde Deisher is teaching at Eagle Rock and is developing some interesting projects in local history.

Dorothy Lacy (Mrs. Earle W. Paylor) writes from Mathews, Va., where her hus-
band is school principal.

Nancy Hufford (Mrs. Captain Furrow), who spent some time at the college last sum-
mer, is at home at Bristol, Va.-Tenn.

Carolyn Wine paid us a visit during the Christmas holidays. She and Elizabeth
Harley are teaching again at Bassetts.

Nan Wiley gets back to her old home at Crozet now and then, and remembers her friends at Blue-Stone Hill with an occasion-
al message.

Anna and Helen Ward sent Christmas messages from Centralia. They have our best wishes.

At Christmas, Zelma Wagstaff Stanley was at home at Herndon, in Loudoun Coun-
ty, and joined with Helen Wagstaff in send-
ing greeting to Alma Mater.

Hester Thomas writes from her old home at Culpeper. Her box number is 147, and she will be pleased to hear from her former classmates and other friends.

Sarah Lanier Tabb came back last sum-