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RECENT BOOKS OF INTEREST
TO TEACHERS


Those teachers and students who have used Professor Andrews’s books will hail with pleasure this revised edition of his “Short History of England.” It is written in the author’s clear, forceful style; it embodies the results of high scholarship and mature judgment; and it is printed and illustrated in the excellent quality that is characteristic of all of Allyn and Bacon’s publications. From the frontispiece (Westminster Abbey) to the last illustration in the text (an attractive picture of Sydney, Australia) the cuts are well chosen; and the 18 maps, nearly all of them printed in colors, afford graphic and valuable aid to the student and general reader. The whole book has been gone over carefully in the light of recent events, and the last two chapters bring the narrative down to the very present. “The Empire and the Great War” and “The Government of the British Empire” are presented with the fullness and circumstantial detail that the interest and importance of these subjects demand.

JOHN W. WAYLAND


“To help to ‘get across’ the great ideas of community relationship and social service to the boys and girls of the seventh and eighth grades” is one of the great problems in education today and with this book the author has aided very materially in its solution.

The subject is treated under the following heads:—“The Citizen in the Community,” “Guarding the People’s Health,” “Protecting Life and Property,” “Training the Growing Citizen,” “Providing Recreation,” “Planning the Community,” “Trade, Travel, and News,” “Laying up Wealth,” “Caring for the Unfortunate,” “Promoting Right Living,” “Some American Ideas about Government,” “Law-Making and Law-Enforcing,” “Voting,” and “Supporting the Government.” This organization as just outlined is logical and natural, and well adapted to student thinking. At the same time, the author urges teachers to make omissions and adaptations so as to meet the needs of any particular group or class.

The book is well made mechanically and presents an attractive appearance. There are nearly two hundred charts and illustrations, and these show unusually careful and thoughtful selection. Recent illustrations abound (there is one of the County Courthouse at Harrisonburg, Virginia). Special mention should be made of the introduction of simple suggestive questions, throughout the text, tending to arouse the thought of the pupil as he reads. At the close of each chapter is a list of questions and also an admirable list of themes and exercises.

A thoroughly teachable book, carefully and thoughtfully prepared. Mr. Hughes’s Civics can be strongly recommended not only for use in the seventh and eighth grades but also for use in the high schools.

RAYMOND C. DINGELDINE


This volume, one of the American Education Series edited by Dr. Strayer, promises to fill a great need. The great majority of texts on the principles of teaching are written with the city school teacher and city school in mind. Those that are not are frequently written down until the solid basis of modern scientific educational development is squeezed out.

The author’s success in this text in combining ease of reading with excellent doctrine is due to the form in which he dresses his material. The book is a series of letters from Martha to Hilda, each a country school teacher in the one-teacher school. These letters run over a year of school work and recount the experiences of the transformation of a little group of country schools under the influence of expert supervision and the development of a spirit of community teamwork which is so needed in rural sections. All the larger problems, including the use of tests, project teaching and the methodology of the various school subjects, are treated in the most interesting and helpful way. The book’s great field is with the largely untrained teacher of the rural one-room schools, but it is of value to any beginning teacher in the elementary field.

W. J. GIFFORD

PRINCIPLES OF TEACHING IN SECONDARY EDUCATION, by Herbert H. Foster. New York: Charles Scribner’s Sons. 1921. 367 pages. ($1.75).

The author, like Parker in his Methods of Teaching in High Schools, aims to set forth with their applications the principles of teaching common to the various high school studies. The reader is at once impressed with the essentially eclectic rather than original contribution and also is struck with the fact that educational theory moves forward so rapidly that this text mirrors the status of methods five years ago rather than today.
This is borne out by the chapter bibliographies, by the brief and inadequate treatment of the project, and by the standard tests recommended in a chapter on Standards and Measurements in Instruction.

Following a statement of the aim of instruction, about half the text is given to the discussion of the major types of class procedure. They are designated as the recitation, development, problemmatic, appreciation, expression-application, and laboratory modes of instruction. Other chapters deal with the use of the question, the psychological bases of good teaching, study, and the lesson organization. The last chapter handles effectively the social viewpoint of the school and its work under the title, Individual and Social Elements in Secondary Instruction.

The text ought to find a place in the libraries of high school principals and teachers and will be helpful especially through its illustrations to teachers in service or beginning students of high school methodology. It is more usable because of chapter summaries, questions for discussion, and appendix of sample lesson plans and its excellent index.

P. J. GIFFORD


After considering the ends to be accomplished in teaching arithmetic and giving a course of study in the subject, Mr. Overman states his purpose, "to describe the different kinds, or types, of work to be done in the teaching of arithmetic, to give an understanding of the underlying psychology, and to aid the teacher in gaining a mastery of the technique of these types".

To accomplish this purpose the following divisions have been made: the Presentation of New Material, Fixing and Mechanizing Facts, Principles, Rules, and Processes; and Developing the Ability to Apply the Fundamentals of Arithmetic to Concrete Situations.

Under the first division, the Presentation of New Material, the inductive and deductive lessons are studied and the development of the types of knowledge found in arithmetic: namely new ideas, facts and principles, and rules and processes. A chapter on measuring results is given under each of the other divisions, the subject on Standard Tests being thus presented to the student-teacher as a teaching device.

The book is printed in a pleasing type, is clearly outlined and reflects the author's experience in teaching methods in arithmetic. It is a happy combination of psychological principles and methods, and promises to be usable in its field.

**Natalie Lancaster**


"The World Remapped" is a little book of eighty pages but they hold the most helpful data for Geography or History teaching that have been offered to teachers since the world war made necessary relearning the face of the earth. There are no maps in the book, but none are needed. It has the facts upon which maps are made. The intended for use with maps issued by the same publisher, it may be applied to any map. The location of boundaries, the authority for such, the dates and the history are all briefly included under each heading. This little reference book gives its facts so quickly and easily that, tho intended for teachers, a pupil may use it with profit and pleasure.

**Ethel Spilman**


This book has been compiled to meet the demands for the interpretation and acting of plays in a classroom. Its use will prove to the instructor that dramatic interpretation in the classroom will be most helpful in the study of high school English.

If the work in dramatics is directed properly, it develops the student's power of self-expression; it trains the co-ordination of mind and body; it quickens the powers of visualization and tends to develop the student's knowledge of human nature.

The seven short plays in this volume have been chosen with great care. They are Dunson's The Golden Doom, Pillet's Two Crooks and a Lady, Halman's Will o' the Wisp, Lady Gregory's Spreading the News, Oliver's The Turtle Dove, Beulah Dix's Allison's Lad, and a scene of Stephen Phillips's Ulysses. From the standpoint of quality, style, atmosphere and plot, they should prove most satisfactory for classroom use.

A most helpful outline is prepared in this text, including notes on the plot, setting, atmosphere, characters, music, and situations. I recommend this text to any instructor in English.

**Ruth S. Hudson**


A presentation of the English drama presupposing only an elementary college course in the history of English literature. It does not concern itself with dramatic technique, but includes synopses of many plays,
usually only a few sentences long and dealing with the essential situation merely. More than fifty English dramatists are treated.

From its origin "not in any accepted centers of amusement, but in the dignified service of the Church," the development of English drama is traced thru the moralities and interludes, thru Elizabethan and Restoration plays, thru the era of Sentimentalism and the era of Romanticism, down to modern drama which centers about the "social impulse."

The book does not pretend to great originality; its merit lies in the generally satisfactory organization in one volume of such material as must else be sought in the Cambridge History of English Literature, in the numerous authoritative reference books on Shakespeare and the Elizabethan dramatists, and in the more scholarly introductions which have appeared in various series of dramatic publications.

C. T. Logan


In reviewing this charming edition of Æsop's Fables, done in verse and illustrated by the author, we wish only to commend it as a book for children, before quoting the publisher's entirely allowable "blurb":

A child was found one pleasant day
Reading a book of Verses gay.
Of him, an Adult, chancing by
Demanded what he read, and why
He was not with his friends at play.
The Child replied he'd rather stay
And read his Æsop story book.
The Adult said, "Come, let me look!"
And then exclaimed, "Why this is done
By Mr. Herford! Well, what fun!"
He took the book, turned with delight
To drawings gay and verses bright.
An hour passed, the Child now wept,
"I want my book that you have kept."
Alas, the Adult heard him not.
The waiting Child he quite forgot.
But not the book. He passed from view
And took the Herford Æsop too.
The moral, friends, is plain as peas.
This Herford book is sure to please
Both young and old—and I surmise
That Mr. Æsop's pleased likewise.

"MOTOR" CONSEQUENCES

No impression without correlative expression. This is the great maxim which the teacher ought never to forget. An impression that simply flows in at the pupil's eyes or ears, and in no way modifies his active life, is an impression gone to waste. Its motor consequences are what clinch it. William James.

SCHOOL ACTIVITIES

Dean W. J. Gifford was recently honored by the National Association of Presidents of Teachers Colleges when first rank was given to a psychology syllabus submitted by him in a contest open to teachers of psychology in normal schools and teachers colleges throughout the United States. The syllabus is now being printed and will be available for use early in May.


Workmen have been making the dirt fly on Blue Stone Hill of late. Between Alumnae Hall and Spottswood Practicum ("Third") the grade has been lowered as much as five feet in some places, and the foundation is now being laid for the new auditorium and classroom building. The hillside on which Alumnae Hall stand is now being graded down, while inside the building carpenters are busily at work getting ready for the plasterers. It is the plan that Alumnae Hall shall be ready for occupancy by June 19, when the summer session begins.

The company of Harrisonburg businessmen which is erecting a 24-room apartment house has recently been incorporated under the name of The Shenandoah Apartments. The contract has been let for the erection of this building on the lot adjoining the home of A. R. Ruff, at the corner of South Main Street and Patterson Avenue. This building has been leased by the Normal School, and the contractors have promised that it will be ready for occupancy by September 19, 1922.