and bringing out the thought of honesty. Before the child went home he brought the toy to the teacher and told her he had taken it, but that he was sorry. Training like that will save many a future criminal.

In the Hoagland Kindergarten in Brooklyn, supported by Dr. Cornelius N. Hoagland and later endowed by him, there was long ago a little Italian child who seemed to be born a thief, so naturally did she appropriate everything in sight. The kindergarten teacher gave special attention to the cultivation of frankness and honesty in little Rosy, and when she passed on to the primary school she had entirely lost her "taking ways." Without the benefits of kindergarten training she would, without doubt, have eventually joined the ranks of the depraved, and become a burden to society, which would have cost infinitely more than the sum expended upon her early training.

It is gratifying to note that this subject of providing educational advantages for our children between four and six years of age is coming to be appreciated. The most effective means of securing more kindergartens is through the enactment of laws providing for their establishment upon petition of parents. Such a law has been in force in California since 1913 and has put that state in the lead in the number of kindergartens in proportion to the population.

Seven other states have followed the example set by California and have enacted similar laws, namely, Arizona, Nevada, Texas, Maine, Pennsylvania, Kansas, and Wisconsin.

At the present time Louisiana and Georgia are endeavoring to secure this legislation, and word has been received that next winter similar attempts will be made in Alabama, Connecticut, New Jersey, Ohio, Wyoming, and Missouri. The work will be in charge of branches of the following organizations,—Congress of Mothers and Parent-Teacher Associations, Federation of Women’s Clubs, League of Women Voters, Supreme Forest Woodmen Circle, Federation of Labor.

Persons desiring to work for kindergarten extension or legislation may receive further details and cooperation by writing to the National Kindergarten Association, 8 West 40th Street, New York City.

BESSIE LOCKE,
Corresponding Secretary,
National Kindergarten Association

X

RECENT BOOKS OF INTEREST TO TEACHERS

A LABORATORY HANDBOOK FOR DIETETICS, by

This is a revised edition of the Laboratory Manual of Dietetics. It is a book extensively used in Nutrition and Dietetic classes and in diet kitchens.

A very large part of the book is necessarily given over to tables showing the composition of foods. The two tables of the first edition have been supplemented by a third table of the same nature which adds fifty or more foods. A table showing the energy content of about thirty foods sold by confectioners has been added.

One of the most valuable features of the book is a table showing the vitamine content of foods and whether these vitamines are present in large or small quantities. The vitamine requirement of the body and the lack of specific vitamines is briefly discussed.

Energy requirements per hour for different conditions of muscular activity and for different occupations are given in table form. Dietary standards of the three ash constituents, calcium, phosphorous, and iron are modified as a result of recent experiments in feeding.

The book furnishes new material for estimating energy requirements of children by means of weight and height tables. Much valuable information, so necessary to the student of dietetics, is put into usable form which will save the student hours of labor, and "an abridged method of dietary calculation, designed to reduce the labor where large quantities of food are involved, as in institutions, has been described in detail." — P. P. Moody

HOW TO TEACH SILENT READING TO BEGINNERS, by Emma Watkins. Philadelphia: J. B. Lippincott Co. 1922. 133 pages. $1.50.

Teachers today are greatly concerned over ways in which to develop proper comprehension in the reading exercises in the primary grades. This leads to placing the emphasis upon silent reading, since in oral reading it is much more difficult to tell whether or not the pupil understands what he has read.

Miss Emma Watkins has given us in this little book a rich assortment of satisfactory exercises to meet this need. Some advantages of her method lie in the following facts: 
First—The exercises may be used with large or small classes.
Second—The directions for teaching these
exercises are given in detail and are so clear that a “beginning” teacher can be successful with the method.

Third—Any standard method of phonics may be used in connection with teaching these exercises.

Fourth—The subject matter for the lessons is based upon facts and experiences common to the child.

Fifth—The subject-matter is suited to the city, town or country child—as the following subjects, selected at random, will show: (1) The “Children’s Names” Lesson; (2) The “Parts of the Body” Lesson; (3) The “Animal” Lesson; (4) The “Calendar” Lesson; (5) The “Flower” Lesson. Then under the projects we have such as these: (1) The “Setting the Table” Project; (2) The “Rabbit” Project.

Sixth—The materials used in teaching this method are inexpensive and easily obtained.

Seventh—The number of words and the type of words the First Grade child masters thru this method so far outnumber and over rank the words of the average method that primary teachers, upon examining Miss Watkins’ book, will feel that we have here a most satisfactory solution of a keenly felt need.

Zoe Porter


This book is intended to help those who would speak well in public. It deals not so much with what to say as with how to say it. Its aim is to prepare students in the fundamentals of voice-training, and to train them for formal oratory, debate, extempore speaking, and dramatics. The author suggests very helpful and practical exercises for voice work. Some of the topics discussed are Voice, Speech, Debate, and Dramatics.

R. S. Hudson

MODERN TIMES AND THE LIVING PAST, by Henry W. Elson, New York: American Book Company. 1921. 727 pages, in two volumes. $1.32 and $1.48, respectively. Also issued in one volume. $2.40.

In two convenient and attractive volumes we have here outlined a general study of the world—the world as we usually study it. In the first volume, opening with a frontispiece in colors representing artists of the 16th century admiring a famous statue of Apollo, covers in 316 regular pages the story of Europe and western Asia from prehistoric times to the end of the Middle Ages, with Greece and Rome holding the center of the stage, and with the Teutonic peoples, Mohammedanism, feudalism, the papacy, the crusades, England, Charlemagne, and the building of the modern nations occupying places of prominence. Art, government, religion, industry, social life, and other factors of civilization are given due emphasis.

The second volume, comprising pages 317-727, outlines the Protestant Reformation, dis-
also "responsibility, initiative and judgment";
now heen put into operation, in modified form
the Montessori method, the first tendency is
ject-matter of the curriculum Is learned, but
High School of Dalton, Massachusetts. The
activity and shared activity, not only the sub-
ential features of the plan are relatively
in other schools, among which Is the Dalton
The Dalton Ladoratort Plan, by Evelvn
work. The questionnaire is very serviceable. Elizabeth P. Cleveland
prises what is chiefly valuable in the original
text, though abridged to the minimum, com,
pictures are attractive and suggestive. The
author's "Side Talks," thrown in frequently
at the ends of chapters and printed in
smaller type, should do much to whet the
edge of appetite for young Americans.
JOHN W. WAYLAND

LE TOUR DE LA FRANCE, by G. Bruno, edited
by E. A. Whitenack. New York: Allyn and
Bacon. 1922. 228 pages. 80 cents.

During the past month we have used Le
Tour De La France as parallel reading in one
of the French classes in this school. There
were on the library reference shelf a number
of copies of four different editions; but the
students' rush was always for "the little red
book" published by Allyn and Bacon.
The map is adequate, but not too full. The
pictures are attractive and suggestive. The
text, though abridged to the minimum, com-
prises what is chiefly valuable in the original
work. The questionnaire is very serviceable.
ELIZABETH P. CLEVELAND

THE DALTON LABORATORY PLAN, by Evelyn
1922. 173 pages. ($2.00).

In the effort to evaluate any educational
innovation one is reminded that in the past,
as instance by the Lancastrian Monitorial
plan and even in the present century with
the Montessori method, the first tendency is
perhaps to overestimate both its novelty
and its significance. The author has studi-
ously avoided this and has rather aimed to
find the underlying theory. This theory is
the general principle so well established in
her father's works, School and Society and
Democracy and Education, that the school
be a miniature community where through free
activity and shared activity, not only the sub-
ject-matter of the curriculum is learned, but
also "responsibility, initiative and judgment",
the essential traits in good citizenship.

Miss Parkhurst, the originator of the
"plan", first tried it out in The Children's
University School, New York City. It has
now been put into operation, in modified form
in other schools, among which is the Dalton
High School of Dalton, Massachusetts. The
essential features of the plan are relatively
simple but requiring complete organization on
the departmental basis, so that it is not appli-
cable to the primary but rather to the gram-
mar and high school departments. Each
teacher is assigned a room or "subject labora-
tory", where for a good part of the day the
pupil may freely go and work in her subject
according to written-out monthly and weekly
plans or "contracts". She becomes a direc-
tor of activities, pupils working singly or in
groups and at their own rate within the
limits of the monthly assignment.

Neither Miss Parkhurst nor Miss Dewey
claims that the curriculum has to be made
over first, but they do claim that much of the
lockstep and formal recitation work is done
away with. They advocate curriculum re-
vision, where it is important. They urge the
use of standard tests and the elimination as
far as possible of the commonly formed double
standard in writing, composition and spelling.
Perhaps the great hope of its promoters is that
children be given opportunity to work at
their appropriate rates.

At the conclusion of the treatise, Miss
Dewey states that the laboratory plan ought
not to conflict with the project method and
sums up her discussion as follows: "Neither
will stand the test of time, unless it is adjust-
ed to meet particular situations and new
needs. The difficulty is often an inability to
separate education from our conception of
what school must be. The project method has
freed itself from one side of this conception, the
school of classified and isolated facts.
The Dalton Plan frees itself from the other
half, the school of piecemeal assignments,
bells and herd learning and recitations. One
contributes a new subject matter to meet the
needs of modern life; the other a way to give
children working conditions that accord with
the discoveries of modern psychology. All
such experiments furnish the stuff from which
new schools that shall truly educate all our
children will be built."
W. J. Gifford

SELECTIONS FROM THE FEDERALIST, edited, with
an introduction, by John S. Bassett. New
York: Charles Scribner's Sons. 1921. 331
pages. $1.00.

This handy volume of 331 pages is one in
"The Modern Student's Library." Al-
though published as a textbook for classes
studying American literature it will probably
function most effectively in history and civics.
The Federalist, as all Americans should know,
but only a few do know, is one of the great
classics in the literature of politics and gov-
ernment. How Hamilton, Madison, and Jay
used their pens for a union under the new
constitution is told most interestingly by
Professor Bassett in his introduction, and il-
lustrated most effectively in the body of the
work where the great statesmen speak for
themselves—and for all time
JOHN W. WAYLAND