

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 co-operation 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 Mary Swartz Rose. New York: The Macmillan Company. Revised edition. 1921. 156 pages. \$2.10.

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 vitaminics are present in large or small quantities. The vitamine requirement of the body and the lack of specific vitaminics 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. \$1.80.

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 to be used in teaching this method are inexpensive and easily obtained.

Seventh—The number of words and the type of words the First Graders master thru this method so far outnumbers and over rank the words of the average reading 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

STORY, ESSAY, AND VERSE, edited by Charles Swain Thomas and Harry Gilbert Paul. Boston: The Atlantic Monthly Press. 1921. 394 pages. \$1.50.

The Atlantic Monthly Press has here added a very comprehensive anthology to a list of books designed primarily for use in high school English classes, among which are those most helpful volumes, "Essays and Essay Writing" and "Atlantic Narratives."

Merely a glance at the table of contents impresses one with the range of authors as well as with the wide variety of selections included within its three divisions of "Story, Essay, and Verse". The outstanding feature of the volume as a whole is the amount of material used, with the very desirable purpose of making clear to youthful minds the method and mood current among the best of contemporary writing.

MARGARET B. DAVIS

MODERN VERSE: BRITISH AND AMERICAN, edited by Anita P. Forbes. New York: Henry Holt & Co. 1921. 297 pages. \$1.24.

"Sooner or later, most people discover that the verse of their own age is a source of real literary pleasure," says Miss Forbes, and adds "Why not make that discovery early?" This volume is, I believe, the first one that attempts to do this thing for high school seniors.

There is hardly any need of justifying such a study, but Miss Forbes is so manifestly right that I must quote briefly from her fore-

word: "No literature can reach its highest level without enthusiastic and intelligent readers. If we believe that from the struggles, questionings, and aspirations of this age there are to emerge a few great poets who will guide us along the path of vision, we must prepare ourselves to understand and follow them. We must read contemporary verse with discrimination and yet with appreciation; we must talk about it freely and naturally; we must pass on what we like to our friends."

For more convenient use this collection is divided into seven groups, each group centering about a common theme. The poems are about the sea, the city, the country, war, children and home, friendship and love, and last, a more miscellaneous group headed Thought and Fancy.

The volume is edited in modern fashion—little impedimenta on authors' lives, numerous suggestive questions, and good but brief working lists of supplementary and reference books.

C. T. LOGAN

PUBLIC SPEAKING, by Clarence Stratton. New York: Henry Holt & Co. 1920. 342 pages. \$1.48.

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, ex tempore 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 history of the world—the world as we usually study it. 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-

cusses the "Old Regime," devotes six chapters to the French Revolution and the Industrial Revolution, nine chapters to the progress of democracy since 1800, and closes with four chapters on the World War—its causes, beginnings, progress and results. Both volumes are well supplied with maps and pictures—many of the latter being unusual and of notable interest. A half-dozen or more full-page pictures in colors add much character to the illustrations. Chronological tables and indexes aid the student and the teacher. The style is vigorous, easy, and concise. 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" first 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, comprises what is chiefly valuable in the original work. The questionnaire is very serviceable.

ELIZABETH P. CLEVELAND

THE DALTON LABORATORY PLAN, by Evelyn Dewey. New York: E. P. Dutton & Co. 1922. 173 pages. (\$2.00).

In the effort to evaluate any educational innovation one is reminded that in the past, as instanced 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 studiously 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 subject-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 applicable to the primary but rather to the grammar and high school departments. Each teacher is assigned a room or "subject laboratory", 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 director 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 revision 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 adjusted 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." Although 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 government. 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 illustrated most effectively in the body of the work where the great statesmen speak for themselves—and for all time

JOHN W. WAYLAND