methods of the traveling salesman, they make their way into the affections of the people, and in many cases have led to the establishment of a public library in a convenient center.

This is an opportunity for teachers to work in co-operation with the American Library Association in making adequate nationwide library service an accomplished fact, and also incidentally finding an answer to the question so often asked, especially by normal school graduates, “How can I teach without access to a library?”

THE SYMBOLISM OF COLOR

The School Arts Magazine for June is wholly devoted to the consideration of color, both in itself as a medium of skill and expression in art, and as a source of interest and education for children. The leading article is “The Symbolism of Color” by H. T. Bailey, Director of the Cleveland School of Art. His exposition of the meaning of the colors used by the masters in every art in every nation as a sort of universal language expressing their abiding faith in the inevitable relation between outer and inner, the sign and the thing signified, is delightfully informing.

Other notable articles are: The Interests of Children of the Primary and Intermediate Grades in the Use of Color; Color as Business Symbols; Color Influence; Symbolism of Color in the Festival; Color and Costume; all illustrated with artistic designs, many in color.

THE LIFE THEY LIVE

In The Educational Review for June, R. W. Weeks discusses the spiritual upheaval now going on in the teaching profession because of the realization of the fact that by education alone can the gains of the war be secured, and gives some reasons why present conditions are not favorable to the development of the needed leadership among teachers. The writer hopes that a realization of these obstacles may help to remove them; and believes that a greater help is near in the movement to increase salaries to an extent which will admit of continued study, of travel, of wholesome recreation, of comparative freedom from “carking care” concerning ends that threaten not to meet; all of which must tend toward a vast increase in social respect, a richer personality and increased educational power.

OTHER NOTABLE ARTICLES


“Teaching Through the Use of Projects,” by S. A. Courtis; and “Bibliography of the Project Method,” by J. P. Herring, in the Teachers College Record, March.


VIII

REVIEWS OF RECENT BOOKS OF INTEREST TO TEACHERS


To those interested in the training of the child probably no other book would make a stronger appeal than this. Very few books on education occupy themselves with the child's most intimate problems in such a thorough and interesting way. Very few give the reader insight into child nature as this one does.

The book is the result of years of study and actual experience with children and adults suffering from nervous disorders. While the treatment of nervous diseases by psycho-analysis is comparatively new and not understood perhaps by the average person, while this method of treatment contains much that is outside the realm of everyday thought, the presentation is made in a surprisingly simple and practical way. The author with few exceptions has avoided the use of technical terms and the terms which she does use are most carefully explained.

She says: “The purpose of this book is to aid those who, in the training or education of children, have arrived at the point where the child does not respond normally to their most earnest endeavors and the parent or teacher becomes slightly perplexed if not desperate.”

More and more the physician of today realizes that the origin of nervousness in his patients is very rarely of recent date and must be cured by some other means than medicine, and that it traces back to the early impressions and developments made in childhood.

Hence Mrs. Evans lays much stress on the
mental attitude of parents and its influence on the child's psychological development.

The author characterizes psycho-analysis as "a cleansing process separating the wheat from the chaff. It teaches the necessity of truth, enabling a person to distinguish the good from the bad influences in his own life. It is educational in that it imparts a knowledge of logical reasoning, and much general information is usually imparted along the lines of history and literature. It means an analysis of the child's psychological development. The author characterizes psycho-analysis as the mental attitude of parents and its influence on the child's needs, and the business side of the educational alms, and makes no attempt either to treat exhaustively the various economic theories of the past and present or to philosophize upon our economic beliefs. Such attempts would in fact mar the book and make it less valuable. There is an agreeable absence of technical terms and complicated statements of economic laws and tendencies.

Giving first a simple account of the industrial and social evolution of man, the author next discusses some of the fundamental con-
The bulk of the book, however, is devoted to a presentation of modern economic problems. Among the problems presented are money and banking, forms of business organization, railway transportation, municipal monopolies, the labor force, labor organizations, labor legislation, methods of paying for labor, agricultural economics, insurance, marketing, public expenditures and public debts, taxation, industrial unrest, and social and industrial betterment.

The material furnished in the text is not sufficient in itself for a full course of a year. Supplementary reading must be supplied, and at the end of each chapter there is a list of topics upon which this supplementary reading can be based. The text is well adapted to use in high school work.

The material furnished in the text is not sufficient in itself for a full course of a year. Supplementary reading must be supplied, and at the end of each chapter there is a list of topics upon which this supplementary reading can be based. The text is well adapted to use in high school work.

Poems by a Little Girl, by Hilda Conkling.
With a preface by Amy Lowell. New York: Frederick A. Stokes Co. 1920. 120 pages. ($1.50.)

Hilda Conkling is the nine-year-old daughter of Mrs. Grace Hazard Conkling, assistant professor of English at Smith College. She "tells" her poems to her mother, who writes them down. Hilda writes in natural cadences instead of regularly stressed meter, but her poems are nevertheless, in the words of Miss Lowell, of "the stuff and the essence of poetry." Containing poems "told" between the ages of four and eight, this collection offers to the teachers of children many illustrations of the imaginative spirit of childhood. There is too much native sense of beauty and proportion here, thinks Miss Lowell, to be entirely killed "even by the drying and freezing process which goes by the name of education."

A notion of Hilda's genius may be had from the little poem, "Dandelion":

O little soldier with the golden helmet,
What are you guarding on my lawn?
You with your green gun
And your yellow beard,
Why do you stand so stiff?
There is only the grass to fight!

C. T. L.

The Story of Modern Progress, by Willis Mason West. New York: Allyn and Bacon. 1920. ($2.00.)

The author is well known and the book is well worthy of his reputation. One of the finest things to his credit is that, eighteen years ago, he saw and told the truth about Prussia. This volume, in the introduction, sketches the background of modern progress in the earlier periods of history, but the emphasis of treatment is put upon the last four hundred years. More than two hundred pages are devoted to the period since 1870. The World War is presented with enough detail to make it illuminating and interesting.

J. W. W.