

a real understanding and appreciation of the vital aspects of the problems can be introduced. An elementary training of this kind, though not in conformity with any particular text, would doubtless produce better results than are obtained in the majority of cases through the use of a special text.

The general scenic idea is developing rapidly; behind it there is an ideal, not yet realized. It is better organized and more scientific than the old Natural Philosopher's hodgepodge of scientific facts. It is not made up of scraps of the sciences, but is a unified, logically developed oneness, capable of duplicating Nature's presentation of principles, and with its indifference to differentiation. Is it towards this that secondary school science is tending?

VIII

RECENT BOOKS OF INTEREST TO TEACHERS

HISTORICAL READINGS, edited by Helen B. Bennett and Joseph A. Haniphy. Chicago: Rand McNally & Company. 1920. 440 pages. (\$1.50.)

In this book, which is intended as an introduction to the study of American history, the authors have made a real contribution to vital teaching resources. It should not be termed a "source book", in the ordinary sense, but it is a source book, in an extraordinary sense. It is easy and attractive to young students, and it is stimulating and profound enough to stir up enthusiasm in old age. It consists of vital chronicles and messages in prose and verse, and will be found an excellent volume for supplementing and invigorating almost any course in American history, government, or citizenship from the 6th or 7th grade up. A few slips of type or fact will probably be caught and adjusted in later editions; for example, John *Randolph* Thompson should be John *Reuben* Thompson. Possibly "Stonewall Jackson's Way" was written before September 17, 1862.

JOHN W. WAYLAND

CIVIC AND ECONOMIC BIOLOGY, by Wm. H. Atwood. Philadelphia: P. Blakiston's Son & Co. 1922. 470 pages. (\$1.68).

In many respects this is an excellent civic biology. It is unusual in that no attempt is made to divide the subject into botany, zoology, and physiology; but rather to treat the great principles of life as a unit and to emphasize differences where necessary.

One of its most attractive features is the interesting style in which the book is writ-

ten. Instead of being divided into chapters there is a series of seventy lessons. Among these are several lessons on the theory of evolution.

A careful checking of the subject matter will reveal a number of errors. For instance, the author, speaking of mushrooms, says "Nine of these are deadly poisonous, all of which belong to the genus *amanita*." As a matter of fact, there are quite a number of species that do not belong to *amanita*, such as *Lepoits morgani*, and *Clitocybe illudens*. There are also many others that are doubtful, to say the least.

Because of its unique character, I consider this book a valuable aid in the hands of biology teachers. It is well illustrated and many excellent ideas can be had from it as to the presentation of the subject.

G. W. CHAPPELEAR, JR.

CONSTRUCTION WORK FOR THE PRIMARY GRADES, by Edward F. Worst. Milwaukee: The Bruce Publishing Co. 1920. 291 pages. (\$2.00.)

This is a complete outline of handwork for the three primary grades. It covers three groups of problems, that is, schoolroom activities, child's play, and home problems. It offers many valuable suggestions for handwork, but should be used only as a suggestive outline for the teacher. Some of the work given is not entirely practical for the first and second grades.

M. E. CORNELL

LONGER PLAYS BY MODERN AUTHORS, edited by Helen Louise Cohen. New York: Harcourt, Brace & Company. 1922. 357 pages. (\$1.48.)

This is a companion volume to the same editor's *One-Act Plays by Modern Authors*. The writer has compiled four plays by modern authors, and also has given a bibliography for the study of drama in America. She points the student to a list of American plays for supplementary reading.

This book endeavors to furnish practical means of enlarging and arousing a greater interest in the study of the drama and to bring before the student contemporary dramatists. The plays given for study are *Beau Brummel*, typical of "the succession of romantic plays that has been unbroken since the eighteenth century;" *The Copperhead*, "which resembles in workmanship the Civil War melodramas"; *Dulcy*, "a study of American business men and a characterization of a droll feminine type"; and *The Intimate Strangers*, which contains "wise and humorous reflections on the youngest generation."

RUTH S. HUDSON

THE PERFECT GENTLE KNIGHT, by Hester D. Jenkins. Yonkers, New York: The World Book Company. 1921. 59 pages. (32 cents.)

This booklet is a series of delightful short stories written in the cause of health and

chivalry. The "Perfect Gentle Knight" is a connecting link between the brave knight of the middle ages and the *Modern Health Crusader*.

"The word *crusade* has come to mean any effort made by a group to combat evil for a good cause. Men and women who want to make the world better often join in such crusades. . . . For boys and girls, too, there is a great crusade called the *Modern Health Crusade*. . . . By putting on the armor of faith and courage, they fight the dragon of disease and strive for good health. . . . Clean homes, clean towns and strong citizens are worth fighting for."

Children of the fourth grade will read with much interest these stories and get the inspiration to organize a *Modern Health Crusade* and thus make themselves strong to serve.

A health library, given in the back of booklet, will be helpful to both students and teachers who have joined the better health movement.

The booklet was written by an officer of the American Social Hygiene Association and is endorsed by the National Tuberculosis Association .

P. P. MOODY

CHANGES IN THE COST OF LIVING, JULY, 1914, TO NOVEMBER, 1921. (Research Report No. 44 of the National Industrial Conference Board). New York: The Century Co. 1922. 30 pages. (75 cents.)

The National Industrial Conference Board has just issued its eleventh report on the changes in the cost of living among wage earners in the United States. The report shows conditions in November, 1921, as compared with July, 1914, July, 1920, and July, 1921. It covers a detailed study of the following subjects: Food, Shelter, Clothing, Fuel and Light, Sundries, and the Complete Budget.

So much has been said of late concerning the "high cost of living" that a detailed study of facts compiled on a comparative basis is of very great value.

A paragraph quoted from the introduction is indicative of the value of the entire report: ". . . it is seen that between July, 1914, and July, 1920, the cost of living among wage-earners' families in the United States rose 104.5%. Between July, 1920, and November, 1920, the average cost of living decreased 5.6%; between November, 1920, and March, 1921, the decrease was 12.6%; and between March, 1921, and July, 1921, the decrease was 3.3%. The change in the cost of living between July, 1921, and November, 1921, was almost negligible: a decrease of less than one-tenth of one per cent. The total rise in the cost of living between July, 1914, and November, 1921, was 63%; the decrease in the cost of living between the peak reached in July, 1920, and November, 1921, was 20.3%."

GRACE BRINTON

SERVE DEMOCRACY'S GREATEST NEED

America's best talent should be dedicated to the training of youth for citizenship. The National Education Association appreciates the efforts of its members to enlist in the educational army the strongest men and women in every locality. It is recommended to our best young people that they consider the following advantages of the profession of teaching:

1. *Teaching pays. Besides ever-increasing financial compensation, the teaching profession offers the highest social sanctions and rewards.*

2. *Teaching is a growing profession. The Nation now requires the services of 700,000 teachers. There is a strong demand that teachers be better trained.*

3. *Teaching offers a growing career. The well-trained teacher need have no fear of unemployment, but may look forward to increasing opportunities commensurate with added training and growth in personal fitness.*

4. *Teaching offers mental and moral growth. The soundest mental and moral processes are involved in the making of good citizens.*

5. *Teaching is building. The teacher shapes the unfolding life of childhood and radiates ideals and purposes that in the citizenship of tomorrow will become the fabric of an improved social structure.*

6. *Teaching inspires high ideals. There is nothing nobler or more practical than to shape and guide the ideals and practices of the young citizens who are soon to be the Nation's responsible leaders.*

7. *Teaching is service. Those who enter this high calling enjoy the spiritual development and true happiness that come from rendering real service to the Republic.*

8. *Teaching insures big opportunities. With growth and inspiration come multiplied opportunities for self-improvement, for rearing the family in a wholesome atmosphere, and for living and building on life's best side.*

9. *Teaching is practical patriotism. Inspiring young citizens and directing problems of citizenship practice is a ministry essential to a democracy.*

10. *Teaching is the profession of professions. Measured by the standards that make life genuinely rich and happy, teaching offers opportunities beyond those of other professions.*