

his brush, or of how the cascade made a wash basin for Father Grizzly — scores of mountain facts and fancies will arise when imagination is set to work. In the same way, the plain, the desert, the farm, the water, the sea shore, the city, the village, will suggest themes, connected with prairie hens and jack rabbits, cactus and sand dune, dolphin and trout, shells and sea weed, chimneys and motor cars, steeples and vegetable gardens, cows and horses — each together with stories of its own.

Family legends and anecdotes, of past days, and present tales of hero ancestors, of what father and mother did, and especially bits of the child's own history, serve an excellent purpose. Special times and seasons, sports and games, bird, fish and animal life, travel scenes and odd experiences, one winter's snows and last summer's drought, particularly tales of pure human interest, open up endless stories of material, seen all with the creative idea, with thought for the purpose of the story, but constantly using care lest the teaching lapse into moralizing. By J. Berg Esenwein & Marietta Stockard, The Home Correspondence School, Springfield, Mass.

HOW TO TEACH.

The art of teaching is based upon the science of psychology. In this book the authors have sought to make clear the principles of psychology which are involved in teaching, and to show definitely their application in the work of the classroom.

This book has been written in language as free from technical terms as it is possible.

In a discussion of methods of teaching it is necessary to consider the ends or aims involved, as well as the process. The authors have on this account, included a chapter on the work of the teacher, in which is discussed the aims of education. The success or failure of the work of a teacher is determined by the changes which are brought to pass in the children who are being taught. This book, therefore, includes a chapter on the measurement of the achievements of children. Throughout the book the discussion of the art of teaching is always modified by an acceptance upon the part of the writers of the social purpose of education. The treatment of each topic will be found to be based upon investigations and researches in the fields of psychology, and education which involve the measurement of the achievements of children and of adults under varying conditions. Whenever possible, the relation between the principle of teaching laid down, and the scientific inquiry upon which it is based, is indicated.

Any careful study of the mental life and development of children reveals at the same time the unity and the diversity of the process involved. For the sake of definiteness and clearness, the authors have differentiated between types of mental activity and the corresponding types of classroom exercises. They have, at the same time, sought to make clear the interdependence of the various aspects of teaching method, and the unity involved in mental development.

TABLE OF CONTENTS.

The Work of the Teacher, Original Nature, The Capital with which Teacher's Work, Attention and Interest in Teaching, The Formation of Habits, How to Memorize, The Teacher's Use of the Imagination, How Thinking may be Stimulated, Appreciation, and Important Element in Education, The Meaning of Play in Education, The Significance of Individual Differences for the Teacher, The Development of

Moral Social Conduct, Transfer of Training, Types of Classroom Exercises, How to Study, Measuring the Achievements of Children. By George Drayton Strayer & Naomi Norsworthy, The McMillan Co., of Canada Ltd., Toronto.

HINTS THAT WIN SUCCESS.

The unusual character of this book makes a few words of explanation desirable, and even necessary, lest its purpose and scope be misunderstood. It is not intended to be a text book on method, or an encyclopaedia of facts. It is of a type far less commonplace than either of these, being a collection of "wrinkles" derived from the practical experience of a large number of skilled teachers, and carefully chosen for their originality and general usefulness. Most teachers in their time evolve some clever device of which they are justly proud, and which they are convinced is excellent as a means of enhancing interest, of saving time of getting great effects simply, of turning old apparatus to some new purpose, etc. The evolution of such a device calls into play the teacher's best thought, enthusiasm, wisdom, and patience, and the results are often worthy of high praise. Those who manage to invent a few of these original aids to teaching, and know their value, will probably appreciate a large collection of them, as a veritable treasure-house of goodly things, and it is with the idea of bestowing such riches upon them that the book of "Helpful Hints" has been produced. It does not, of course, claim to include every "wrinkle" which is in use, and, in order to make the book still more useful, the publishers would be glad if teachers having other interesting and ingenious devices, would communicate them, with a view to their inclusion in future editions. From the Kingsway Series, Evan Bros., Ltd., London, England.

THE RURAL TEACHER AND HIS WORK.

Each chapter of the book closes with a set of suggestive questions and special studies which are intended (1), to stimulate class discussion, and (2), to assist in further research. No one is able to gain sufficient inspiration and breadth of vision for vital leadership from reading a single book. Only as a result from broad reading, mature thinking and sensible application of both of these to every day work does the teacher acquire a real mastery of his chosen field.

One of the chief purposes of the present readings, is to make the teacher conversant with the best thought in the rural life field. Every teacher should own a well-chosen collection of such books. A complete bibliography and shorter buying-lists are given at the back of the book from which teachers can make their selection. By Harold Waldstein Foght, The McMillan Co., of Canada, Toronto.

EACH YEAR PUPILS EMPTY FIRE EXTINGUISHER.

It is not enough that fire extinguishers hang on the walls of the Centennial High School, Pueblo, Colo. The authorities are determined that they shall at all times contain chemicals that are absolutely dependable, and so the tanks are emptied once a year and refilled with new materials. The emptying and replenishing is done by the students, under proper supervision, and is the occasion of quite a demonstration. A huge bonfire is built, and while hundreds are gathered about, the year-old chemicals are turned on the blaze.