

# EDUCATIONAL BOOK NOTES

## COMMERCIAL SCHOOL TEXTS

With the extensive introduction of commercial courses into high schools as well as the multiplication of commercial schools, the supply of text books keeps pace with the demand. While there is much left to be desired in these texts, each successive lot evidences some advance based upon experience or upon a growing recognition of educational principles. Several recent issues have come to the desk. *Commercial Correspondence*,\* by A. G. Belding, is an outgrowth of the work of the re-

\*American Book Company.

cently established High School of Commerce of New York City. *Words, Their Spelling, Pronunciation, Definition and Application*,† by R. P. So Relle and C. W. Kitt, is a spelling book, which combines some excellent modern features with an arrangement which reminds one of the spellers of two or three generations ago. *Gregg Shorthand*,‡ by J. R. Gregg, is a new text in a comparatively new system of shorthand, the popularity of which depends upon its use of the word rather than an analytical method.

†The Gregg Publishing Company, Chicago.

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*The Basis of Practical Teaching\** is the title of a volume by Dr. Elmer B. Bryan, President of Franklin College. In a very practical and untechnical way it treats of certain fundamentals of psychology in their relation to the work of the teacher. Thus, the physical basis of mental life, habit, memory, interest and attention, are treated in very concrete terms, with little use of scientific technology but with many practical observations and applications. While it is not a volume that is worthy the attention of the scientific student, it will be of practical assistance to the teacher struggling somewhat hopelessly with a more technical treatise. And for these latter it is designed.

## ENGLISH CLASSICS

Two additions are made this month to the series of edited English classics required for entrance to college. To the *Gateway Series*,† edited by Henry Van Dyke, is added Hamilton W. Mabie's edition of *Shakespeare's Julius Caesar*. From both the series and the volume editors, one might expect an edition superior to the average of these editions. In this expectation one is not disappointed. The general idea of the series is a guarantee of value. The text is treated as a piece of literature to be read and enjoyed and not as a specimen to be dissected and analyzed. The introductory biography and exposition are singularly clear, helpful and to the point. They give the untrained and little-read student just the biographical material which is necessary to understand the play, and indicate in a concise and brilliant way those characteristics of the dramatic and literary genius of Shakespeare which are necessary for an adequate appreciation of the significance of the work. In fact the introduction compares to the usual stereotyped one as does the tragedy of the master to the earlier chronicles, which gave a succession of events or scenes with no logical connection and no discrimination in emphasis. The division of the notes into those essential to the interpretation of a word and placed at the bottom of the page, and those that are explanatory of allusions, etc., and given in an appendix, is a valuable discrimination.

Ginn and Company have issued an edition of Thackeray's *History of Henry Esmond* in their series of Standard English Classics. The serviceable and scholarly introduction and notes are by Hamilton Byron Moore of the Male High School, Louisville. The text follows the Dent Edition.

## GREEK PROSE‡

Pages 9-52 contain a summary of Greek grammar, with references to four Greek gram-

\*Silver, Burdett & Co., New York.

†American Book Company, New York.

‡Greek Prose Composition, for use in schools, by Clarence W. Gleason, American Book Co.

mars published in this country. One hundred exercises follow for translation into Greek. Then comes an English-Greek vocabulary. In general several exercises of short detached sentences for oral translation are followed by a connected paragraph for written translation; all the sentences are based on Xenophon, *Anabasis* I, Chapters i-viii. This plan of basing the sentences on a classic text, at least as applied in this book, makes systematic presentation of syntax and orderly progression of knowledge of syntax impossible. Further, if the purpose is to make the pupil study his Greek text intensively, in order to derive therefrom the needed syntax and vocabulary, why should an English-Greek vocabulary be inserted? Being human he will resort to that rather than to the text.