

XII

RECENT BOOKS OF INTEREST
TO TEACHERS

GENERAL PSYCHOLOGY IN TERMS OF BEHAVIOR, by Stevenson Smith and Edwin Guthrie. New York: D. Appleton and Co. 1921. 270 pages. (\$2.50).

This book, like Watson's *Psychology from the Standpoint of a Behaviorist*, is an exponent of behavioristic psychology. The topics usually forming the basis of the larger part of the text in psychology are treated in a few pages in the appendix. The authors apparently have written for the student who has given some thought and study to psychology and has its terminology and the technique of investigation at his command. They utilize the newer studies of behavior and practically ignore the analytic and semi-philosophic studies of James and others of the older school. When they have explained what can be explained in terms of experiment and direct observation, they stop, leaving many of the higher mental processes quite untouched. The book, while probably not suitable for a text at least for beginners, has the quality of excellent textual illustration from the ordinary experiences of human and animal life. It has little of direct suggestiveness for the teacher or student of education, altho one who is sufficiently grounded in psychology can make many applications for himself. It may be ventured that these writers have done a fine thing to write up thus briefly and clearly the results of the recent research of the behaviorists. The value of the book is not therefore as a text but rather as a summary of a stage of the study of psychology from a relatively new point of view.

W. J. GIFFORD

PSYCHOLOGY, by Robert S. Woodworth. New York: Henry Holt and Co. 1921. 580 pages. (\$3.00).

This excellently written and beautifully printed new text in psychology has as its subtitle, *A Study of Mental Life*. The author, one of our acknowledged first-rank psychologists, has, the reviewer believes, succeeded better than any other writer in conserving the values of the older "consciousness" view of psychology and of utilizing the researches of the "behaviorists" in a single volume. At the present time this seems highly desirable, just as the botanist, while stressing the newer functional view of his subject, still utilizes in some degree the older structural and classificatory studies. No text old or new is so thoroly up-to-date in its use of recent studies in experimental psychology and at the same time so readable because of the excellent practical illustrations and applications on every page.

The general plan of the book is as follows: the first half is largely given to the treatment of the more general phases of the subject, such as sensation, reaction-time, instinct, emotions and a brief survey of physiological psychology; the second half is a study of the

applied phases and is equally interesting for the student of psychology and the student of education. A chapter on intelligence and intelligence tests makes it the more valuable and up-to-date. The references at the end of each chapter are usually to the pages and chapters of the texts referred to, are well selected, and usually commented upon. Exercises are also given of more than usual interest and thought-provoking character. In all likelihood, the text will rapidly become the standard text in our college courses in psychology, displacing Angell and James which have been standard for some time.

W. J. GIFFORD

A TREASURY OF PLAYS FOR CHILDREN, edited by Montrose J. Moses. Boston: Little, Brown and Co. 1921. 550 pages. (\$3.00).

This is an excellent collection of fourteen plays by the best known writers, including "The Little Princess" by Frances H. Burnett; "Silver Thread" by Constance D'Arcy Mackaye; "Three Wishes" by Hamilton Williamson and Tony Sarg; "Alice in Wonderland" by Alice Gerstenburg. Each play shows the work of an experienced writer and full instructions are given for its production.

The most striking characteristic of these plays is the varied story element; this contact with imaginative literature, naturally, will feed the child's imagination.

The book has an introduction which is written as an appendix, preceded by these words of the editor: "Halt! Children Turn Back. Parents and Teachers and Librarians Read Ahead."

It is not compiled as a text-book, but its chief aim is to give children a good time. "I am fearful," says Mr. Moses, "that joy is being driven from the plays written for the schoolroom. Remember, perfunctory dialogue is not drama!"

And this "spirit of a good time born of clean, wholesome amusement" is amply cared for in the illustrations and cover decorations by Tony Sarg. These add a charm to the book that will make this volume a very real treasury to children.

RUTH S. HUDSON

CHILDREN'S LITERATURE, edited by Charles Madison Curry and Earle Elsworth Clippinger. Chicago: Rand McNally & Company. 1921. 693 pages. (\$3.50).

This is a collection of standard literature suitable for children of all grades, but it is not a children's text book. It is a hand-book for teachers in the grades or for students preparing to teach in the grades. Its chief aim is to make these teachers acquainted with the basic traditional material, rhymes, fables, myths and stories, which must be taught to children.

The general introduction contains splendid helps and suggestions under such heads as: Literature for Children, Literature in the Grades, Story-telling and Dramatization, Courses of Study.

The contents are divided into twelve sections with an introduction to each. They begin with the Mother Goose Jingles and Nur-

sery Rhymes, and include all forms of literature. The last section is a home reading list arranged by grades.

The greatest worth of the book is the actual literary material included in it. A book of this kind is especially sought by large classes with only a limited time for the course, for it saves the time that would otherwise be spent in searching through the library for the material covering the various fields of literature.

MARGARET V. HOFFMAN

ESSENTIALS OF SPELLING, by Henry Carr Pearson and Henry Suzzallo. New York: American Book Company. 1919. Part I, 84 pages; Part II, 116 pages. (40c. and 44c.)

With Suzzallo and his philosophy of education to furnish sound method, and the principal of Horace Mann School to contribute facts as to words misspelled by thousands of pupils, one would fully count on good spelling books. And these spellers measure up well to expectation. The authors have sought to reduce grade-spelling to the lowest terms, to the minimum of necessary rules and words and the maximum of heedful drill. All the words in the Ayres list and in Jones's Hundred Demons are included.

ELIZABETH P. CLEVELAND

A STUDY OF THE TYPES OF LITERATURE, by Mabel Irene Rich. New York: The Century Co. 1921. 540 pages. (\$2.00).

Four volumes under the general editorship of James Fleming Hosis, founder of *The English Journal*, have been announced to constitute "The Century Studies in Literature for High Schools." The present volume, designed for the high school senior, is the first of the series to come from the press.

The book offers a cross-sectional view of each of the various types of literature. Thus when the ode is examined, one can compare seventeenth-century "Alexander's Feast," nineteenth-century "Ode to the West Wind," and twentieth-century "Lincoln, the Man of the People." The chapter on the essay includes examples from Bacon, Addison, Lamb, Ruskin, Stevenson, and A. C. Benson. Under the perhaps too inclusive term "dramatic poetry" are given excerpts from "Doctor Faustus," the complete "Hamlet," "Comus," "My Last Duchess," and the comparatively recent "The Family's Pride," by Gibson.

Many of the good features of a history of English literature are incorporated in this book, which is thus planned to replace the miscellaneous set of classics plus a history.

The greatest service Miss Rich has performed is in the preparation of excellent thought-questions, most of which contribute to the ends set down as the aim of literature study in the high school: enlargement of experience, formation of ideals, and unselfish enjoyment of leisure.

It is unfortunate that so many typographical errors have slipped thru the present edition. These will no doubt be corrected as new editions are published to meet the demand for this valuable compilation.

C. T. LOGAN

SARTOR RESARTUS, by Thomas Carlyle. Introduction by Ashley Thorndike. New York: Charles Scribner's Sons. 1921. 272 pages. (\$1.00).

Professor Thorndike's thirteen-page introduction is compact of knowledge of Carlyle, keen analysis of the era "from Waterloo to the Reform Bill," and fitting application of Carlyle's message to our day. "Shall we not find something to listen to," he asks, "in this voice of a century ago which proclaimed with such fervor the immanence of the spirit and the duty of work? Have we no dandies and drudges? Have we no need of heroes who will lead rather than talk? Along with much talk of equality, do we not need to recognize and acclaim superiority?"

The publishers have issued the volume in a most pleasing form. A six-page glossary will be found invaluable assistance to the student who is for the first time meeting the idiosyncracies of Carlyle's vocabulary.

C. T. LOGAN

COWPER—POETRY AND PROSE, edited by Humphrey S. Milford. Oxford: Clarendon Press. 1921. 196 pages. (\$1.60).

The Clarendon Series of English Literature, of which this volume is one, offers in a delightful format representative selections from English authors, and along with them the best criticism of their work. Thus the student of mid-eighteenth century literature will find conveniently assembled here not only Cowper's best work, including selected letters, but also the stimulating critical essays of William Hazlitt and Walter Bagehot. As the publishers say of the series "The several Essays explain and correct each other, and they explain and are explained by the specimens."

THE FLAME FIEND, by Hallie L. Jameson. New York: Allyn and Bacon. 1921. 181 pages. (80 cents).

A textbook written as a guide to teachers and students in fixing habits of care and in directing public opinion against waste by fire. It furnishes a startling array of figures which show our annual sacrifice, both in lives and property, to fire; and explains the mechanical laws governing fire. It is effectively illustrated.

BEGINNING SPANISH, by Aurelio M. Espinosa and Clifford G. Allen. New York: American Book Co. 1921. 349 pages. (\$1.32).

Teaching Spanish by direct method is made easier by the use of this excellent grammar and exercise book. It deals with Spanish as a living language, but considers a serious study of grammar all-important.

BEYER PRELIMINARY SCHOOL FOR PIANOFORTE, by Robert B. Robinson, 4243 Garfield Ave., Kansas City, Mo.

The Beyer Preliminary School for Piano-forte presents a radical change in music notation, which in the mind of the inventor simplifies all music. To me it offers nothing for praise or commendation.

M. V. H.