

XI

RECENT BOOKS OF INTEREST
TO TEACHERS

ESSENTIALS OF ENGLISH, by Henry Carr Pearson and Mary Frederika Kirchwey. New York: American Book Company. Book I (1914) for fourth, fifth, and sixth grades. 308 pages. 76 cents. Book II (1915) for seventh and eighth grades. 454 pages. 96 cents.

The authors realize strongly that grammar is one of the "essentials" and show themselves even unafraid of parsing upon occasion. Their treatment of this phase of English is no less full and scholarly and alive with suggestion than are the sections devoted to composition. Carefully discriminating themselves, they nevertheless skilfully avoid imposing hairbreadth distinctions upon the pupil. The well-chosen exercises, far from being puzzles, are stimulating yet invitingly possible of solution always.

The methods of approach are fine. "Inductive" is too dull a word for describing how these authors start right and tactfully lead up to a principle of structure or to an achievement in writing. Particularly is it noticeable how in composition assignments they help the pupil to *begin*. Even the very unimaginative might be lured into story-writing by the invitations to supply the middle or the beginning and end of some incomplete but gripping tale.

Following Stevenson's account of how he learned to write are opportunities for the pupil to tell how he himself learned to do this or that. Among the other various exercises in exposition—call "explanation"—are studies in written answers in tests and examinations.

The letter-writing is not only up to date in form but full of stimulating suggestion to "pretend" so and so in order to secure content as much alive as possible. There is practice, too, in telegrams and night letters and divers needs of today.

To revert to the grammar—and these books do with vigor and persistence revert to it—the teaching is strong and clear-cut where many textbooks are weak. For instance, instead of the misleading tri-partite and apparently equal division of infinitives into noun, adjective, and adverb uses, it is refreshing to see this verbal treated squarely as a noun, with case relations, and then to read later that, since other nouns are at times used as adjective and adverbial modifiers, the infinitive will also often be found serving as adjective or adverb.

Under independent elements are safely classed the near-parts of speech—the interjection, the responsiveness *yes* and *no*, and the expletive *there*—along with nouns of address and exclamation (though one may well sigh *Oh*,

me! at seeing this last assigned arbitrarily, as usual, to that scrapbasket of substantives, the nominative case).

Once begin to sigh over grammatical nomenclature, however, and shelf after shelf of texts, otherwise excellent, rise in discouraging array, with verb groups called "verb phrases" and certain (and uncertain) adjectives used as nouns entitled "adjective pronouns:" with "when" and "where" baldly named adverbs; and adjectives divided into "descriptive and limiting" as mutually exclusive classes. A grammar teacher is braced to meet these troubles, but it is a disappointment to find such discriminating authors falling back into the inadequate traditional definition: "A transitive verb is a verb that requires a direct object to complete its meaning." Useless to state later, even in italics, that "verbs in the passive voice are *always transitive*." The pupil, logical in this at least, will almost without fail classify them as intransitive "because they have no object." And can anything short of a Homeric nod explain the fact that in a clear presentation of the contrast between essential and non-essential relative clauses the title "descriptive" is chosen for the latter, although the former are called "restrictive?" Inevitably the restrictive clause is even more descriptive than is the non-restrictive, which merely interrupts to insert an almost independent remark. The division into "restrictive and descriptive" relative clauses must have grown out of the unfortunate classification of adjectives into "limiting and descriptive."

ELIZABETH P. CLEVELAND

SENTENCE AND THEME—A FOUNDATION FOR HIGH-SCHOOL RHETORIC, by C. H. Ward. Chicago: Scott, Foresman and Company, 1917. 384 pages. \$1.48.

"To get this lesson is just like reading a book." The remark came from a normal-school freshman preparing for high-school teaching. She was rapidly reviewing the English fundamentals in Ward's *Sentence and Theme*.

In truth, as we turn the pages we feel ourselves in the classroom listening to a live teacher, eager but wise. His very school boys are present, and it is easy to guess their recent blunders; but surely they will not make the same mistake next time—at least, not all of them will. How vigorously and gayly Mr. Ward tackles a difficulty! A "tonic breeze of genuine mirth" sweeps often through his pages; yet he is dead in earnest—or rather, alive in earnest—about making his pupils "sentence-sure." And not only firm structure but also good spelling and punctuation are made to seem a natural part of a wholesome boy's ambition. Various clever advertising methods are brought into requisition for fixing aright in the memory what might otherwise prove dangerous snags in spelling and in grammar. This good teacher has surely a "way" that is delightful to watch and worthwhile to remember.

For several years we have found most serviceable for drills and reviews his detachable *Punctuation Leaves*, carefully prepared to accompany the *Sentence and Theme*.

If our high schools found a place for these texts within the first two years, we might reasonably hope for better English habits in their graduates generally.

ELIZABETH P. CLEVELAND

PRACTICAL ENGLISH, Books One, Two and Three, TEACHERS' MANUAL, by William D. Miller and Harry G. Paul, Chicago: Lyons and Carnahan, 1922. Book One—317 pages; Book Two—315 pages; Book Three—475 pages; Manual, 320 pages.

A series of textbooks like the Miller-Paul *Practical English* fills me with longing to teach language in the middle grades once more. For the authors have accomplished a difficult task, created a set of English books that will demand attention in a decade noted for its progress along this line. Sentence sense, stories from pictures and from conversations about topics of interest to the child, self criticism in composition, grammar as a means for better expression and not as an end in itself,—all these characteristics of the modern text are here; but the distinctive features of the books are the systematic training in better speech, and the practice in vocabulary building. At first I felt that there was entirely too much of the corrective work, but contemplation in reminiscence of how American children—not to mention us grown-ups—speak made me a more lenient critic. The lessons are well graded, and in general well-motivated, although there are some formal spots. The vocabulary work is unique: I have never seen anything to compare with it. There is constant choice of the best of a group of words in an actual situation. This is especially marked in the third book; in fact, it is this third book that gives the series its claim to distinction.

KATHERINE M. ANTHONY

EFFECTIVE ENGLISH JUNIOR, by Philander P. Claxton and James McGinniss, New York: Allyn and Bacon, 1921. 295 pages. \$1.20.

EFFECTIVE ENGLISH, by Philander P. Claxton and James McGinniss, New York: Allyn and Bacon, 1921. 553 pages. \$1.50.

Effective English Junior is a textbook in composition for the first year of high school; *Effective English* is the senior book, following in the second, third, and fourth years of high school.

An important aim in the teaching of English today is to interest the student to say something. These books offer material along every line and in every phase of life. The work throughout is thoroughly practical. Some of the exercises are in the form of projects, but there is variety in the method as well as in the material. After the student feels that he

has something to say, he is guided toward correct expression and made to feel the importance of fitting his expression to his thought, or using the most effective English.

The books are attractive, with the best pictures for inspiration and the best literary compositions for models. Teachers are urged from the beginning to give students some incentive for their exercises and not to make them feel that they are doing a piece of drudgery that will find a place in the waste basket.

MARGARET V. HOFFMAN

EXERCISES IN PRACTICAL ENGLISH, by William D. Lewis and James F. Hosic, New York: American Book Co. 1922. 112 pages.

Designed to supplement the regular textbook in composition, particularly the same authors' well-known *Practical English for High Schools*, this little paper-covered book will be especially useful to those teachers who can diagnose correctly the specific language errors into which their students fall. There are sixty-two exercises, most of them sets of sentences, and they provide practice in about fifty different items of language instruction—those we call "essentials."

C. T. LOGAN

FORM-ROOM PLAYS—JUNIOR BOOK, compiled by Evelyn Smith, New York: E. P. Dutton & Company. 256 pages. 70 cents.

This is the most striking little volume of plays I have read for some time. The compiler explains that the "form-room" of the English school—our classroom—does not permit of elaborate scenery or dressing-up, but that a big hall on some particularly festive occasion is different. For the possible festive occasion "and also that you may see the characters you are supposed to be, I have roughly described the sort of costume which might be worn in each play," the compiler tells the form-room players.

The aim of this book is to teach the student to act and to forget self in the impersonation of the character portrayed, and to awaken an artistic temperament in regard to color and scenery. A synopsis is given at the beginning of each play which will prove most helpful in the study of it.

The contents are as follows:

The Swineherd, from Hans Andersen; The Parlement of Foules, from Chaucer; Thor's Hammer, from Norse legend; The Death of Balder, from Norse legend; The Traveling Companion, from Hans Andersen; The Cock and The Fox, from Chaucer; A Christmas Carol, from Dickens; The Perfect Holiday, from L. M. Alcott's "Little Women"; Alice in Wonderland, from Lewis Carroll; Circe's Palace, from Hawthorne's "Tanglewood Tales"; Robin Hood, from an old ballad; The Lady of The Lake, from Scott; and A Midsummer Night's Dream, from Shakespeare.

RUTH S. HUDSON

THE ATLANTIC BOOK OF MODERN PLAYS, edited by Sterling Andrus Leonard. Boston: The Atlantic Monthly Press. 1921. 324 pages. \$1.50.

"Little Theatres" all over America have served to stimulate interest in one-act plays. This interest, Mr. Leonard points out in his Foreword, has quite naturally spread to the schools. The present volume contains some of the best of these plays, and at the same time presents specimens of work done for various repertory theatres. For instance the English Repertory Theatre at Manchester is represented by Harold Brighouse's "Lonesome-Like"; the Glasgow Repertory Theatre is represented by J. A. Ferguson's "Campbell of Kilmhor"; the Abbey Theatre in Dublin by Lady Gregory's "Spreading the News," J. M. Synge's "Riders to the Sea," and William B. Yeats's "The Land of Heart's Desire." Eugene O'Neill's "Ile" is similarly typical of the work of such groups in America, for Mr. O'Neill, tho now a Broadway favorite, was for years associated with the Provincetown Players, an American repertory organization. Other Americans represented are Harold Chapin, Winthrop Parkhurst, Louise Saunders, Beulah Marie Dix, Percy Mackaye, and George Middleton. John Galsworthy, Lord Dunsany, and Gordon Bottomley are the other British playwrights. The volume also includes biographical comment, and a valuable annotated bibliography listing about 240 plays of real literary merit suitable for high school reading. But, stimulating as the book is for the high school English class, it is no less usable in college; and it will grace any library table!

C. T. LOGAN

BETTER SPEECH, by Charles Henry Woolbert and Andrew Thomas Weaver. New York: Harcourt, Brace and Co. 1922. 406 pages. \$1.40.

Training in better speech is receiving more recognition today than ever before. To emphasize its value the authors have compiled exercises in enunciation and pronunciation with selections to indicate how the speaking voice may be improved by proper use of the exercises, and to explain the most important principles likely to impress high school pupils. The relation of oral reading to conversation and public speaking is pointed out and there are furnished good selections, interesting, and of literary merit.

"The book is planned to enable teachers with the widest variety of training to present to their classes the underlying principles of good speech, and to offer them profitable projects for training and practice," say the authors. "It furnishes a means of socializing the whole school program, giving point, clearness, and coordination to the work done throughout the school. Just as speech itself is the chief agency for socializing life, so the

work of the speech class is the surest way of socializing the work of the school."

The following are some of the topics discussed: Articulation, Pronunciation, Usage, Thinking, Conversation, Public Speaking, Reading, Acting, Contests.

RUTH S. HUDSON

MOTION PICTURES FOR COMMUNITY NEEDS, by Gladys and Henry Bollman. New York: Henry Holt and Company. 1922. 298 pages. \$2.00.

Here is a real Baedeker of movie-land for the non-theatrical producer of films! The authors have prepared, within the compass of a single volume, in reality a small library covering briefly but very practically every phase of the motion picture problem for the minister, teacher, social worker, and indeed all who are concerned with the non-profit showing of films. Some of the most helpful chapters have to do with suggested programs, illustrated descriptions of various motion picture machines, detailed suggestions for the care and handling of films as well as suggestions regarding the selection and booking and representing of films, bibliographies of helpful magazines and other publications, and—perhaps most important of all—bibliographies and addresses of exchanges from which films can be rented or borrowed free of charge.

One of the finest features of the book is the nontechnical way in which sane and wholesome advice is intermingled with scientific and expert data on every aspect of movie showing. At a time when this work is being so rapidly extended and many mistakes are being made, and also when commercial interests seem to be adopting a dog-in-the-manger attitude as their millions of daily attendants seem to be dropping off, it is highly important that the educational, religious, and social values of moving pictures be kept in mind. No other volume at hand is so well calculated to assist in these larger problems.

W. J. GIFFORD

HOW TO MEASURE IN EDUCATION, by W. A. McCall. New York: The Macmillan Company. 416 pages. 1922. \$3.50.

This is by all means the most comprehensive treatise on scientific measurement in education that is now available. The author states that in reality it is several books in one, comprising as it does in three parts painstaking studies of the use of measurement, the construction and standardization of tests, and the various methods of representing the results of testing. The one thing that the reader may look for that is not incorporated in this volume is the summary of the different individual tests and their merits and demerits. This McCall leaves to other writers; he is content with giving the principles that should control the one who has the selection and administration of tests in charge.

Admirable features of this treatise are the readable and richly illustrated approach to the most abstract topics, the thoroly systematic nature of the whole treatment, and the carefully selected bibliographies including at the end a brief one of test bibliographies. The supervisor who is concerned as he must be with testing, and with the instruction of others in testing, will find this one of the most essential volumes on his educational book-shelf. Teachers who want to make adequate use of tests should study most carefully the varied objectives which are listed in detail in the first part of the book. Administrators who want to present their needs to the public will find here abundant suggestiveness and helpfulness. In short, while the testing movement is so recent that this book may not serve as long as similarly carefully wrought out texts in more established fields, here is a book which so mirrors and portrays the whole problem of testing that it will serve an unusually large audience. The next step will be the preparation of a number of special treatises on the various large problems of this work.

W. J. GIFFORD

OLD-AGE SUPPORT OF WOMEN TEACHERS, by Lucille Eavers, director. (Studies in Economic Relations of Women. Volume XI). Boston: Women's Educational and Industrial Union, 1921. 122 pages.

This study should be put in the hands of every young woman when she leaves college. It is a co-operative study of the provisions for old age made by women teachers in the public schools of Massachusetts. Careful consideration has been given to the economic status of women teachers while in active service and to the resources of the teachers at the time of retirement, and then to old age living conditions of retired Boston teachers.

Because of recent changes in social and economic conditions, the unmarried woman who from girlhood has lived an independent life, finds herself in old age without an established position in a family group, and therefore responsible for complete self-support. Statistics prove that about one-half of our highly trained American women face the necessity of providing maintenance for a longer or shorter period of old-age incapacity, and that well developed plans for meeting this necessity are retarded by an instinctive emotion which prompts the majority of women to expect sooner or later to have homes of their own. Due consideration is not given to the fact that if gainful employment is abandoned to become a wife and mother, good use may yet be made of such savings in enlarging the family income.

No serious minded woman can read this report without being shocked by the tragic conditions in which aged teachers find themselves, who thru lack of foresight, family cares, ill health or inadequate salary have

been unable to lay up sufficient money for the barest necessities of life. The report is filled with admonitions to the younger women to decide upon some constructive plan of saving when they first enter the wage earning field and stick to it.

GRACE BRINTON

FAMILY BUDGETS OF AMERICAN WAGE EARNERS, (Research Report Number 41, September 1921. National Industrial Conference Board). New York: The Century Co. 1921. 97 pages. \$1.00.

This report of the National Industrial Conference is most interesting. It has been estimated by various commissions that the cost of living between July 1914 and July 1921 increased from 57.5% to 78.6%. With these facts facing the wage arbitrators there is a real problem to solve in adjusting the present day income to the increased cost of living.

Since there has been much confusion, and many unwarranted conclusions have been drawn from the studies made of family budgets, it has been the purpose of the National Industrial Conference Board to summarize all the existing data and remove the misunderstanding which surrounds it.

The report has made a critical analysis of the family budget of the wage earner for the country as a whole, local family budgets and the prevailing standard of living. It has then studied the typical family with its income and expenditures and concluded with a study of the cost of living and wage adjustments.

Informing tables and charts are illustrative of the detailed work of the Board and clarify much of the statistical matter. Undoubtedly such a report will be of value to arbitrators in helping to adjust our present high cost of living.

GRACE BRINTON

GLEE AND CHORUS BOOK FOR MALE VOICES, by Earl Towner and Ernest Hesser. Boston: Silver, Burdett and Company. 1922. 136 pages.

In the compilation of this Glee and Chorus Book, the needs of those of average experience in chorus and part singing have been kept in mind. Its purpose is to meet the demand for music of the better kind, adapted to vocal range and interpretative ability of this class of singers.

The arrangement of material for three parts is Tenor, Baritone and Bass. In addition we find union choruses, two-part and four-part choruses with solos for all voices.

The collection is indeed distinctive and unusually varied: folk songs, part songs, humorous numbers, and operatic choruses which include Mendelssohn's "Nocturne" from "Midsummer Night's Dream," and the famous "Anvil Chorus" from "Il Trovatore." Patriotic songs and a few hymns are included. It will prove an ideal book, not only for Glee Clubs, but for chapel exercises in preparatory schools and colleges.

SARAH L. FURLOW