

Lover, did no less pierce poor Pyrocles than the right tune of music toucheth him that is sick of the Tarantula." Of Sidney's fondness for repetition and antithesis, the description of Kalander's house furnishes an example:

"The house itself was built of fair and strong stone, not affecting so much any extraordinary kind of fineness as an honourable representing of a firm stateliness; the lights, doors, and stairs rather directed to the use of the guest than to the eye of the artificer, and yet as the one chiefly heeded, so the other not neglected; each place handsome without curiosity, and homely without loathsomeness; not so dainty as not to be trod on, nor yet slubbered up with good fellowship; all more lasting than beautiful, but that the consideration of the exceeding lastingness made the eye believe it was exceeding beautiful; the servants, not so many in number as cleanly in apparel and serviceable in behaviour, testifying even in their countenances that their master took as well care to be served as of them that did serve."

The description of Arcadia is often quoted as showing Sidney's use of pathetic fallacy:

"There were hills which garnished their proud heights with stately trees; humble valleys whose base estate seemed comforted with the refreshing of silver rivers; meadows enamelled with all sorts of eye-pleasing flowers; thickets which, being lined with most pleasant shade, were witnessed so to, by the cheerful disposition of many well-tuned birds; each pasture stored with sheep, feeding with sober security, while the pretty lambs, with bleating oratory, craved the dams' comfort; here a shepherd's boy piping, as though he should never be old; there a young shepherdess knitting, and withal singing; and it seemed that her voice comforted her hands to work, and her hands kept time to her voice-music."

The pastoral elements in the *Arcadia*, though sufficiently numerous to permit of its classification as a pastoral romance, are not as marked as the chivalric elements. We find, however, eclogues on unrequited love, pastoral gatherings, woodland scenery, an Arcadian setting and a hero disguised as a shepherd. Though the only real shepherds of any prominence—Dametas and his family—are far from idyllic, the remainder of the temporary inhabitants of the forest display love for nature and joy at their freedom from the conventional world.

(To be continued)

ESTELLE HUNT

#### IV

### SOME SUPPLEMENTARY READERS FOR PRIMARY GRADES

Not long ago a boy came to one of our city schools from the country—a lad about nine years old and only in the first grade. The teacher asked him what readers he had read from. He looked at her for a minute and then said, "I hope you ain't like the teacher I just had. She made us read from the same old book until I got tired of the stories in it.—Say, you ain't like her, are you?" There are still those who labor under the delusion that one book a year is enough for the child to read from, and when he has read through it he is given the agony of reading through it again and again, for—according to their way of thinking—he gets as much from the one reader as he would from ten. Drill in the calling of words is to them the sole aim of reading.

In direct contrast to these teachers are those who allow their children to read not one, but many readers during a term; not only the selections which they choose, but those which the children themselves have read and enjoyed. For them, reading means opening the door to a world of good things which would else be forever unexplored.

The day of one-reader-a-year and the day of word-calling has passed. In its place has come reading-for-enjoyment, something which children are encouraged to engage in. An article in *THE VIRGINIA TEACHER* for July 1920, "Some New Keys to the King's Garden" by Miss Katherine M. Anthony, sets forth the requirements and standards for reading materials; and it is the purpose of this article to apply those standards to reading materials prepared for children in the elementary school, and specially to books which may be used in supplementary reading.

#### INEXPENSIVE READERS<sup>1</sup>

These little readers are an attempt to provide supplementary reading material for

<sup>1</sup> *The Happy Hour Readers*, by Lillian F. Johnson and J. Linwood Eisenberg. Dansville, N. Y.: F. A. Owen Publishing Co. Books 1 and 2. (12c each).

the child in the primary school at a reasonable cost. They are bound in paper, but are well printed and the illustrations are above the average. The first book is somewhat formal, but it deals with things of much interest to children. The second book is a real story book, one that any child will love to read. For schools still clinging to the fallacy that a child can learn to read with one primer and one first reader this means of supplementary reading at such small cost should be of great service.

#### FAIRY STORIES <sup>2</sup>

This group of nine fairy stories, each story attractively illustrated with silhouettes by Katherine Buffman, makes a volume of charm and attractiveness. The fairies are real, and enough is left to the imagination of the reader to make them fascinating and interesting. The book is larger than the average reading book, but each page is divided in two columns so that the child can read it with comparative ease. Because of its price it is not a practicable school book, but it would make an ideal gift for any young child, and he would take great pride in sharing the stories with his friends.

#### RHYMED ETIQUETTE <sup>3</sup>

It is a well known fact that whenever one has any thing with which he wishes to impress people, that thing must be presented in such an attractive way that the reader is at once caught by unusual words or phrases, by some outstanding picture, or by the unusual style. The author of *Littleman's Book of Courtesy* has done all of these. The lessons to be taught are those which every "little man" should learn, and they are presented in a pleasing manner, bound to make a lasting impression upon the reader without making him feel he is being preached at.

The use of the knife we only permit  
When the eater shall find real need of it.  
Joints and fowls and hard things all  
Do bespeak a knife to be cut withal.  
Some cabbage and baked potatoes too  
Will need a sharp edge to cut them through.

<sup>2</sup> *Tales from the Secret Kingdom*, by Ethel M. Gates. New Haven: Yale University Press. 1920. 94 pages. (\$2.00).

<sup>3</sup> *Littleman's Book of Courtesy*, by H. Caldwell Cook. New York: E. P. Dutton & Co. 1921. 61 pages. (\$1.25).

With your hands it is well to break your bread,  
Unless there is butter or jam to spread.  
May you never lack bread in the larder bin,  
This do I pray for you, Manikin.

The words and phrases are indeed striking, and the style decidedly English. There is good humor in it, too, such as

A stooping gait it soon begets  
To wear the hands in the side pockets.  
With hands in your pockets, my Manikin,  
You shall waddle in your walk, as a fool penguin.

Because of the cost of the book it would not be feasible to have more than one copy in the school library; but used now and then in the third grade in connection with the teaching of health, it would be very helpful.

#### A STORY ABOUT GRAMMAR <sup>4</sup>

Grammar is, truly, under the magic spell of the fairies when it can be transformed by the simple change of a few letters from dry, uninteresting Grammar to Ram-marg—new and full of surprises. The parts of speech, in the form of fairies and under the guidance of Ram-marg, made their appearance to John Henry Arthur Percival Sparks in a way which he never forgot. He, like many more boys, saw no use either in learning them or using them correctly until after each had paid him a visit. Their visits are described in a pleasing and refreshing manner. This book used in connection with the learning of the parts of speech will add much interest to the work, and the device employed—that of showing John Henry each day embarrassed by the inability to use one or another of the parts of speech—will help children get the fundamentals of grammar.

#### INDIAN STORIES <sup>5</sup>

This book contains thirty-five stories and poems of Indian life, well chosen and interesting to young children. Many of the stories center about the life and adventures of Hiawatha. The print in all of the poems but one is much too small for any child to read and the illustrations are poorly placed. One must not forget that the me-

<sup>4</sup> *Fairy Grammar*, by J. Harold Carpenter. New York: E. P. Dutton & Co. 1920. 115 pages. (\$1.25).

<sup>5</sup> *Stories of Indian Children*, by Mary Hall Husted. Bloomington, Ill.: Public School Publishing Co. 152 pages.

chanical make-up of such a book is quite as important a factor as the content if skill in silent reading is to be developed; and although the material in the book may be from the very best sources, unless it is arranged so the child can read it, it is practically worthless. It seems a pity that a publishing company which gets out such splendid materials should ever have paid so little attention to form.

#### THE CLIFF DWELLERS <sup>6</sup>

The way in which the story of Lolami is told is enough to induce every boy and girl to read it. Clear word pictures, vivid descriptions, and interesting characters make it a book of unusual value. The author aims to make the story "a reliable picture of cliff dwellers, their lives, and their houses."

#### CLASSIC STORIES <sup>7</sup>

Because of the similarity of the two volumes of classic stories they can be treated together. The author has the right ideas regarding the kind of reading materials children should have. She has brought together the best stories and poems suitable to young children, but the publishers have lost sight of the fact that the hygiene of reading plays any part. The print is very poor; it would be next to impossible for any child in the first or second grades to read the stories in *Classic Stories* without serious eye strain. The illustrations are poor and are badly placed, dividing the pages unevenly. *More Classic Stories* is superior to its companion from the standpoint of make-up, yet there is much room for improvement.

#### ADVENTURE <sup>8</sup>

*Robinson Crusoe* fills a need in the life of every young boy. Full of experiences of a good, clean, high type, it appeals to the adventurous nature of the eight and nine-year-olds. The authors, in the preface, say, "It is supposed to follow the study of the *Classic Stories for Little Ones* and to precede the

*Pioneer History Stories*, which recount the stirring events in the lives of those heroes who first broke ground for our American civilization in the Mississippi Valley. *Crusoe* is the transition from myth and fairy tales, where the imagination is untrammelled by the practical, to the study of real biography." It will prove to be valuable supplementary reading for children in the third grade. The appendix in the edition for teachers and parents is full of valuable and helpful advice.

MARY LOUISE SEEGER

#### KINDERGARTENS PREVENT RETARDATION

In a recent study of attendance figures made by Mr. W. F. Webster, assistant superintendent of the Minneapolis public schools, the kindergarten is found to be an important factor in cutting down retardation, according to *School Life*. In the years 1900 to 1910 approximately one-third of the children in the Minneapolis schools were obliged to repeat the work of the 1B grade, but as kindergartens began to be established the distribution of children for each grade became more regular.

The gradual decrease of wasteful retardation is largely effected by the proper functioning of the kindergarten, Mr. Webster asserts. Children get off on the right foot, and it is easy for these fortunate children to go from grade to grade without stumbling. For getting the right start, the time in the kindergarten appears to be just as worth while as the time spent in the first grade.

Certain habits necessary to school life are established here as easily as a year later. A child must be "broken" the same as a colt. To do as one is told when told, to live amicably in a group, to establish solidarity, and to recognize the rights of others are at the very foundation of democracy's ideal school. This training is valuable in its effect, just as learning to read is valuable, and the cost is almost negligible.

Mr. Webster shows that it has been the best kind of economy to provide kindergarten training for the beginning children instead of paying for them to do the work in the 1B grade twice over. He describes "the happy confidence of the child who never stumbles and falls," and his conclusion is that, in the light of the facts that he has presented, "the kindergarten is an asset and not a liability."

<sup>6</sup> *Lolami, The Little Cliff Dweller*, by Clara Kern Bayliss. Bloomington, Ill.: Public School Publishing Co. 180 pages.

<sup>7</sup> *Classic Stories*, and *More Classic Stories*, by Lida B. McMurray. Bloomington, Ill.: Public School Publishing Co. 128 pages and 105 pages, respectively.

<sup>8</sup> *Robinson Crusoe*, by Lida B. McMurray and Mary Hall Husted. Bloomington, Ill.: Public School Publishing Co. 121 pages.