

**THE STARCHROOM JOURNAL.** The Starchroom Publishing Company, Cincinnati, Ohio. Pp. 180; 10x12½. Monthly. \$3.00 a year.

Successful laundering is of course placed on a scientific basis. More and more women are becoming interested in the management of this work. There are now several well trained capable women managers. This magazine tells something about them. There are also printed some useful articles for the laundry owners, but much of the contents is made up of news of the Laundry Association.

**THE LAUNDRY AGE.** The Laundry Age Publishing Co., Inc., East Stroudsburg, Pa. Pp. 200; 9½x12. Monthly. \$3.00 a year.

There are a few helpful articles, but much space is taken up with news of associations. Along with the *Laundry Age* is sent a booklet of fourteen pages (6x9) which is written for the employee. It contains suggestions which, if followed, will make more efficient workers.

**NATIONAL LAUNDRY JOURNAL.** Doust Publishing Corporation, 461 Eighth Avenue, New York. Pp. 82; 9½x12½. Twice a month. \$2.00 a year.

The National Laundry Journal is very helpful to the laundry industry in all its branches. It is not as large as some of the other publications, but it is published twice a month. According to its price, this magazine seems to have more information than the other laundry magazines that have been mentioned.

**THE FACTORY.** A. W. Shaw Company, 342 Madison Avenue, New York. Pp. 159; 8½x12. Monthly. \$3.00 a year.

Yes, a factory is an institution and should be as well managed as a hotel. Because owners have come to realize this, the conditions in our factories have become better each year.

The editorial advisory board of this magazine of factory management is widely represented by various successful manufacturers. They present solutions of many problems that arise. Factory owners may profit by subscribing for this magazine.

**SYSTEM.** A. W. Shaw Company, 342 Madison Avenue, New York. Pp. 127; 8½x11½. Monthly. \$4.00 a year.

*System* is a magazine dealing with all kinds of business. Emphasis is chiefly laid upon buying and selling. It shows how and why business has grown and offers suggestions for a greater expansion. Among the contributors are presidents and managers of well known firms such as the Scranton Lace Company, Pillsbury Flour Mills Company, and The Proctor and Gamble Company.

**THE JOURNAL OF PERSONNEL RESEARCH.** Williams and Wilkins Company, Baltimore, Maryland. Pp. 50; 7x10½. Monthly. \$5.00 a year.

This magazine is the official organ of the Personnel Research Federation whose purpose is the furtherance of research activities pertaining to personnel in industry, commerce, education, and government. It is valuable to the person whose interests lie in the industrial field. The articles seem to be for the purpose of making clear the

relationship between scientific procedure and business practice. Therefore it is especially valuable to those who wish to conduct business on a scientific basis.

One reason why this magazine is so expensive is because it prints no advertisements.

EUPHEMIA LAWRENCE

## NEW LIGHT ON THE WAY THE CHILD SHOULD GO

**T**RAIN up a child in the way he should go; and when he is old, he will not depart from it." But what is this much-to-be-desired path for our children's feet? Ah, there's the rub! The world has always used trial and error methods of training its young; our generation has advanced so many conflicting theories that we are more bewildered than ever. In the meantime the children suffer! A few of them—yes, even yet!—are restrained and kept unnaturally good. More often the parents or teacher, having themselves experienced the dwarfing effects of repression, embrace the current "happiness-freedom" program. This is apt to free the child from all responsibility so that he tends to grow up idle and unstable.

What is to be done about the matter? Some day—before the millennium, too—our secondary schools will require units in mental hygiene; then knowledge of how to train the child will become an essential instead of an accident! But before we can do this the psychologists must provide for us a well defined program of mental hygiene; any scheme of ethics accepted by our times must be deeply rooted in the science of human nature. Fortunately, current psychological literature teems with help in adjusting to the group, in achieving "the good," in developing character. Furthermore, this knowledge is fast being freed from all technicalities and made available for use by any intelligent layman.

One epoch-making book<sup>1</sup> comes to us

*Child*, by John J. B. Morgan. New York: The Macmillan Company. 1924. Pp. 300.

<sup>1</sup>*The Psychology of the Unadjusted School*



from the psychological clinic at the University of Iowa. Morgan interprets life as an adjustment to reality; one's character is weak or strong according to the quality of adjustment he makes; the school exists primarily to give training in adjustment. While he recognizes the force of heredity, his emphasis is on the fact that our method of adjusting to life is largely habit, and therefore subject to modification. He deplores softening children by shielding them from difficulties, for it is thus that habits of dependence develop. But he would not only have the child face the difficulty squarely; he would have parents and teacher arrange the situation so that sustained effort has reasonable chances of success. For hard work at a worthwhile job is the road to stability; thus the child learns life's great lessons; thus he learns to face difficulty, to earn his pleasures, to be true to himself, and finally to know that the highest pleasure is secured by giving pleasure to others.

The book is planned for the classroom teacher, but although clearly written around a few major theses, it is fairly strong diet for the usual two-year graduate. To those willing to contribute a little effort it offers a real understanding of character and its development. Possibly the author would prefer it that way. With his conception of reality it is easy to believe that he would relish a little well-rewarded labor on the reader's part. For modern psychology extends the "sweat of the brow" theory; it seems as if character must be earned that way as well as bread!

Dr. Morgan is director of the psychological clinic at Iowa; in the same year, 1924, Dr. Burnham, professor of school hygiene at Clark University, gave us a companion book.<sup>2</sup> *The Normal Mind* is also written around a well-sustained thesis, that integration is normality. Burnham thinks that this integration, or wholeness of personality, is

to be earned by doing. He summarizes favorable growth conditions in three words—a task, a plan, and freedom. Thus he brings "purposeful activity" over from the project method—the educators got the idea from psychology, anyway—and makes it the battle cry of mental hygiene in the home as well as in the school.

Dr. Burnham lays great stress on the conditioned reflex and its part in habit, especially in those habits of connecting ideas that we usually term association. Not that he omits repressions and other methods of meeting reality; rather he makes the association process central in his treatment of the various aspects of mental hygiene.

This book considers every aspect of mental hygiene. It contains abstracts of many experiment reports, numerous quotations from authorities in the field, and an exhaustive bibliography. As a source book on the subject it is invaluable, but for the layman it is a little involved. This is due in part to its fullness, but somewhat to the author's treatment of the same point in different ways at different places in the book.

Ernest R. Groves<sup>3</sup> is a professor of sociology, so it is natural for him to see the development of personality as socialization of the three major instincts, hunger, self-preservation, and sex. In connection with the socialization process arises the complex—an habitual reaction based on an instinct and with an undue emotional content. There are three main methods of reacting to a complex: forcing oneself to forget it, or repression; deceiving oneself, or "rationalization"; and facing the difficulty openly, or integration.

The book is fairly well organized into chapters, but within the chapters Mr. Grove is often hard to follow. This is the result of his style, and of the wealth of ideas the book contains; it is spotted with sentences so pregnant with suggestions that each

<sup>2</sup>*The Normal Mind*, by William H. Burnham. New York: D. Appleton & Company. 1924. Pp. 702.

<sup>3</sup>*Personality and Social Adjustment*, by Ernest R. Groves. New York: Longmans, Green & Company. 1924. Pp. 296. \$1.40.



serves to start a new train of thought. At the close of each chapter is a list of selected readings, a set of topics for reports, and a summary in the form of questions for discussion.

KATHERINE M. ANTHONY

A BIBLIOGRAPHY FOR USE IN  
TEACHING CERTAIN PLAYS BY  
SHAKESPEARE TO HIGH  
SCHOOL CLASSES

I. AS YOU LIKE IT

(a) METHOD OF PRESENTATION

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Brawley, Benjamin—*A Short History of the English Drama*, pp. 72-73.  
Marsh & Royster—*Teacher's Manual for the Study of English Classics*, pp. 72-75.

(b) CONTENT

- Furness, H. H.—Variorum Edition of *As You Like It*.  
Jameson, Mrs.—*Characteristics of Women*, pp. 110-118.  
Kauffman, Paul—*Outline Guide to Shakespeare*, pp. 87-89.  
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17623—"What Shall He Have Who Killed the Deer?"  
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17634—"It Was a Lover and His Lass"  
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II. MIDSUMMER NIGHT'S DREAM

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Tisdell, Frederick M.—*Studies in Literature*, pp. 72-74.

(b) CONTENT

- Dowden, Edward—*Shakespeare, His Mind and Art*, pp. 321-239.  
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Matthews, Brander—*Shakespeare as a Playwright*, pp. 78-82.  
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(c) SUPPLEMENTARY MATERIAL

- Brawley, Benjamin—*A Short History of the English Drama*, p. 68.  
Greet, Ben—*Midsummer Night's Dream*, edition of Shakespeare for Young Readers and Amateur Actors.