

Here is brought together for the convenience of exhibitors, better films committees, libraries, schools, and bookstores a compilation of over four hundred book-films, giving title, book source and author, featured players, reels and distributor. Although compiled for use during Motion Picture Book Week, the list will be valuable for year-around book-film orders. It is available at ten cents from the National Board of Review of Motion Pictures, 70 Fifth Avenue, New York City.

---

### ONE THOUSAND DOLLARS

A unique and worthy method of using a golden anniversary gift has been introduced by Professor Julius and Rosa Sachs. The sum of \$20,000 presented to Professor and Mrs. Sachs, on the occasion of their golden wedding, has been established as an Endowment Fund at Teachers College, Columbia University. The Fund is to be used for the purpose of promoting, by a series of prizes, the progress of secondary education in the United States.

For the year 1926-1927 the Sachs Endowment Fund offers a prize of one thousand dollars for the best essay or treatise on "The Aims and Methods of Science Teaching in the Successive Stages of a Secondary School, and the Intellectual Equipment of the Teacher That Will Enable Him to Put These Aims Into Practice." All manuscripts must be in the hands of the Dean of Teachers College, Columbia University, on or before December 1, 1926. The rules governing the competition for the Science prize may be secured from the Secretary of Teachers College, 525 West 120th Street, New York City.

---

### SLOW STARS!

In 1901, when helium was being first observed in the light of stars, it appeared to Director Edwin B. Frost, of the Yerkes Observatory of the University of Chicago, to be important that the speed of these stars

should be measured, and the task was begun. Its completion is marked with the publication of the results compiled by Director Frost, Storrs B. Barrett, and Otto Struve, in the latest issue of the *Astrophysical Journal*. "This research has brought out the interesting fact," Professor Frost states, "that almost every other one of these stars has a close companion—not a planet, but a companion star, sometimes only slightly fainter than the star we see."

The helium stars, of which almost four hundred have been studied, have been found to move at a rate of four miles a second in many cases, which is only a third of the average speed of the yellow stars. The helium stars, aside from being youthful and slow, are among the hottest of the stellar family and are giants in size.

This twenty-five years' study of helium stars at the Yerkes Observatory is to be followed with the results of an investigation of the speed of about five hundred white stars, which has occupied a period of more than twenty years.

---

### BOOKS

#### REALLY FOR TEACHERS

**PSYCHOLOGY FOR TEACHERS.** By Charles E. Benson, James E. Lough, Charles E. Skinner, and Paul V. West. Boston: Ginn and Company. 1926. Pp. 380. \$2.00.

This new psychology lives up to its title. Emphasis is placed on those phases of psychology that explain the learning process. The attempt is made, and it comes as near being successful as in any book examined in some time, to give to the teacher and the prospective teacher what she needs to develop the knowledge, skill, and character of her pupils.

Some of the chapters that stand out are Chapters XV, Attitudes and Learning; XVIII, Expression and Learning; XX, Individual Differences; XXIII, Mental Efficiency, and XXIV, Mental Hygiene.

Suggestive exercises, subject for discussion and term papers, and a list of psy-



chological and educational terms which the student should know, comprise a valuable appendix.

C. P. SHORTS

#### ENTERTAINMENT FOR THE COMPOSITION TEACHER

CREATIVE PROSE WRITING. By Bernard L. Jefferson and Harry Houston Peckham. Garden City, New York: Doubleday, Page & Company. 1926. Pp. 342. \$2.00.

Eight of its fifteen chapters offer a masterly analysis of the art of description, including abundant exercises and numerous illustrative examples both from the novices and the masters. The five chapters following deal with the short story, centering, of course, about narration, which without description is but "a colorless recital of events." Then—least satisfactory portion of the book—follow two chapters on the familiar and the formal essay.

Probably the book will best serve its purpose in the second year of college after the purely utilitarian types of writing have been studied. Its section on description sends the student to such masters as Dickens and Eliot and Hardy, and among more nearly contemporary authors—to Galsworthy and Conrad, Bennett and Wells, Willa Cather and Ellen Glasgow, Stevenson and W. H. Hudson, Howells and Henry James. Thus, in a comprehensive way, it is possible to relate the student's writing to his reading; the attempt at creative writing is made "in an atmosphere of literary achievement."

Of course teachers of composition have generally done this sort of thing, but the contents of few volumes offer a body of material so intelligently organized to stimulate. The teacher who uses this textbook will often be inveigled into attempting the assignments himself, certainly a much-to-be-desired habit of mind for the composition teacher.

C. T. LOGAN

#### MANUSCRIPT WRITING AGAIN

The present interest in manuscript writing not only for adults but as a first mode of expression for the young child make the publication of a complete set of materials very timely. Here is brief comment on just such a set:

ON THE TECHNIQUE OF MANUSCRIPT WRITING. By Marjorie Wise. New York: Chas. Scribner's Sons. 1924. Pp. 53.

A brief historical survey of manuscript writing followed by a careful analysis of letter forms, and by practice exercises.

ALPHABET CARDS FOR BEGINNERS IN MANUSCRIPT WRITING. By Edith U. Conard. New York: Chas. Scribner's Sons. 1926.

A set of seven cards containing the essential forms for manuscript writing. They include basic letter forms, also alphabets made with different kinds of pens, and with crayon. Such a set of models is almost indispensable for beginners.

MANUSCRIPT WRITING LESSONS. By Ala M. Stone and Ethel Irwin Smalley. New York: Chas. Scribner's Sons. Book I. Pp. 35. Teacher's Guide, Book I, Pp. 35.

Carefully graded lessons in manuscript writing for the very littlest ones. The Teacher's Guide gives definite directions for carrying on the work.

MANUSCRIPT: A HANDWRITING BASED ON EARLY MODELS. By Ala M. Stone and Ethel Irwin Smalley. New York: Chas. Scribner's Sons. Book I. Pp. 31. Practice Book I. Copyright 1923. Book II, Pp. 31. Practice Book II. Copyright 1924.

The first book of each pair contains models and also ruled spaces for practice; the second book contains ruled spaces only. These books are adapted to adults beginning manuscript writing as well as to children.

K. M. A.

#### THE JUNIOR COLLEGE

THE JUNIOR-COLLEGE MOVEMENT. By Leonard V. Koos. Boston: Ginn and Company. 1925. Pp. 420. \$2.40.

The Junior College is proving itself such a usable factor in the newer developments of education that all over the country it is being accepted as permanent. The fact that the



number of Junior Colleges in the United States, in the past twenty years, has increased from ten or twelve to two hundred or more goes to show that this institution is filling a long and much realized need.

To those who wish in as short time as possible to gain concise and accurate information concerning the movement, this book, in which Mr. Koos presents the findings of an extended investigation of the movement carried on under subvention from the Commonwealth Fund of New York City and from the University of Minnesota, presents excellent opportunity. Its arrangement is such that one can easily discover those points in which he is most interested without perusing the entire text. In a most enlightening manner Mr. Koos has outlined a survey of the movement from its beginning down to the present. He has obtained the findings for his thesis largely through the observation and questionnaire methods, thus making the entire work teem with life.

After presenting the scope and variety of the movement and discussing at length the current conceptions of the special purposes of the Junior College as ascertained by questionnaire, Mr. Koos presents the three-fold function of the organization: (1) Isthmian, (2) Democratizing, (3) Conserving and Socializing. He farther justifies its existence by showing the immediate relationship between the last two years of secondary work and the first two years of college work, and by pointing out how, with this organization, overlapping in subjects can be avoided to a great extent.

The various diagrams and graphs which have been worked out by the author add much to the attractiveness of the book. The appendix contains a lengthy bibliography bearing directly on the junior college problems.

PAULINE CALLENDER

## THE END OF THE RAINBOW

LEARNING HOW TO STUDY AND WORK EFFECTIVELY.  
By William F. Book. Boston: Ginn and Company. 1926. Pp. 475. \$1.96.

However much or little the typical freshman may appreciate the fact, it would appear that no body of material of like value for him has been assembled as in Book's *Learning How to Study and Work Effectively*.

Hitherto books on study, beginning with the pioneer work of Dr. Frank McMurry, have been written in terms of teaching younger children or have been bare outlines of general principles and handy manuals. Dr. Book has taken up straightforwardly and scientifically, with a wealth of supporting concrete data, the college student's problems: conservation and direction of his energies, prevention of fatigue, making effective schedules, development of right attitudes and effective interests. In addition, the application of these principles is made to topical study, memorizing, and problem solving.

Dr. Book has prepared in *Learning How to Study and Work Effectively* a systematic text for careful study in freshman courses. The fundamentals of elementary psychology are not prerequisite, but would be practically learned thereby.

Graphs, tables, experiments, exercises, and references abound throughout the book. Another large group of people will no doubt also be served, including advanced students, teachers in the field, and workers in business and industry who feel the need of improving their work habits.

In conclusion the reviewer wishes to make a plea that, in the field of education, publishers and authors alike follow the precedent set here of putting on the market books which take full advantage of the painstaking researches in the field.

W. J. GIFFORD



OTHER BOOKS OF INTEREST TO  
TEACHERS

A BOOK OF MODERN ESSAYS. Edited by Bruce Walker McCullough and Edwin Berry Burgum. New York: Charles Scribner's Sons. 1926. Pp. 431.

Because "discussions are constantly arising about the morals and manners of the 'younger generation,' the conflicts (which are cultural as well as commercial) among the geographical sections of our country, about the present seat of our national culture or the probability of our having any," the editors have felt it desirable to assemble here a collection of essays notable for variety of style and diversity of subject-matter. Their selection proves their claim that a writer need not be dull in order to be profound, nor need he dwell in an ivory tower to avoid the contamination of plebeian opinions. This volume is not just one more essay collection, but a really distinguished group of contemporary essays.

STORIES FOR JUNIOR HIGH SCHOOLS. Edited by William Rabenort. New York: Charles Scribner's Sons. 1926. Pp. 416.

An inexpensive edition containing seven stories: *A Christmas Carol*, *The Cricket on the Hearth*, *Rip Van Winkle*, *The Great Stone Face*, *The Lady or the Tiger?*, *The Perfect Tribute*, and *The Man Without a Country*. At the end of each story are notes and questions, but the questions are cast in a new form—here are completion tests, multiple response tests, projects, and thought questions.

IVANHOE. Abridged and edited by J. C. Tressler. Boston: Allyn and Bacon. 1926. Pp. 669. \$1.00.

Extensive illustrations including not only a dozen of the well-known Thompson prints, but a number of "stills" from the Douglas Fairbanks film, "Robin Hood." Sixty-odd pages of notes on Scott's life, the characters and background, test questions, a series of vocabulary tests, etc. An excellent school edition of this classic.

BOY LIFE ON THE PRAIRIE. By Hamlin Garland. Boston: Allyn and Bacon. 1926. Pp. 354. \$1.00.

A school edition with a special introduction by the author in which he tells who the characters were in real life.

TALES FROM SHAKESPEARE BY CHARLES AND MARY LAMB. Selected and edited by Mary Ransom Fitzpatrick. Boston: Allyn and Bacon. 1926. Pp. 392. \$1.00.

THE ALHAMBRA. Edited by Frederick Houk Law. Boston: Allyn and Bacon. 1926. Pp. 401. \$1.00.

Washington Irving's best book for young readers.

THE PRINCIPAL AND HIS SCHOOL. By Elwood P. Cubberley. New York: Houghton Mifflin Co. Pp. 571. \$2.40.

This volume, from the pen of one of our leading

American educators and one of our most facile American educational authors, is of the same high standard as others in the Riverside Textbook Series. The author has attempted a preliminary job analysis dividing the main body of the work into the big problems of the organization of the school, the administration of the school, and the supervision of instruction. Every problem of consequence that is likely to confront a school principal is treated concretely with abundant illustration and with such charts, graphs, forms, and outlines as will enable the reader to tackle his job with real assurance. It is not surprising that principals have found it one of the most essential books in their professional libraries.

W. J. G.

CONSTRUCTIVE SCHOOL DISCIPLINE. By Walter Robinson Smith. Chicago: American Book Co. 1924. Pp. 275.

This compact and well-organized little volume has as its objective the interpretation of school discipline as social control, the author being one of our foremost educational sociologists. He aims to point out how student control may "harmonize with social trends in other phases and provide a useful training for citizenship in a democratic society."

As a consequence the matter of reward and punishment, while treated adequately, is given a minor place compared with such problems as the use of extra-curricular activities as a means of control, the development of school spirit, and the organization of student participation, that is, so-called self-government. The volume is thoroughly practical and would be helpful to experienced as well as inexperienced teachers.

W. J. G.

LE GENDRE DE MONSIEUR POIRIER. By Emile Augier and Jules Sandeau. Edited for school use by Clifford S. Parker. New York: Allyn and Bacon. 1926. Pp. 239. 80 cents.

Vocabulary, with suggestive hints; ample introduction; discriminating notes; abundant exercises.

MY CUT-A-PICTURE BOOK. By Anna Eliza Sample. New York: Silver, Burdett, and Company. 1926. Pp. 122.

A supplementary reader for the young child built around a series of cut paper pictures which the child makes into a book. Some other direction exercises different from the usual work of this type are included.

TEACHING ENGLISH IN ELEMENTARY AND JUNIOR HIGH SCHOOLS: A Manual of Method. By Paul Klapper. New York: D. Appleton and Company. 1915, 1925. Pp. 355.

This Manual is a complete revision of the 1915 edition, but it still advocates having children learn to write by imitating composition "models." For those who prefer formal training in language it is comprehensive and sound.