

al revolution—slow but certain, coming like a mighty tide.—*Journal of the National Education Association.*

THE READING TABLE

PHYSICAL EDUCATION PAGEANTS

THE VISION OF SIR LAUNFAL. (Pageants with a Purpose, Section 210) By Dorothy Clark and Georgia Lyons Unverzagt. New York: A. S. Barnes and Company. 1928. Pp. 16. 50 cents.

THE ANGER OF THE SUN. (Pageants with a Purpose, Section 209) By Marie Drennan. New York: A. S. Barnes and Company. 1928. Pp. 15. 50 cents.

A PORT OF DREAMS. (Pageants with a Purpose, Section 211) By Katherine Linder Chapman. New York: A. S. Barnes and Company. 1928. Pp. 31. \$1.00.

These three pageants are printed in loose-leaf form for the Physical Education Handbook. They are quite different in story, type, development, but all give careful attention to methods of production by amateurs. The first is a pageant in eight episodes based on James Russell Lowell's poem by the same name. It calls for one hundred characters, but the numbers in all three are flexible. Dances are suggested but may be omitted, while the speaking is done principally by "Spirit of Interpretation." The second pageant is based on an old Japanese legend about their gods and goddesses. There is little speaking, the story being carried on by chants without music. There are many dances, with music for each suggested. The cast calls for twelve individual characters and eleven groups. The third is the longest with more of a plot than the other two. The action starts in Russia, is carried across the ocean in the steerage of a liner, and is concluded in the United States. There are three main characters and a number of groups. The music and dances offer great variety and color of costumes, all of which, it is stated, can be made at a cost of forty dollars. There is very little spoken, the action being entirely pantomimic. For anyone whose yearly program includes pageants these three will prove useful.

V. R.

OTHER BOOKS OF INTEREST TO TEACHERS

THE PHYSICAL WELFARE OF THE SCHOOL CHILD. By Charles H. Keene. Boston: Houghton Mifflin Co. 1929. Pp. 505. \$2.40.

Intended especially for use in teacher training institutions from whose students as prospective teachers will come most of the work in health among school children, this textbook aims to give a general concept of all sides of a health and physical development program for the school. Consequently all phases of school life as it deals with the teacher are discussed.

Beginning with the school plant, there is no aspect of the school that is neglected. The importance of physical education and training is stressed and the subject is well and thoroughly discussed.

In regard both to her attitude toward health work and to the important part she takes in a health program the teacher is considered, as is also her health as an individual.

This text is rather unique among health books in that it deals with health from the educational standpoint and makes it one to be considered favorably by those institutions for whose use it is really intended. It is well and carefully written and is modern in all of its viewpoints.

RACHEL F. WEEMS

NATURAL DANCE STUDIES. By Helen Norman Smith. New York: A. S. Barnes and Co. Pp. 62. \$2.00.

Material for natural dancing is constantly in demand where this newly developed phase of the Physical Education program is used. Miss Smith was a pupil at Teachers College, Columbia University of Miss Gertrude Colby who has done such constructive and creative work and who coined the term natural dancing. *Natural Dance Studies* follows Miss Colby's ideas, adding material usable in the elementary school as well as in high school and college. Dramatized nursery rhymes and animal imitations as well as more complicated waltz studies and ecossaise are included.

V. R.

HEALTH AND PHYSICAL EDUCATION: For Elementary Schools. By Alonzo Franklin Myers and Ossian Clinton Bird. Garden City, N. Y.: Doubleday, Doran and Co. 1928. Pp. 342. \$1.50.

The purpose of the authors is to represent a modern program of health and physical education for the elementary schools. The first part consists of materials for health instruction; the later chapters are given over to physical education activities, each classified by grades. Besides an excellent chapter on the playground and equipment, we also find brief chapters on first aid and mental hygiene and the supervised playground. The field which the book endeavors to cover is so large that the value of each part might be questioned.

A. L. J.

BODY MECHANICS AND HEALTH. By Leah C. Thomas. Boston: Houghton Mifflin Company. 1929. Pp. 210.

It is maintained in this book that habits of good body mechanics should be acquired by the child during his grammar grade years, and that they can and should be taught by means of exer-

cises adapted to the age and interest of the child. It is not concerned with corrective and individual exercises as much as it is with group instruction and training for correct and efficient body mechanics and adjustments. Besides valuable discussions of some maladjustments which are common to children, there are helpful suggestions for teaching, in the form of proposed games, dramas, folk songs and rhythms, and graded lessons. The book, of handy pocket size and only two hundred pages in length, is perfect as a ready reference and help to either the fully trained or partially trained teacher of physical education, especially the grammar grade teacher who has had just the ordinary training in physical education.

H. M.

BASKET BALL FOR WOMEN. How to Coach and Play the Game. By Alice W. Frymir. New York: A. S. Barnes and Company. 1928. Pp. 260. \$2.00.

A splendid new book for teachers and coaches of women's basket ball, probably the most complete and modern textbook in the field.

The volume contains chapters on the history of women's basket ball, on the coach, and on courts, equipment, and costume. The fundamentals are well outlined, but further work in games and class formations for developing these fundamentals would make the book more helpful. Particularly, methods for developing guarding could well be worked out more extensively.

The bibliographies at the close of each chapter are quite complete and therefore very helpful.

A TEACHER'S MANUAL OF PHYSICAL EDUCATION: General Gymnastics for Boys. By Henry Panzer. New York: A. S. Barnes and Company. 1928. Pp. 237. \$2.00.

This revised manual is devoted to the teaching of gymnastics to boys. Its three parts are: Course I, for grades 1, 2, 3, 4; Course II for grades 5-6; Course III for junior and senior high school. Course I could well be used for girls as well as boys. Singing games, mimetic exercises, and gymnastic stories are added for this course.

Several of the early chapters are written for the guidance of teachers and the Manual is especially well illustrated.

PLAYING THE GAME: Stories of Sports and Sportsmanship. Edited with tests and exercises by Sarah McLean Mullen and Muriel Simpson Lanz. New York: The Century Co. 1928. Pp. 256. \$1.12.

These twenty stories are offered, not primarily for their literary appeal, but because they present ideals of good sportsmanship. All of them appeared originally in *St. Nicholas*. Children in the 7th, 8th, and 9th grades will like them best. They deal with football, hockey, basketball, baseball, swimming, tennis, skiing, skating, and archery.

The editorial equipment of the book includes exercises and word studies, following the pretest-teach-retest plan.

FOLK DANCES: For Boys and Girls. By Mary Effie Shambaugh. New York: A. S. Barnes and Company. 1929. Pp. 143. \$3.00.

The writer has made a real contribution to

physical education in bringing the dances of foreign countries to us in a thorough, accurate, and intimate way. Study and travel have enabled her to learn the dances from the people, take pictures of children and adults performing the dances, secure the music, words, and steps accurately and to get a feeling for the background and origins of the dances which form an important part of the book. The fact that boys take part in as many folk dances as girls is emphasized, in an attempt to break down the aversion or prejudice many boys have for dancing in public schools.

The dances are organized and indexed both according to nationality and difficulty, with the grades to which they are suitable, as headings. Each dance is accompanied by a paragraph explaining its background, an illustration (which is valuable in costuming the dances) a diagram of the pattern, where the dance is difficult, and a clear description of the action of each count of the music. There are thirty-nine dances in all, coming from England, Holland, Austria, Germany, Ireland, Czechoslovakia, Circassias, and Ukraine. Not the least important phase is a discussion of the teaching of motor skills as applied to folk dancing. This book would be an asset to any library or teacher's material in physical education.

V. R.

AN ENGLISH MAY FESTIVAL. By Linwood Taft. (Physical Education Hand Book, Section 212) New York: A. S. Barnes and Company. 1929. Pp. 15. 50 cents.

A May festival authentic in its Elizabethan costumes and characters, including the following: crowning of the peasant queen, the May pole, Morris, Sword and Folk dancers; skilled performers in tumbling, fencing and wrestling, historic court characters, fools, jesters and even Robinhood's men. The directions are complete and the festival would be suitable for senior high school production, although in several incidents it may be simplified or cut without damage to the unity. Seventy-five to one hundred and forty participants.

V. R.

MOTHER GOOSE MAY DAY. By Kathleen Turner and Marguerite Wills. New York: A. S. Barnes and Company. 1929. Pp. 32. \$1.00.

The May day celebration here described is particularly fitting for grammar grade and primary children, while high school students may be advantageously used for the more difficult parts. The material is well organized, giving a music bibliography for those dances, the music of which is not included in the book. The dance directions are clear, and many valuable directions and suggestions are given regarding costumes and property construction. Fifty to one hundred participants.

V. R.

A PAGEANT OF THE SEASON. By Ethel E. Holmes and Nina G. Carey. (Physical Education Hand Book, Section No. 213) New York: A. S. Barnes and Company. 1929. Pp. 23. 75 cents.

This pageant, written for a graduating class of a hundred or more junior high school pupils, has richness of spectacle and color and has lines of beauty and meaning. It is complete in the mat-

ter of music, costuming, stage settings, dancing, tableaux, lighting effects, and purposeful thought. Moreover, it is so organized that it can be used as a suggestive example of what a large pageant should be and hence is of value to students of pageantry and play production. H. M.

PROGRAMS FOR SPECIAL OCCASIONS: For Primary Grades. By Marion Kennedy and Katharine Isabel Bemis. New York: A. S. Barnes and Company. 1929. Pp. 104. \$1.50.

These programs for primary children are so written that each one may be used as it is or may be adapted to various purposes. Such occasions as Book Week, Health Week, Garden Week, Safety Week, Good English Week, and others are represented by one, two, and even three programs. The programs show a variety of treatment, each one being different from the rest in the matter of theme or story, of characters, of properties, of action, and of organization. H. M.

CORRECTIVE EXERCISES IN ENGLISH. By K. M. Muro and S. A. Taintor. New York: Globe Book Company. 1928. Pp. 185. 75 cents.

Corrective Exercises in English is a grammar, but, unlike so many other such textbooks, it contains only the essentials with the least possible but most concise explanation. It is made up chiefly of practical and effective exercises intended to correct speech and writing habits and therefore based on errors in everyday language.

PROGRESS TESTS IN LATIN. By B. L. Ullman and A. W. Smalley. New York: The Macmillan Company. 1928. Pp. 174. 84 cents.

Seventy-three tests covering all the important phases of Latin study: vocabulary, word study, sentence structure, pronunciation, syntax, and Roman civilization. Designed to accompany the Ullman and Henry textbooks but may be used
JOHN A. SAWHILL

A LATIN VOCABULARY FOR FIRST AND SECOND YEARS; FOR THIRD AND FOURTH YEARS. By Stephen A. Hurlbut and Bernard M. Allen. New York: American Book Company. 1928. Pp. 51; 48.

This series of Latin vocabularies covers fully and exactly the list of obligatory words set forth by the College Entrance Examination Board as a part of its new (1929) requirements. The words of the Board's "First and Second Year" list have, for convenience in teaching, been presented in two separate lists; and those for the first year appear first according to grammatical categories, with English definitions, and again in alphabetical order without definitions. They are then followed by the second year list with meanings. Finally, both lists are combined for review in a single alphabetical list arranged according to word groups, by which means derivatives appear indented under their nearest primitive. This offers to the teacher an opportunity for laboratory work in the meaning and use of prefixes and suffixes. A short section of word formation sums up the simplest of these uses.

JOHN A. SAWHILL

MOTHER GOOSE BOOK. By Emma Miller Bolenius and Marion George Kellogg. Illustrated by Gustav Tengren. Boston: Houghton Mifflin Co. 1929. Pp. 128. 68 cents.

A child's first reader based on Mother Goose rhymes. Each rhyme is followed by directions for drawing, cutting, coloring or pasting which serves as an accurate check on the understanding of the rhyme. The book is most attractive in its make-up. The illustrations are pleasing; they are not only true to the thought in the rhyme but satisfying to the child. M. L. S.

PRIMARY ARITHMETIC PAD: Number One. By M. S. Robertson and L. S. Rugg. Boston: D. C. Heath and Co. 1928. Pp. 70. 40 cents.

This arithmetic pad purposes to give the child practice in the 45 number combinations in an interesting way. The directions are simple enough for any child to follow, and provision is made for each child to work at his own rate of speed. The arrangement of the pad is very good. It is the size of the average tablet, and the exercises are clearly and distinctly written. M. L. S.

THE NEW THIRD READER. By Eva A. Smedley and Martha C. Olsen. Chicago: Hall and McCreary Company. 1929. Pp. 288. 84 cents.

This is the fourth of a series of readers of Misses Smedley and Olsen. Like its predecessors it is designed to build up good reading habits and at the same time create in the child the desire for good literature. The questions or checks at the end of the stories are especially good for stimulating thoughtful reading. M. L. S.

LABORATORY EXERCISES IN EDUCATIONAL STATISTICS WITH TABLES. By Robert Lee Morton. New York: Silver, Burdett and Co. 1928. Pp. 197.

This little manual by a mathematics instructor is the outgrowth of a wide experience in teaching elementary statistics, but its content is especially suited to the needs of the educational statistician. It deals with both the simpler measures of central tendency and deviation as well as regression, multiple correlation, and so forth. The learning exercises are practical and the answers are made available in the book. The valuable tables include squares and square roots, logarithmic functions, and values of areas of the normal probability curve. The student who works this through in a class or by himself should have a fine grasp of the theory and practice of statistics. W. J. G.

THRIFT EDUCATION THROUGH SCHOOL SAVINGS. 264 Boylston Street, Boston: Women's Educational and Industrial Union. 1928. Pp. 72. Paper, 50 cents.

Boston experiences, in both public and parochial schools, with various plans of school savings, are described fully in this pamphlet. Brief summaries of the history of school savings, and of its present administration in several other cities and in Canada, are given. The discussions of savings systems adapted to children of varying ages, and of methods used in Boston to stimulate interest in systematic saving, will be helpful to school executives who wish to learn of well-tried methods of thrift education.