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*Another practical English text.*—Our present American culture, which is yet very close to the ground, still cherishes the ideal of the practical business man—the self-made hero. In our country of opportunity, so many useful and profitable tasks have called us, and we have been so eager to have the next generation hurry to success, that we have been short-cutting the fields of art for the sake of getting quickly and prosperously to market. In view of the polyglot language traditions of our people, the teachers have seen the necessity for decent and usable English among the common tools. This year the East and the West, through Mr. Miller and Mr. Paul, have combined to produce another bread-and-butter English textbook.<sup>1</sup>

Of course, many schools in the past have held the idea that the logic of grammar is a highly specialized subject for rather mature minds, and many still think that only confusion results from the general English course that tries to combine work in usage, artistic composition, oral English, formal grammar, literary appreciation, and business correspondence. But waiving the question of what English courses should be, we still cannot say of the Miller-Paul book, "If one likes this sort of book, he will find this just the sort of book he likes."

The text is divided into two parts on a basis that is not clear, for no apparent organization exists in either parts or whole, although on close examination one finds that the sentence is analyzed more thoroughly in the second part and that the composition aimed at has a wider scope. Throughout the book, however, the various subjects treated (and these range from good enunciation through word-study, sentence-study, parts of speech, spelling, letter-writing, newspaper work, book reviewing, oral story-telling, and the moral aspects of community life, to the writing of telegrams where Part II enigmatically ends) are arranged one after the other into a heterogeneous collection of 191 lessons followed by a summary of grammar. Lesson 24, "Learning to Pronounce Correctly," is followed by Lesson 25, "Learning to Be Thrifty"; Lesson 38, "Learning to Pronounce Correctly," is followed by Lesson 39, "The Letter Box—A Project"; Lesson 70, "Learning to Pronounce Correctly," is followed by Lesson 71, "How to Use the Adjective Effectively—Comparison."

A very vigorous and, in itself, praiseworthy attempt is made to make the material entertaining to the pupil. But our children are too worldly wise to believe in tools for their word-chest and in the dramatization of lie, lay, lain. They are not fooled into thinking a grammar lesson is a party because a "committee on decorations" decorates the blackboard with parts of speech. A boy who plays baseball cannot be hoodwinked into the sport of pronunciation because he is called leader of the "Reds" or "Blues." And why bother with all this candy? Our children are not soft. They enjoy doing an honest hard piece of work as such. What would we think of a teacher in geometry who would say to her class, "Today we will play the game of parallel lines.

<sup>1</sup> WILLIAM D. MILLER and HARRY G. PAUL, *Practical English, Book III*. Chicago: Lyons & Carnahan, 1922. Pp. 476.

The committee on decorations may decorate the board with propositions while the remainder of the group may be umpires or keep score"?

If we may touch the waived question once more, Why not learn to use the tools in a good work shop before they are taken into the pleasant fields of art?

GLADYS CAMPBELL

## CURRENT PUBLICATIONS RECEIVED

### GENERAL EDUCATIONAL METHOD, HISTORY, THEORY, AND PRACTICE

- BENSON, CHARLES E. *The Output of Professional Schools for Teachers.* Baltimore: Warwick & York, Inc., 1922. Pp. x+88.
- BROOKS, SAMUEL S. *Improving Schools by Standardized Tests.* Boston: Houghton Mifflin Co., 1922. Pp. xvi+278. \$1.75.
- FERRISS, EMERY N. *Rural School Survey of New York State: The Rural High School.* Ithaca, New York: Joint Committee on Rural Schools, 1922. Pp. 188. \$0.75.
- FRANZEN, R. H., and KNIGHT, F. B. *Textbook Selection.* Baltimore: Warwick & York, Inc., 1922. Pp. 94.
- GAMBRILL, BESSIE LEE. *College Achievement and Vocational Efficiency.* Teachers College Contributions to Education, No. 121. New York: Teachers College, Columbia University, 1922. Pp. viii+100.
- GATES, ARTHUR I. *The Psychology of Reading and Spelling.* Teachers College Contributions to Education, No. 129. New York: Teachers College, Columbia University, 1922. Pp. 108.
- HAGGERTY, M. E. *Rural School Survey of New York State: Educational Achievement.* Ithaca, New York: Joint Committee on Rural Schools, 1922. Pp. 224. \$0.75.
- KNIGHT, FREDERICK BUTTERFIELD. *Qualities Related to Success in Teaching.* Teachers College Contributions to Education, No. 120. New York: Teachers College, Columbia University, 1922. Pp. x+68.
- NORGAARD, MARTIN ANDREW. *A Historical Survey of Algebraic Methods of Approximating the Roots of Numerical Higher Equations up to the Year 1819.* Teachers College Contributions to Education, No. 123. New York: Teachers College, Columbia University, 1922. Pp. vi+64.
- NORMAN, JAMES WILLIAM. *A Comparison of Tendencies in Secondary Education in England and the United States.* Teachers College Contributions to Education, No. 119. New York: Teachers College, Columbia University, 1922. Pp. x+186.
- PARKHURST, HELEN. *Education on the Dalton Plan.* New York: E. P. Dutton & Co., 1922. Pp. xviii+278. \$2.00.
- RUSSELL, CHARLES. *The Improvement of the City Elementary School Teacher in Service.* Teachers College Contributions to Education, No. 128. New York: Teachers College, Columbia University, 1922. Pp. 140.