

As a summary and interpretation of the contributions of the recent investigations in the field of reading, the book does not as fully meet the reader's expectation. One feels that a considerable gap still remains between the chapter on research studies and the following discussion of detailed methods—a gap which the elementary teacher cannot bridge for herself. It emphasizes the need of a simple and direct translation of the results of research into, first, a series of fundamental principles of teaching reading and, second, a detailed application of each of these principles. However, the fact that the book has only partially succeeded in doing this should in no sense detract from the merits which it possesses.

G. T. BUSWELL

Teaching pupils to study.—The achievement of pupils in a given school subject depends primarily upon what takes place during the study period. Whether the studying is done under supervision and in connection with the regular class exercise or in a manner and at a time of the pupil's own choosing, the results of the time so spent are determined for any pupil by the extent to which he is master of an effective study procedure. The clearer recognition by teachers of the importance of economical methods of study has led to a pronounced emphasis of late upon the necessity of devoting a portion of the teaching time to training pupils to make the most effective use of the time they have for studying. A recent volume¹ of the "Riverside Series" discusses this problem from the point of view of the teacher in training.

The author assumes that teaching pupils how to study is a primary aim of instruction. Real skill in study, it is asserted, "means the power of effective, independent self-direction." To aid the pupil in developing such skill, the teacher must recognize clearly the conditions which are conducive to effective study, as well as the practices that inhibit the improvement of study habits. Certain general factors affecting the ability of pupils to study are explained by the author, and suggestions are given for dealing with them, it being assumed that it is largely within the power of the teacher to control them.

The principal classification of the factors determining the effectiveness of study recognizes two types: (1) those for which the recitation period is primarily responsible and (2) those phases of study procedure which belong more peculiarly to the study period itself. In connection with the first group is mentioned the necessity of seeing that the pupil knows what is to be studied. The teacher's responsibility involves careful consideration of lesson and problem assignments and of the adaptation of procedure to particular lesson types. Further, all study requirements must be properly motivated and definite measures taken to secure continued application on the part of the pupil to the task undertaken.

¹ FRANK W. THOMAS, *Training for Effective Study*. Boston: Houghton Mifflin Co., 1922. Pp. xviii+251. \$1.90.

In discussing the activities of the pupil during the study period the author places large emphasis upon the advantage of teaching the pupil to vary his method of study in accordance with the nature of the material dealt with and the treatment required. The book describes ways of improving methods of study in such processes as memorizing, problem-solving, and acquiring skills, as well as in evaluating, collecting, and organizing material. General measures of economy and efficiency in study procedure are likewise detailed. Proper supervision of study is defined as the attempt "to systematize the conditions of study, and to give intelligent direction to the pupils' efforts." It aims to correct the unsatisfactory results of home study and to eliminate the waste that ordinarily comes from undirected study at school. Effective supervision of study implies attention on the part of the teacher to the physical conditions under which pupils must work, the accessibility of reference and illustrative material, and the difficulties encountered by individual pupils. In order that teachers may be prepared to give this sort of direction to the efforts of pupils, it is necessary that the conditions of effective study be thoroughly understood. To this end, it is urged that greater consideration be given this phase of the methods courses offered by teacher-training institutions.

The book may be read with profit by any prospective teacher or by the teacher of little experience now in service. It does not offer much that is new in suggestions as to methods of study, but, apart from a somewhat frequent repetition of a few ideas, it presents a good summary of many of the approved conceptions of the nature of the study process and a practical interpretation of these from the point of view of the responsibility of the teacher.

N. B. HENRY

Silent reading in the first grade.—The present emphasis on silent reading, which has been stimulated by recent scientific investigations, is resulting in many new methods of teaching this subject in the elementary school. The reaction against the former almost exclusive use of oral reading has been so severe that some of the newer methods seem inclined to avoid it altogether, even in the primary grades. An example of a method which is chiefly concerned with silent reading is exhibited in a recent book¹ by an instructor in the elementary school of the University of Iowa.

The book consists of a detailed account of the content and method of a course in silent reading for the first grade. The materials needed are carefully described, and their use is explained in each of the twenty-five lesson units. The teaching is carried out by imparting ideas to the children by means of name cards or the blackboard, with few or no spoken words. Although many modifications occur, the fundamental characteristics of the method are given in the following quotation:

¹ EMMA WATKINS, *How to Teach Silent Reading to Beginners*. Philadelphia: J. B. Lippincott Co., 1922. Pp. 133.