

UNIVERSITY OF CINCINNATI

June 1939

*I hereby recommend that the thesis prepared under my supervision by* Raymond F. McCoy  
*entitled* A Decade of Modern Novels as Material for Socialized Curricula

*be accepted as fulfilling this part of the requirements for the degree of* DOCTOR OF EDUCATION

Approved by:

S. L. Eby  
L. A. Reckstein  
Carroll Good



A DECADE OF MODERN NOVELS AS MATERIAL

FOR SOCIALIZED CURRICULA

A dissertation submitted to  
The Graduate Faculty of the Teachers College  
of the University of Cincinnati

in partial fulfillment of the  
requirements for the degree of

DOCTOR OF EDUCATION

1939

by

Raymond F. McCoy  
A. B. Xavier University 1934  
M. A. University of Cincinnati 1935  
B. E. University of Cincinnati 1936

UMI Number: DP15918

### INFORMATION TO USERS

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleed-through, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

**UMI**®

---

UMI Microform DP15918

Copyright 2009 by ProQuest LLC.

All rights reserved. This microform edition is protected against unauthorized copying under Title 17, United States Code.

ProQuest LLC  
789 E. Eisenhower Parkway  
PO Box 1346  
Ann Arbor, MI 48106-1346

## ACKNOWLEDGMENTS

This investigator is deeply indebted to the members of the faculty of Teachers College, University of Cincinnati, for counsel fundamental to the present dissertation. It was from conversation with Dr. Gordon Hendrickson that the original idea for this study grew. Assistance in expanding it came from conferences with the entire faculty. Of especial aid in the development of the dissertation were the members of the writer's advisory committee: Dr. Samuel L. Eby, Chairman; Dean Louis A. Pechstein; and Dr. Carter V. Good.

## TABLE OF CONTENTS

	Page
LIST OF TABLES .....	vii
Chapter	
I. PURPOSE OF THE STUDY.....	1
Specific Problems.....	1
Type of Research Involved .....	3
Need for This Investigation .....	3
Parallel Studies.....	11
II. DEVELOPMENT OF LIST OF PROBLEMS....	14
Definition of the Social Studies.	14
Technique Used in Constructing List of Contemporary Problems.	16
List of Problems.....	17
Validity of List.....	19
III. SELECTION OF NOVELS FOR TREATMENT..	23
Possibly Suitable Novels.....	24
Selection of Fifty Novels for Detailed Report.....	27
Suitable Novels Classified and Ranked.....	35
IV. PROBLEM OF POPULATION -- SOUTH.....	43
Negro Life.....	45
<u>Scarlet Sister Mary</u> .....	45
<u>Mamba's Daughters</u> .....	48
<u>Deep Dark River</u> .....	51
Poor Whites.....	54
<u>The Happy Mountain</u> .....	54
<u>Call Home the Heart</u> .....	56
<u>Golden Apples</u> .....	60
Middle and Upper Strata.....	63
<u>The Sheltered Life</u> .....	63
V. PROBLEM OF POPULATION -- EAST, MIDWEST, WEST (NON-METROPOLITAN).	67
East.....	67
<u>As the Earth Turns</u> .....	67
<u>The Last Adam</u> .....	70

Chapter	Page
Midwest, West.....	73
<u>Now in November</u> .....	73
<u>The Folks</u> .....	77
<u>A White Bird Flying</u> .....	80
<u>State Fair</u> .....	83
 VI. PROBLEM OF POPULATION -- URBAN, IMMIGRANTS, INDIAN LIFE.....	 86
Urban, lower stratum.....	86
<u>Union Square</u> .....	86
Urban, Middle and Upper Strata....	89
<u>Years of Grace</u> .....	89
<u>The Late George Apley</u> .....	92
Immigrants.....	96
<u>The Island Within</u> .....	96
<u>Peder Victorious</u> .....	99
Indian Life.....	102
<u>Laughing Boy</u> .....	102
 VII. PROBLEM OF MODERN INDUSTRY.....	 106
<u>The Foundry</u> .....	106
<u>The Big Money</u> .....	109
<u>Time to Remember</u> .....	112
<u>The Land of Plenty</u> .....	115
<u>Ferment</u> .....	117
 VIII. PROBLEM OF ECONOMIC SECURITY.....	 121
<u>One More Spring</u> .....	121
<u>If I Have Four Apples</u> .....	124
<u>Vein of Iron</u> .....	127
<u>The Sound of Running Feet</u> .....	129
<u>Years Are So Long</u> .....	132
 IX. PROBLEM OF THE FAMILY AND THE HOME..	 136
<u>The Deepening Stream</u> .....	136
<u>Ambrose Holt and Family</u> .....	139
<u>The Bonney Family</u> .....	141
<u>The Golden Spike</u> .....	144
<u>Heat Lightning</u> .....	146

Chapter	Page
X. PROBLEM OF RACE RELATIONS, EDUCATION, PHYSICAL AND MENTAL INEFFICIENCY, CRIMINAL AND DELINQUENCY, RELIGION.....	150
Race Relations.....	150
<u>Unfinished Cathedral</u> .....	150
Education.....	154
<u>Miss Bishop</u> .....	154
Physical Inefficiency.....	156
<u>They Came Like Swallows</u> .....	156
Mental Inefficiency.....	158
<u>The Outward Room</u> .....	158
Criminal and Delinquency.....	161
<u>Little Caesar</u> .....	161
Religion.....	164
<u>Heaven's My Destination</u> .....	164
<u>Green Light</u> .....	166
XI. PROBLEM OF GOVERNMENT, ECONOMIC REFORM PROGRAMS, WAR.....	170
Government.....	170
<u>It Can't Happen Here</u> .....	170
<u>Ward Eight</u> .....	174
<u>Dear Senator</u> .....	176
<u>Rich Man Poor Man</u> .....	179
Economic Reform Programs.....	182
Boston.....	182
<u>In Dubious Battle</u> .....	185
War.....	188
<u>Within This Present</u> .....	188
<u>'It's A Great War'</u> .....	191
<u>God Have Mercy on Us</u> .....	195
XII. INDEXES TO MATERIAL OF INVESTIGATION.	199
Index A, Novels grouped according to problems treated.....	200
Index B, Author-Title Index.....	209

Chapter	Page
XIII. SUMMARY AND SUGGESTIONS FOR USING	
RESULTS OF INVESTIGATION.....	215
Summary of Investigation.....	215
Use of Investigation.....	218
Use by the English Teacher...	219
An English Unit Based on	
Materials Uncovered by	
This Study.....	221
Use by the Social Studies	
Teacher.....	224
A Social Studies Unit Based	
on Materials Uncovered	
by This Study.....	225
Use by the Teacher in the	
Reorganized Secondary	
School.....	228
A Unit of Work Based on	
Materials Uncovered by	
This Study and Designed	
for Reorganized Curricula.	228
Use by the Member of a	
Curriculum Committee.....	233
Use by the School Librarian..	233
Additional Research.....	233
 BIBLIOGRAPHY.....	 236
A. General Bibliography.....	236
B. Bibliography of Novels Judged	
Possibly Suitable.....	240

## LIST OF TABLES

Table		Page
I.	Check on Validity of List of Problems.....	21
II.	Distribution of Possibly Suitable Novels according to Contemporary Problems.....	28
III.	Distribution of the Fifty Selected Novels among Contemporary Problems.....	34

CHAPTER I  
PURPOSE OF THE STUDY

Introductory Statement.- In the first chapter of this investigation, the general purpose of the study is described and five specific problems inherent in it are formulated. Successively, then, are discussed the type of research involved, the value of the study to the teacher of English, to the teacher of the social studies, or to the teacher in a reorganized secondary school, and the two significant studies which, to some extent, parallel the present one,

General Purpose.- The purpose of this investigation is to make easily available to teachers and curriculum committees in English, in the social studies, or in an integrated English-social studies course the possibilities for including in senior high school and early liberal arts work modern novels published from 1928 to 1937.

Specific Problems.- Adequately to accomplish the above general purpose, this investigation will attempt solutions of the following five specific

problems which it faces:

1. To construct a list of the present-day problems of the social studies with which these novels should deal.

2. To select from the modern novels published from 1928 to 1937 inclusive all those of some importance which deal with these contemporary problems of the social studies and so are possibly suitable for high school or early liberal arts work.

3. To select fifty novels which comprise the most important ones dealing with each of the contemporary problems.

4. To present a treatment of each of the fifty chosen novels on the basis of which the teacher can judge whether the novel is suitable to his particular needs and the individual needs of the members of his class. Such a treatment, to be an adequate basis for the teacher's selection, must include the following:

(a) the bibliographic material necessary to the acquisition of the novel;

(b) a guide to its importance as indicated by the lists of noteworthy novels on which it is found;

(c) a synthesized statement of its plot;

(d) the general reaction of this investigator towards the book, supplemented by that of other reviewers;

(e) a listing of social phenomena which might lead to discussion of phases of the chief contemporary problem treated, with page references to specific passages;

(f) a listing of other contemporary problems treated, with page references to specific passages;

(g) any cautions as to the teachability of the novel.

5. To present a problem index and an author-title index of all the novels treating phases of contemporary social problems.

Type of Research Involved.- The research method fundamental to this investigation is the survey, in this case the survey of related literature to establish the need for the work, the survey of the literature on the social studies to arrive at a list of contemporary problems, and the survey of ten years of modern novels to discover those possibly suitable to the purpose of the study. The results of the survey of the ten years of modern novels are critically analyzed, while each of the fifty novels selected is given a detailed analysis.

Need for This Investigation.- If an investigation into the field of the modern novel reveals that there are modern novels suitable for inclusion in senior high school and early liberal arts curricula, there are at least three types of teachers who would consider it of

definite value: the teacher of English who finds it increasingly difficult to justify stressing a literature which is completely divorced from the experiences of his students and is of relatively doubtful social value; the teacher of the social studies who, at times, finds his theory too thin, too uninteresting, or too far removed from actual living to be most effective; and the teacher who is teaching in the newer school where the traditional subject-matter fields do not exist as such, but where he is faced with the problem of selecting literary productions which serve to arouse discussion and focus attention on the "cores" of present-day living.

1. Value for the Teacher of English.- In the more traditionally organized school the teacher of English who is abreast of the trends in his subject-matter field should find material treating contemporary problems of living of great value. English, like all the traditional fields, must fit into the broader philosophic patterns calling for the socialization of modern education; theorists in English methodology are showing the way, and the workers are changing their practices to conform.

There can be no doubt that educational leaders generally favor the socialization of the entire curriculum. Kilpatrick, Bode, Childs, Hullfish, Dewey,

Raup, and Thayer in The Educational Frontier take this stand: "We are proposing that those materials and activities which enter into a philosophy of education and which find their place in the schools shall represent the realities of present, not of past, social life" (19:71). These same leaders in another place say, "The social-economic situation now makes the outstanding demand on education" (19:v). In this regard, Scates writes, "Statements evidencing recognition of contemporary problems are rapidly becoming abundant in the literature on ... curriculum making .... Any education which proposes to prepare citizens for constructive participation in the affairs of life must find its orientation in the problems of life" (27:71). These men are outlining general trends in education; the English teacher should find this investigation of assistance in conforming to them.

That the experts in English methodology are attempting to bring that subject into conformity with the general movement to socialize education can be seen by the inclusion of "Exploring the Social World" as one of the six objectives of literature experiences in the publication of the National Council of English Teachers, An Experience Curriculum in English (17:34). Furthermore, in Development of a Modern Program in English, Yearbook of the Department of Supervisors

and Directors of Instruction, N. E. A., 1936, it is maintained that to decide which experiences are common, desirable, and essential, a realistic examination of the American sociological scene is a prerequisite (28:29).

The need for material on contemporary problems in English classes is not merely a theoretical one; English teachers are actually socializing their instruction. The National Survey of Secondary Education found that in the teaching of literature "informative selections on problems of current interest, stand side by side in many courses with the novel, the poetry, and the drama of more traditional vogue" (29:87). Lyman in his study The Enrichment of the English Curriculum, published in 1932, found even then that "English, while still English, was tending to become associated with civics and other social studies in several ways among which was that reading matter of social science import was being used in literature classes" (23:150). Harap, in 1935, disclosed that an analysis of courses of study published in 1932-34 revealed English instruction tending to be more concerned than formerly with socially useful and functional materials (15).

While it is true that many of our more fundamental problems of life are treated in the older masters who could thus be tied up with life today, there is a stress

now on newer phases of these problems and, in some cases, on completely new problems. The teacher attempting to use the older literature in a vital way is faced with a two-fold task: so orientating the pupil in unfamiliar times, expressions, social conditions, and customs that he can recognize the fundamental similarity of certain problems; and then treating the problems themselves. Any suitable contemporary literature discovered by this investigation eliminates most of the orientation difficulties -- becoming more aggravated as the school population becomes less selective -- and leaves the really significant part, undisguised sociological material. English teachers should be interested in the present study.

## 2. Value to the Teacher of the Social Studies.--

In providing information on modern novels dealing with current problems, this investigation should fill a need of progressive social studies teachers who find such material definitely helpful when it comes to motivating their subject-matter or making it concrete and interesting to the pupil.

As early as 1932 Lyman wrote of the effect on pupils of using literature in the social studies:  
 "Literature will seem to them real and vital; social and historical developments will seem dramatic and

interesting" (23:211-2). He found by investigation that social studies classes were enriching their work by employing literature, often belles-lettres, as supplementary reading (23:159). Especially was fiction being used in the University High School, University of Chicago, where Logasa had published her work, Historical Fiction Suitable for Junior and Senior High School (21). Lyman further reported that while literature was being used to enrich history, little was being done to link literature with the teaching of political science, sociology, or economics. The beginnings were there, however, for Lyman found an English instructor in the Morgan Park Military Academy, Chicago, Illinois, teaching a course on prominent American characteristics, some of them present day, through American literature. He was recommending for some students Rolvaag's Peder Victorious, one of the novels within the scope of this study (23:199). This same introduction of literature into the social studies problems was found in a course offered by the University of Chicago called "American Ideas in Literature." Selections which set forth American ideas on Liberty, Democracy, Patriotism, War, Religion, Big Business, Pioneering, and Home Life were required reading (23:201).

Concerning the effect of using literature to enrich social studies work, Anderson and Hill in 1936

wrote, "Many teachers of social studies have discovered that they can use literature to great advantage in their courses" ( 1:181). These authors then discuss some of the earlier work on the use of literature for social studies purposes. Among these were Ethel Grace Birdno's supplementing of civics with literature (3), a unit on good sportsmanship through biography and fiction (25), the North Central Association's work on attaining the vocational objectives of education through literature (24), Ruth Bynum's use of poems to discuss war (16), and Mary Elinore Smith's use of poetry related to phases of city life (30).

The movement to enrich the social studies with literature will undoubtedly continue to grow. The teachers of the social studies are recognizing the value of literary materials in their regular courses for providing flesh and blood to the skeleton of their theory. The progressive social studies teacher is interested in all the types of literature dealing with his subject matter. He is, however, unable to acquaint himself with all their possibilities. He should find assistance in the present study.

3. Value to the Teacher in a Reorganized Secondary School. - In addition to the teacher of English and the teacher of social studies, another type of teacher, rapidly increasing in number, has a

need for knowledge of the possibilities of modern novels for inclusion in the school curriculum. This is the teacher in those schools which have been reorganized without regard for the maintenance of the lines of distinction between the various subject-matter fields. The curriculum in these schools is set up around the actual problems of living, it is organized around cores or areas of study, and it is continually concerned with the contemporary problems covered in this investigation.

Typical of work in these situations is that of the University High School, University of Chicago, and that of the Lincoln School, Columbia University. Anderson and Hill (1:184) report on the history and nature of the integrated Community-Life English course in operation at the University High School since 1917, as well as on the correlation of all the social studies and English at that institution today. Literature for each year's work is concentrated upon some one branch or division of the social studies. At the Lincoln School, Sweeney, Barry, and Shoelkopf report on a three year experiment by teachers of social studies, English, and art which so closely integrated the work that time schedules and subject boundaries eventually were practically abandoned (32).

Another type of reorganization of the secondary school program is that in effect throughout the state

of Virginia and described by Hall and Alexander (9:13) as the Core-Curriculum Plan. Life is examined; major social functions are discovered; centers of interest are built around them; four core fields, among which is social studies, are selected; and the core fields are then taught in so far as they contribute to the ends in view, social functions and centers of interest.

Whether the reorganized school adopts such integrated English-social studies courses as those at the University High School and the Lincoln School or the core curriculum plan as operated in the schools of Virginia, the fundamental concept underlying reform programs in secondary education as they are described in Everett's A Challenge to Secondary Education (9) is the closer linking of education to the problems of life -- the socialization of education.

The teacher in the reorganized school can not be expected to be familiar with all the materials, including all the types of literary publications, which would assist in his work. Information as to the availability of modern novels dealing with contemporary problems seems of prime import to those working with reorganized curricula. Those teaching in such situations should find valuable help in the present study.

Parallel Studies.-- Lingenfelter's work, Vocations in Fiction, is an annotated bibliography of

fiction classified according to occupations to which novels are pertinent. The revised and enlarged edition contains 463 novels representing 102 occupations. Statements in the author's "Preface" indicate that the study attempts, for novels dealing with occupations, somewhat the same thing as this present investigation does for novels relevant to contemporary social problems (20:6). "The chief aim has been to bring to light novels of occupational significance" (20:6).

Parallel not only in purpose, but also in manner of presentation, is Starbuck's survey of children's novels to discover those useful in character training and his analyses of them in terms of situations and attitudes which might have moral value for young readers (31). His results are presented in a book list (comparable to, though less detailed, than the reports of the fifty selected novels included in the present study) and lists of novels classified according to situations, attitudes, authors, and titles (comparable to the indexes comprising Chapter XII of this investigation). In general Starbuck's work is broader in scope, more subjective in its ratings, and less detailed in its treatments than the present study. His work is, moreover, concerned with less mature literature.

Summary.- This investigation reports the results of a survey of ten years of modern novels with a view to arriving at curriculum materials valuable to English teachers, social studies teachers, or teachers of the newer, reorganized and integrated courses. It will present a critical analysis of each of fifty of the most important novels of the period, selected according to range of problems covered and relative merit as indicated by a weighted rating. Furthermore, it will present a problem index and an author-title index of these novels. This study is the logical complement of previous work and presents trends in educational theory and practice. Reports are included on two studies somewhat parallel to the present one in purpose.

CHAPTER II  
DEVELOPMENT OF LIST OF PROBLEMS

Introductory Statement.- When an analysis of the broad purpose of this investigation disclosed five specific problems to be solved, the first one was to construct a list of the present day problems of the social studies with which the novels selected should deal. The problems included in the list, to be valuable in teaching, would have to comprise those included in the divisions of the social studies dealing with the contemporary scene as outlined by educational philosophers and those actually being taught as disclosed by surveys or textbook contents. The list has to be comprehensive, and in order that it be not so bulky as to be unwieldy, the problems must be general in character. Fundamental to selecting the problems, though, must be an exact description of the limits of the social studies so that the problems will be within those limits.

Definition of the Social Studies.- To the question of just what is included in the social studies is devoted the whole of The Nature of the Social Sciences

by Charles A. Beard (2). He describes a social science as a body of knowledge and thought pertaining to human affairs as distinguished from sticks, stones, stars, and physical objects (2:2). Under this broad definition he feels that social studies includes literature, for "In the strict sense only formalistic and philological literature may be placed entirely beyond the pale of the social sciences" (2:10). But they are, he admits, for convenience set over against the natural sciences, literature, and those subjects involving certain special techniques; for we have come to think of the social sciences as being concerned with "those manifestations of human nature and those activities occurring within society which involve social consequences and relations" (2:11).

When Beard considers the social studies as organized bodies of knowledge and ideas, he finds four divisions—history, political science, economics, and cultural sociology (2:49). Geography he conceives of as belonging to each of these areas since to each it often is related as cause is to effect. For the purposes of determining contemporary problems dealt with in the social studies, history is for the most part, barren. Fruitful in this regard, however, are political science, economics, sociology, and geography, as the latter influences the former three areas.

Technique Used in Constructing List of Contemporary Problems.- The following steps in arriving at a comprehensive list of contemporary problems of the social studies were taken:

1. Examining the general outlines of the social studies field touching contemporary life as these outlines are included in the Report of the Commission on the Social Studies of the American Historical Association—particularly in Beard's The Nature of the Social Studies (2) and Tryon's The Social Sciences as School Subjects (34).

2. Filling in specific subdivisions of the list by including the problems found in texts. Since a thorough treatment of sociology, used in a broad sense, includes the fundamental phases of government and economics, suggestions from the following six sociology texts encompassed the three areas: Gillette and Reinhardt's Current Social Problems (11); Queen and Mann's Social Pathology (26); Bossard's Problems of Social Well Being (4) and Social Change and Social Problems (5); Gillin, Dittmer, and Colbert's Social Problems (12); and Wood's Community Problems (35).

3. Insuring the comprehensiveness of the list by checking the contents of the six sociology texts listed above, the outlines of the courses as Beard maintains they ought to be presented (2:195ff), and the

items actually taught as Tryon found them (34).

List of Problems.-- The procedure described above resulted in grouping the many problems of the social studies under sixteen major problems. Each of these might almost have been termed an area, so extensive are the smaller problems into which it could be subdivided. Further subdivision, however, would be impractical both from the standpoint of classifying whole novels and from the standpoint of handling the list without being lost in its bulk. The sixteen problems, with an indication of some of the smaller divisions -- some of these themselves rather comprehensive -- follow:

1. Problem of Population -- including problems connected with regional descriptions of the nature of the population, city as opposed to rural life, class consciousness, shifts of population, migratory portions of the population, increases or decreases in population, immigrants, and present-day Indian life.
2. Problem of Modern Industry -- including such phases as irregular work, employment of women, child labor, fatigue, monotony of work, hours of labor and industrial accidents, together with other problems of production, distribution, and exchange.
3. Problem of Economic Security -- including problems connected with poverty, distribution of wealth,

unemployment, care of the aged, maintaining proper standards of living, cost of living, and effects of the business depression.

4. Problem of the Family and the Home -- including such phases as marriage, marriage versus careers, broken homes, widowhood, divorce, desertion and non-support, children without parental care, neglected and abused children, difficult children, and homeless men.

5. Problem of Race Relations -- including relations with the negro.

6. Problem of Education -- covering such segments of the broad field as its financing, its nature, its scope, its effect, and its value.

7. Problem of Physical and Mental Inefficiency -- including only the sociological aspects of hospitalization and confinement in contradistinction to their strictly physiological and psychopathic implications.

8. Problem of the Criminal and Delinquency -- again concerned with only sociological aspects.

9. Problem of Religion -- here, also, taking into account the general sociological implications as opposed to the theology of particular sects.

10. Problem of Government -- including the various contemporary phases of political science.

11. Problem of Economic Reform Programs -- dealing with such reform movements as socialism, communism, fascism,

and nazism.

12. Problem of War -- blanketing such aspects as its causes, effects, horrors, and the munitions industries.

13. Problem of Communication -- including problems of freedom and regulation of such contemporary means of communication as the radio and the press.

14. Problem of Socialized Professions -- particularly socialized medicine and insurance for hospitalization.

15. Problem of Recreation -- including provision for the use of increasingly available leisure time.

16. Problem of Conservation -- referring particularly to the conservation of natural resources.

One comment is required in regard to the inclusion for classroom discussion of such controversial questions as the Problem of Economic Reform. The standards of what is or is not too controversial for the public school classroom are constantly changing. In the Los Angeles, California, public schools, Harap (15) finds controversial questions included in the course of study. Furthermore, controversial material can often be drawn upon by private educators.

Validity of the List of Problems.- Since this investigation is postulated upon a list of contemporary problems as the surveyor finds them actually being taught and as the philosopher in the field indicates they ought to be taught, a check on this list in these

two respects is offered. Table I shows each of the problems checked for appearance in eight significant outlines of social studies. Of these eight, five indicate that the problems actually are taught and three indicate that they fit in with modern concepts of what should be taught. That a problem is being taught is evidenced by appearance in Tryon's Table VI (34:302), an analysis of nine textbooks in economics based on data gathered by Thompson (33); Tryon's outline of the Iowa course of study in economics for 1932 (34:312); Haeheln's analysis of thirteen textbooks in sociology (14:6f.); Grimes' analysis of eight texts in sociology (13:101); and Floyd's analysis of four textbooks in Problems of American Democracy (10:23). That a problem should be included in modern social studies courses is indicated by inclusion in the list of divisions of a course in high school sociology proposed in Tryon's work (34:392); in Beard's outline of courses in the social studies (2:195ff.); and in the section headings of Beard's chapter "Social Trends" (2:122).

Summary.- The first specific problem formulated for this investigation is to arrive at a list of contemporary social studies problems. Sixteen significant comprehensive problems embracing all those dealt with in political science, economics, and sociology were selected. Their validity was checked by finding that

TABLE I  
CHECK ON VALIDITY OF  
LIST OF PROBLEMS

Problems	Actually Taught					Ought to be Taught		
	Analysis, 9 texts in Economics	Outline of Iowa course of Study in Economics	Analysis, 13 texts in Sociology	Analysis, 8 texts in Sociology	Analysis, 4 texts in Problems of Amer. Democracy	Tryon's Proposed Course of High School Sociology	Beard's Outline of courses in the Social Studies	Section Headings Beard's Chapter "Social Trends"
Population			*	*	*	*	*	*
Modern Industry	**	*	*	*	*	*	*	*
Economic Security	**		*	*	*	*	*	*
Family & Home			*	*	*	*	*	*
Race Relations			*	*	*	*	*	*
Education			*	*	*	*	*	*
Physical, Mental Ineff'cy.			*	*	*	*	*	*
Criminal & Delinquency			*	*	*	*	*	*
Religion			*	*	*	*	*	*
Government				*	*	*	*	*
Economic Reform Programs	*			*	*	*	*	*
War						*	*	*
Communication			*		*		*	*
Socialized Professions			*		*		*	*
Recreation			*		*		*	*
Conservation			*		*		*	*

they actually are being taught and that experts in the field advocate their inclusion in social studies courses.

CHAPTER III  
SELECTION OF NOVELS FOR TREATMENT

Introductory Statement.- Of the five specific problems resulting from an analysis of the general purpose of this investigation, two of these were concerned with the selection of novels for detailed treatment. They were the selection from the modern novels published from 1928 to 1937, inclusive, of all those of some importance which deal with the contemporary problems of the social studies and so are possibly suitable for high school or early liberal arts work; and the selection of fifty novels which comprise the most important ones dealing with each of the contemporary problems. This chapter, then, is concerned with (1) selecting from novels of some importance, those possibly suitable; (2) choosing fifty of these on the basis of relative importance, without sacrificing range of problems covered; and (3) presenting a ranked list of the possibly suitable novels touching upon each problem with a selection of the fifty chosen for detailed treatment.

## 1. Possibly Suitable Novels

Definition of "Some Importance."- Since these novels are selected as possibly suitable for inclusion in English or social studies curricula, they must be of some merit from a literary standpoint. While it is true that to be of assistance in work with contemporary problems it is not necessary that the novels be of outstanding permanent value, it is certainly desirable that any novels included as even possibly suited should have attained a certain minimum level of importance. For the purposes of this investigation this limit is defined by mention as a noteworthy novel of the year in one of the three year-books which annually select such novels. The yearbooks used were The Americana Annual (36) which lists such novels each year under "Literature," New International Yearbook (45) which mentions them under the same heading, and the American Yearbook (39) in which the same thing is done under "Fiction," a subdivision of "American Literature."

Elimination of the Unsuitable.- Obviously not every novel which is mentioned in one of these three yearbooks is pertinent to work on the contemporary social studies problems. Many are historical novels, many are by English authors or set in foreign lands, some are light reading without any serious implications,

many are sheer fantasy, many are purely psychological novels often dealing with pathological characters, and some are so sordid and pornographic as to be plainly impossible and undesirable for secondary education. Accordingly, with the assistance of the critical statements and classifications of the yearbooks mentioned, the write-ups on the individual novels in the Book Review Digest (41), the reviews themselves, Who's Who in America (46), and Who's Who (47), many novels attaining the minimum importance were eliminated from consideration as possibly suitable for this report in accordance with the following criteria for possible suitability;

1. The novel must, for the most part, be set in the United States and be of American authorship. This criterion is imposed because the current social studies problems of interest to this investigation are those of life in the United States.
2. The novel must be set mainly after 1900. Since the purpose is to help with present-day problems and since an important value of these novels lies in eliminating, in at least some of the literature taught, the orientation of pupils in times and customs for which they have no background, this criterion is necessary.
3. The novel must deal seriously with at least one of the contemporary social studies problems arrived at

in Chapter II. This eliminates from consideration such lighter fiction as mystery stories, detective stories, and those novels which are mainly studies in abnormal psychology.

4. The novel must be sufficiently wholesome to permit of classroom discussion. This criterion has been used sparingly, for standards as to what is and what is not sufficiently wholesome for class discussion change greatly in short periods of time. Censorship of what is fit is no part of this investigation. Furthermore, the detailed report of each of the fifty novels will furnish teachers with information and page references as to what might be unwholesome in some situations. The teacher can then speedily decide this question of fitness for his particular position. When reviewers generally term a work sordid, bawdy, super-realistic, sadistic, degenerate, or any other synonym of these, the novel was eliminated from the possibly suitable on this ground, for a detailed treatment of such a work would be a sheer waste of time for curriculum purposes.

5. The novel must meet with some approval by the reviewers. Some, but relatively few, novels were eliminated on this basis when, despite their having been mentioned as noteworthy by one of the yearbooks

the reviewers quoted in the Book Review Digest (41) unanimously condemned the work as poor in style and workmanship.

Results of Survey. The results of this survey of possibly suitable modern novels published from 1928 to 1937 inclusive, in terms of the names of novels selected and their authors, together with their classification according to contemporary problems, are found in the third section of this chapter, "Suitable Novels Classified and Ranked." These results are also embodied in Index A, Chapter XII. Table II, however, gives the distribution of the 216 possibly suitable novels among the sixteen contemporary problems previously selected.

## 2. Selection of Fifty Novels For Detailed Report

General Procedure.- The specific problem involved in selecting fifty from the 216 novels judged possibly suitable for detailed analysis with a view to their

TABLE II  
DISTRIBUTION OF 216 POSSIBLY SUITABLE  
NOVELS ACCORDING TO CONTEMPORARY PROBLEMS

Problems	no. possibly suitable	per cent of the possibly suitable
<b>Population<sup>1</sup></b>		
South, negro life	14	6
South, poor whites	16	7
South, middle & upper strata	7	3
East, non-metropolitan	10	5
Midwest, West, non-metropolitan	28	13
Urban, lower stratum	7	3
Urban, middle & upper strata	11	5
Immigrants	10	5
Indians	2	1
Modern Industry	17	8
Economic Security	13	6
Family & Home	35	16
Race Relations	7	3
Education	5	2
Physical, Mental Inefficiency	2	1
Criminal & Delinquency	4	2
Religion	4	2
Government	8	4
Economic Reform Programs	10	5
War	6	3
Communication	-	-
Socialized Professions	-	-
Recreation	-	-
Conservation	-	-
	<u>216</u>	<u>100</u>

<sup>1</sup>

Because of the tremendous scope of the population problem and the large number of novels falling into this classification, it was necessary to break this down into the divisions included here.

teachability in connection with contemporary social studies problems is that of including the most important novels without sacrificing range of problems covered by them. The range is secured by grouping the novels according to the problems treated and giving each group representation in the final fifty; the importance, by ranking the novels under each problem and choosing the top novels of each division. It happens, in some cases, that several novels dealing with a certain problem are not included in the fifty, even though a less important novel is included because it is the best of its classification.

Method of Ranking Novels.- An effort to arrive at some fair, significant, and objective way of ranking the possibly suitable novels according to merit, importance, or noteworthiness resulted in the adoption of this procedure:

1. Appearance on one of nine lists of selections of best novels was considered significant.
2. Since some lists were tremendously more selective than others (as judged by the relative number out of the 216 possibly suitable which appeared on them),

mention on such lists was weighted much more heavily. For example, whereas the American Year Book (39) mentioned 168 of the 216 novels, only three were included in the most selective list of all, A List of Books for Junior College Libraries (44) and only four were winners of the Pulitzer Prize. Appearance in the American Year Book, therefore, was felt to be worth one point in the rating, while mention in the Junior College List was 168/3 as important or worth 56 points; winners of the Pulitzer Prize were 168/4 as important and so worth 42 points.

Lists Used and Values Assigned Them.- The following are the nine lists and the points assigned for appearance on each, the weighting being heavier according as the list is more selective.

1. A List of Books for Junior College Libraries (44)  
This list was compiled by Foster E. Mohrhardt for the Carnegie Corporation of New York Advisory Group on Junior College Libraries. This list is the most highly selective in terms of the number of the 216 possibly suitable novels appearing on it. It bore the relation to the least highly selective of being 168/3 more selective or is valued at 56 points to the other's one.
2. Winners of the Pulitzer Prize. Since four of the 216 were winners of the Pulitzer Prize, this selection is 168/4 more selective and is valued at 42 points.

3. Good Reading (43). This list is prepared and published by the Committee on College Reading for the National Council of Teachers of English under the Chairmanship of Atwood H. Townsend. It purports to be a guide" describing about a thousand books (in all fields) which are well worth knowing, enjoyable to read, and largely available in inexpensive editions." The committee had college students in mind, it is true, but the books were selected because of significance and interest. Since 16 of the 216 are on this list, it is 169/16 more selective and is worth 10.5 points.

4. Dickinson's Best Books of the Decade (7). Dickinson, on strictly objective grounds, using much the same method as is being used here, rates and gives a score for each of 400 best books of the decade 1926-1935. His decade includes all but two years of that surveyed by this investigation; and for one of these, Dickinson's "Best Books of 1937" (8) is an adequate replacement. Dickinson's definition of best books is those "selected by a consensus of expert opinion as most worthy the attention of intelligent American readers" (7:xi). Since 26 of the 216 are found in this group, Dickinson's listing is 169/26 more selective and is valued at 6.5 points.

5. Gold Star List of American Fiction 1823-1937 (42). On the introductory page of this publication, the

following explanation of its purpose is presented:

The Gold Star List does not pretend to be a yardstick of American literature. It merely aims to present and classify about 500 American stories suitable for public library use. Stories which seem to have value for this purpose are recommended for the Gold Star List by readers on the staff of the Syracuse Public Library. They are recommended because of interesting local background, historical setting, extraordinary character portrayal, or a good share of that magic stuff that caused the schoolboy to write below the word finis, "This is a bully book." About 45 are added each year.

This means that about an equal mark must be subtracted since we prefer to keep within sight of the 500 mark.

Because 38 of the 216 were included in this group, a Gold Star listing is 168/38 more selective and is valued at 4.4 points.

6. American Library Association Catalogs 1926-1936

(37 & 38), supplemented by Booklist Books for 1937 (40).

Books listed in the Catalogs are selected on the basis of checklists submitted by experts giving their opinions as to which works are the most important. Because the Catalog runs only through 1936, the Booklist selections by the American Library Association for 1937 are used as a supplement. These books were chosen for quality, enjoyment, and usefulness to libraries

by about fifty voters. Since 62 of the 216 appeared on these publications, such appearance is  $168/62$  more selective or is valued at 2.7 points.

7. The Americana Annual (36). Since 85 of the 216 novels were mentioned by The Americana Annual, such mention is  $168/85$  as selective and, therefore, is valued at 1.9 points.

8. New International Yearbook (45). Since 127 of the 216 were listed in the New International Yearbook, this listing is  $168/127$  more selective or is worth 1.3 points.

9. The American Year Book (39). This was the norm since it was the least selective. Mention in it is valued at one point.

Results of the Selection.- The names of the fifty novels, the names of their authors, their classification, and their rating are included in the third section of this chapter, "Suitable Novels Classified and Ranked." Table III, though, gives the distribution of the fifty novels selected for treatment among the contemporary problems previously selected.

TABLE III  
 DISTRIBUTION OF THE FIFTY SELECTED NOVELS  
 AMONG CONTEMPORARY PROBLEMS

Problems	No. Selected	Per cent Selected
Population		
South, negro life	3	6
South, poor whites	3	6
South, middle & upper strata	1	2
East, non-metropolitan	2	4
Midwest, West, non-metropolitan	4	8
Urban, lower stratum	1	2
Urban, middle & upper strata	2	4
Immigrants	2	4
Indians	1	2
Modern Industry	5	10
Economic Security	5	10
Family & Home	5	10
Race Relations	1	2
Education	1	2
Physical, Mental Inefficiency	2	4
Criminal & Delinquency	1	2
Religion	2	4
Government	4	8
Economic Reform Programs	2	4
War	3	6
Communication	-	-
Socialized Professions	-	-
Recreation	-	-
Conservation	-	-
	50	100

### 3. Suitable Novels Classified and Ranked

The following is a list of the entire 216 authors and novels judged possibly suitable for the purpose of detailed report in this investigation. Names of authors and novels preceded by an asterisk comprise the fifty selected for detailed analysis in subsequent chapters. The novels are classified according to contemporary problems to which they are primarily pertinent. They are ranked in each division according to the system of rating adopted above.

#### POPULATION

##### South, negro life

*68.4	Peterkin, <u>Scarlet Sister Mary</u>
*17.8	Heyward, <u>Mamba's Daughters</u>
*17.8	Rylee, <u>Deep Dark River</u>
*13.4	Peterkin, <u>Bright Skin</u>
4.0	Hurston, <u>Their Eyes Watching God</u>
3.2	Alexander, <u>Candy</u>
2.9	Millen, <u>Sweet Man</u>
2.3	Kelley, <u>Inchin' Along</u>
1.3	Heyward, <u>Half Pint Flask</u>
1.0	Davis, <u>Butcher Bird</u>
1.0	Henderson, <u>Ollie Miss</u>
1.0	Kennedy, <u>Red Bean Row</u>
1.0	Moody, <u>Death Is a Little Man</u>
1.0	Odum, <u>Rainbow round My Shoulder</u>

##### South, poor whites

*16.8	Chapman, <u>The Happy Mountain</u>
* 6.9	Dargan, <u>Call Home the Heart</u>
* 6.9	Rawlings, <u>Golden Apples</u>
6.3	Chapman, <u>Weather Tree</u>
5.9	Rawlings, <u>South Moon Under</u>
5.7	O'Donnell, <u>Green Margins</u>

South, poor whites (continued)

- 5.0 Chapman, Home Place  
 4.2 Anderson, Beyond Desire  
 4.0 Green, Laughing Pioneers  
 2.3 Anderson, Kit Brandon  
 2.3 Stribling, Bright Metal  
 1.0 Hannum, Thursday April  
 1.0 Hamill, Swamp Shadow  
 1.0 Moorhouse, Rain on the Just  
 1.0 Skidmore, I Will Lift Up Mine Eyes  
 1.0 Wight, South

South, middle & upper strata

- 23.9 Glasgow, They Stooped to Folly  
 \*13.4 Glasgow, Sheltered Life<sup>1</sup>  
 2.3 Glenn, Southern Charm  
 2.3 Young, The Torches Flare  
 1.9 Glenn, A Short History of Julia  
 1.3 Fleming, Siesta  
 1.0 Bethea, Cotton

East, non-metropolitan

- \*28.3 Carroll, As the Earth Turns<sup>2</sup>  
 28.3 Chase, Mary Peters  
 10.3 Lincoln, February Hill  
 8.8 Carroll, A Few Foolish Ones  
 \* 8.1 Cozzens, Last Adam<sup>3</sup>  
 6.9 Fisher, Bonfire  
 4.2 Carroll, Neighbor to the Sky  
 4.2 Tarkington, Mirthful Heaven  
 1.3 Hall, They Seldom Speak  
 1.0 Blodgett, Home Is a Sailor

1

Sheltered Life was chosen instead of They Stooped to Folly because it is more pertinent to Southern life. It is ranked by Dickinson considerably higher than the latter.

2

As the Earth Turns was chosen instead of Mary Peters because it is more contemporary and set entirely in Maine.

3

Cozzens' Last Adam was chosen because it is more typical of rural New England than is February Hill which is more representative of the pathology of New England. Few Foolish Ones was not selected because it would re-duplicate the Maine setting of As the Earth Turns.

Midwest, West, non-metropolitan

*64.0	Johnson, <u>Now in November</u>
*26.4	Suckow, <u>The Folks</u>
*14.6	Aldrich, <u>A White Bird Flying</u>
*12.8	Stong, <u>State Fair</u>
11.3	Bromfield, <u>The Farm</u>
7.3	Stong, <u>Career</u>
6.9	Ferber, <u>Come and Get It</u>
5.9	Milburn, <u>Catalogue</u>
5.7	Pound, <u>Once a Wilderness</u>
5.6	Thomas, <u>Home Place</u>
5.0	Austin, <u>Starry Adventure</u>
4.0	Cannon, <u>Red Rust</u>
3.2	Williamson, <u>Wood Colt</u>
2.9	Johnson, <u>Spring Storm</u>
2.3	Horgan, <u>Main Line West</u>
2.3	Stong, <u>Village Tale</u>
1.9	Brinig, <u>Sun Sets on the West</u>
1.9	Cantwell, <u>Laugh and Lie Down</u>
1.9	Stong, <u>Stranger's Return</u>
1.3	Brinig, <u>This Man Is My Brother</u>
1.3	Cunningham, <u>Green Corn Rebellion</u>
1.3	Henderson, <u>This Much Is Mine</u>
1.0	Brown, <u>Firemakers</u>
1.0	Grew, <u>Migration</u>
1.0	Jones, <u>Oregon Detour</u>
1.0	Kelm, <u>The Cherry Bud</u>
1.0	Powell, <u>Dance Night</u>
1.0	Stewart, <u>Reluctant Soil</u>

Urban, lower stratum

* 5.0	Halper, <u>Union Square</u>
2.9	Levin, <u>Old Bunch</u>
1.0	Dahlberg, <u>From Flushing to Calvary</u>
1.0	Dos Passos, <u>Forty-Second Parallel</u>
1.0	Fisher, <u>Walls of Jericho</u>
1.0	Fuchs, <u>Homage to Blenholt</u>
1.0	Kandel, <u>City for Conquest</u>

Urban, middle & upper strata

*58.5	Barnes, <u>Years of Grace</u>
*28.6	Marquand, <u>Late George Apley</u>
5.0	Bromfield, <u>Twenty-Four Hours</u>
4.2	Horgan, <u>Fault of Angels</u>
3.7	Hurst, <u>Five and Ten</u>
2.3	Beer, <u>The Road to Heaven</u>
2.3	Weaver, <u>Her Knight Comes Riding</u>

Urban, middle & upper strata (continued)

- 1.9 Smart, New England Holiday
- 1.3 Arlen, Men Dislike Women
- 1.3 De Voto, We Accept with Pleasure
- 1.0 Barretto, Old Enchantment

Immigrants

- \*13.4 Lewisohn, Island Within
- \* 6.3 Rolvaag, Peder Victorious
- 3.7 Adamic, Grandsons
- 2.9 Davis, The Opening of a Door
- 2.3 Sykes, Second Hoeing
- 2.3 Williams, White Mule
- 1.3 Eastman, Sun on Their Shoulders
- 1.0 Brinig, Singermann
- 1.0 Cannon, Heirs
- 1.0 Matson, Day of Fortune

Indians

- \*114.5 La Farge, Laughing Boy
- 1.0 McClinshey, Joe Pete

## 2. MODERN INDUSTRY

- \*17.4 Halper, The Foundry
- \*17.4 Dos Passos, The Big Money
- \*14.7 Cantwell, The Land of Plenty
- \*13.7 McIntyre, Ferment
- 6.7 Benet, James Shore's Daughter
- 4.2 Halper, The Chute
- 3.7 Hergesheiner, Foolscap Rose
- 3.2 Conroy, The Disinherited
- 2.9 Herbst, The Executioner Waits
- 2.3 Havinghurst, Pier Seventeen
- 2.3 Rollins, Shadow Before
- 2.3 Vorse, Strike!
- 1.9 Whitcomb, Talk United States
- 1.0 Duffus, Night between the Rivers
- 1.0 Holden, Chance Has a Whip
- 1.0 Seaver, The Company

## 3. ECONOMIC SECURITY

- 9/
- \*67.3 Nathan, One More Spring
  - \*18.9 Lawrence, If I Have Four Apples
  - \*17.8 Glasgow, Vein of Iron
  - \*10.3 Lawrence, The Sound of Running Feet
  - \* 9.0 Lawrence, Years Are So Long
  - 5.6 Brody, Nobody Starves
  - 5.4 Corbett, Young Mrs. Miegs
  - 4.2 Farrell, Judgment Day
  - 4.2 Green, This Body the Earth
  - 2.3 Anderson, Hungry Men
  - 2.3 Sinclair, Mountain City
  - 1.3 Smedly, Daughter of Earth
  - 1.0 Brody, Cash Item

## 4. FAMILY AND THE HOME

- 70.0 Wolfe, Look Homeward, Angel<sup>1</sup>
- \*26.4 Fisher, The Deepening Stream
- \*17.8 Glaspell, Ambrose Holt and Family
- \*11.5 Suckow, The Bonney Family
- \* 8.6 Dell, The Golden Spike<sup>2</sup>
- 6.9 Barnes, Edna His Wife
- \* 6.9 Hull, Heat Lightning
- 5.6 Lewis, Anne Vickers
- 5.0 Rogers, Dusk at the Grove
- 5.0 Wickenden, The Running of the Deer
- 4.2 Delmar, Bad Girl
- 4.2 Gale, Papa La Fleur
- 4.2 Lewisohn, Stephen Escott
- 4.2 Wharton, The Gods Arrive
- 3.7 Suckow, The Kramer Girls
- 2.3 Hull, The Asking Price
- 2.3 Hull, Hardy Perennial
- 2.3 Norris, Seed
- 2.3 Ostenso, The Waters under the Earth
- 2.3 Young, River House
- 1.9 Herbst, Nothing Sacred

1

No detailed report is made on Look Homeward Angel because examination revealed that it is chiefly psychological and pathological rather than sociological.

2

Heat Lightning was chosen over Edna His Wife because with their ratings equal, diversity of authorship was the deciding factor. Two other novels of Barnes are included in the fifty while this is the only example of Hull's work treated in detail.

## FAMILY AND THE HOME (continued)

- 1.9 Hopkins, The Ladies
- 1.9 Whitney, Time Exposure
- 1.3 Burnham, This Our Exile
- 1.3 Lewis, Half a Loaf
- 1.0 Fuller, Her Son
- 1.0 Goolden, Waking Bird
- 1.0 Hull, Candle Indoors
- 1.0 Hurst, A President Is Born
- 1.0 Kantor, El Goes South
- 1.0 Kelley, So Fair a House
- 1.0 Parrott, The Tumult and the Shouting
- 1.0 Walker, Fireweed
- 1.0 White, Mrs. Green's Daughter-in-Law
- 1.0 Wiley, Queen Street

## 5. RACE RELATIONS

- 5.0 Basso, Court House Square<sup>1</sup>
- \*5.0 Stribling, Unfinished Cathedral
- 3.2 Flannagan, Amber Satyr
- 1.0 Childers, Novel about a White Man and Black
- 1.0 Dubois, Dark Princess
- 1.0 Saxon, Children of Strangers
- 1.0 Shelby and Stoney, Po' Buckra

## 6. EDUCATION

- \*3.7 Aldrich, Miss Bishop
- 2.3 Crawford, A Man of Learning
- 2.3 Fisher, Passions Spin the Plot
- 2.3 Weller, Not to Eat, Not for Love
- 1.3 Laing, End of Roaming

## 7. PHYSICAL, MENTAL INEFFICIENCY

- \*5.6 Maxwell, They Came Like Swallows
- \*4.2 Brand, The Outward Room

---

1

Unfinished Cathedral was selected instead of Court House Square because it is more relevant to the problem and is not replete with the vulgarisms of the latter.

## 8. CRIMINAL AND DELINQUENCY

- \*4.2 Burnett, Little Caesar
- 1.3 Anderson, Thieves Like Us
- 1.0 Hess, Tomorrow's Voyage
- 1.0 Zugsmith, The Reckoning

## 9. RELIGION

- \*13.4 Wilder, Heaven's My Destination
- \*10.0 Douglas, Green Light
- 4.2 Cozzens, Men and Brethren
- 4.0 Nathan, The Bishop's Wife

## 10. GOVERNMENT

- \*17.8 Lewis, It Can't Happen Here
- \* 9.4 Dineen, Ward Eight
- \* 5.7 Fairbank, Rich Man Poor Man
- \* 5.7 Huston, Dear Senator
- 5.4 Whitlock, Big Matt
- 2.3 Burnett, King Cole
- 2.3 Stribling, Sound Wagon
- 1.3 Childs, Washington Calling

## 11. ECONOMIC REFORM PROGRAMS

- \*13.2 Sinclair, Boston
- 12.1 Dos Passos, Nineteen-Nineteen<sup>1</sup>
- 4.2 Dargan, A Stone Came Rolling
- \* 4.2 Steinbeck, In Dubious Battle
- 4.2 Johnson, Jordanstown
- 2.9 Lumpkin, Sign for Chain
- 2.3 Boyd, In Time of Peace
- 1.3 Armstrong, Parched Earth
- 1.0 Newhouse, This Is Your Day
- 1.0 Weatherwax, Marching! Marching!

---

1

No detailed report is made on Nineteen-Nineteen because, although the novel is as well classified here as anywhere, it is not nearly so relevant to the problem of economic reform as is In Dubious Battle.

## 12. WAR

- \*17.8 Barnes, Within This Present
- \*11.3 Lee, It's a Great War
- \* 5.0 Scanlon, God Have Mercy on Us
- 4.6 Binns, The Laurels Are Cut Down
- 1.0 North, Night Outlasts the Whipperwill
- 1.0 Schindel, Golden Pilgrimage

13. COMMUNICATION

14. SOCIALIZED PROFESSIONS

15. RECREATION

16. CONSERVATION

Summary.- On the bases of importance and conformity to certain criteria, 216 novels were selected as possibly suitable for inclusion in modern English or social studies curricula. Fifty of these, selected so as to achieve maximum importance and maximum range in problems covered, were chosen for detailed report. Results of the survey of the ten year period in terms of distribution of the 216 among contemporary problems, distribution of the fifty among these problems, and the names of authors and novels, together with rankings and groupings according to problems, were presented in this chapter.

CHAPTER IV  
PROBLEM OF POPULATION -- SOUTH

Introductory Statement.-- This chapter and those immediately subsequent are concerned with the fourth of the five specific problems of this investigation -- the presentation of a treatment of each of the fifty chosen novels on the basis of which the teacher can judge whether the work is suitable to his particular needs and the individual needs of the members of his class. In order to make this treatment an adequate basis for the judgment of teachers on the individual novels, in each report there follows, after necessary bibliographic material, the following six sections:

A. Appearance on Lists.-- Following this title are noted those of the nine selective lists on which the particular novel is mentioned. Following the semi-colon in each case is the novel's weighted rating as developed in Chapter III.

B. Synthesis of Plot.-- The purpose of this section is merely to impart a general idea of those things with which the particular novel is concerned.

C. Critique of Novel.-- In this section is presented this investigator's criticism of the novel. This is supplemented by excerpts from reviewers for leading periodicals.

D. Main Problem.-- Under this sub-title are given page references to material in the novel which should serve as starting points for discussing phases of the problem under which this work is classified. Page references are to the first page when material extends over more than one.<sup>1</sup>

E. Other Problems.-- Following this are listed page references to material relevant to other contemporary social studies problems. Here again references are to the first page when the material extends over more than one.<sup>2</sup>

F. Dangers in Teaching.-- Noted in this division were any sections which seemed to need special explanation to prevent misconception by immature readers and any material the controversial nature of which might make the novel unsuitable for some situations.

---

1

To facilitate the reader's swift orientation in each report, standard introductory sentences to sections D and E are used in each case. Any attempt at variety in introductory sentences for the fifty reports would have been futile since at most these statements would permit of but relatively few variants -- enough to confuse but not enough to achieve freshness.

Chapter VI, devoted to the South as a phase of the problem of population, includes reports on seven novels. Three of these are classified as novels dealing primarily with negro life, three others with the life of poor whites, and one with the life of the more well-to-do whites in that section of the United States.

1. Negro Life -- Scarlet Sister Mary

Peterkin, Julia. Scarlet Sister Mary. Indianapolis: The Bobbs-Merrill Company, 1928. Pp. 345.

A. Appearance on Lists.-- Dickinson Best Books of the Decade 153, New International Yearbook, American Year Book, Gold Star List, Good Reading, American Library Association Catalog, winner of Pulitzer Prize; 68.4.

B. Synthesis of Plot.-- Scarlet Sister Mary is the story of a young negro girl whose life is spent on an old cotton plantation in a portion of the South where the negro comes into almost no contact with the whites. Mary was expelled from the church for dancing on the night of her wedding, but it made little difference since she would have been put out anyway when her baby was born too shortly after her marriage. She was deserted by her husband, July, who had run off with another woman. On the advice of a conjurer she

forgot about July and went on working, having children, and rearing them well. After the death of her first-born, Unex, Mary "experienced a deep conviction of sin," repented, and was readmitted to the church.

C. Critique of Novel.- This novel is a straightforward account of Mary's life and the life of the Southern negro. The material is delicately handled. The author is restrained throughout, and, as does Hawthorne in The Scarlet Letter, she contents herself with statements of events and the facts of Mary's sinfulness rather than entering into realistic and unduly stimulating accounts of the sinning. It never becomes morbid. It seems a wholesome treatment of a less cultivated stratum of society. An example of Peterkin's grasp of the charming simplicity of the negro is seen when July and Mary choose Unex, short for Unexpected, as the name for their child. Their tenderness is illustrated by Budda Ben's care of Mary. Scarlet Sister Mary was unanimously endorsed by the ten reviewers quoted in the Book Review Digest (41). The reviewer for the Springfield Republican says of the work that "it evidently presents an authentic picture of Negro life, standards, morals, viewpoint, and character close to the soil." In the Saturday

Review of Literature Hershell says that this work "firmly establishes its author as an interpreter of negro character...."<sup>1</sup>

D. Main Problem.- This novel is primarily of social studies value as it is concerned with negro life in the South. Among the social phenomena suitable as starting points for class discussion of phases of this problem, together with page references to the material, are: plantation life of older days contrasted with life on the plantation today, 11; child labor, 14; primitive attitude toward marriage, 22; wedding customs, 44; dancing, 31; work in the cotton fields, 59; uneventfulness of birth, 59; prominence of superstition, 114, 120; the festivities of excursions to town, 136; the religious meeting, 137; the food available, 156; women smoking pipes, 162; effect of the boll weevil on cotton, 188; illiteracy, 196; and the pageantry of the Bury-leagers, 236.

E. Other Problems.- Discussions of the following other contemporary social problems might originate on the pages referred to: religion, 137, 160, 214, 333; and the family and the home, 95, 97, 127, 128, 161.

F. Dangers in Teaching.- If the facts of human birth can be accepted as suitable material for the adolescent to read about, there is nothing objectionable in Scarlet Sister Mary. The language never becomes too strong for the ordinarily fastidious.

<sup>1</sup>

For these and other references see Book Review Digest (41), 1928.

## 2. Negro Life-- Mamba's Daughters

Heyward, Du Bose, Mamba's Daughters. New York:  
Doubleday, Doran & Company, 1929. Pp.311.

A. Appearance on Lists.-- Dickinson, Best Books of the Decade 133, Americana Annual, New International Yearbook, American Year Book, Gold Star List, American Library Association Catalog; 17.8.

B. Synthesis of Plot.-- In Mamba's Daughters Heyward has written a tangible story which, however, is undoubtably meant to be representative of the struggle of the negro to take his place in the cultural development of the United States. Mamba was a Charleston, South Carolina, waterfront negress until she determined that her granddaughter was to have the opportunities to become a member of the upper class negroes rather than become like the child's giant, animal-like mother, Hagar. To be in a position further to protect her daughters, Mamba raised herself one social notch by attaching herself as servant to a white family. Hagar, after being sentenced to leave town as a result of a scrape, settled down to work in the phosphate mines. Mamba was left to rear Lissa and, with the financial help of Hagar, saw to it that Lissa's voice was properly trained. Mamba and Hagar saved

Lissa from the advances of a philandering mulatto; Hagar strangled the man. To further Lissa's chances for a career, Hagar covered up all traces of Lissa's connection with him by accepting full responsibility and committing suicide. Lissa's debut at the Metropolitan justified the sacrifice. In her old age Mamba could be placidly contented, for her daughters no longer needed her care.

C. Critique of Novel.— While this novel can be classified as a study of negro life in the South, it is more than that; it is a rather complete picture of the range of sociological problems in that section of the country. Heyward understands the character of the older families, the problems of the Northern financiers, the class differences among the negroes, and the fundamental problems of the relationship between white and negro. Furthermore, while all this material is in the novel, it never obtrudes upon the interest of the reader in the story. The novel never becomes didactic or stilted because of its significance. The book was generally praised by reviewers for "sustained effectiveness and literary excellence" (Boston Transcript); for its interesting negro characters (New Statesman); and for the author's sketching of the background of the story with sympathy and exactness (Times (London) Literary Supplement). Some reviewers, though, felt

that there were structural defects in the plot (Books) and that Mamba's Daughters failed to reach the level of Heyward's Porgy (Saturday Review of Literature)<sup>1</sup>.

D. Main Problem.- Mamba's Daughters is primarily of social studies value as it is relevant to negro life in the South. Among the social phenomena suitable as starting points for class discussion of phases of this problem, together with page references to the material, are: class distinctions among negroes, 3,9,14,92,208; negro slum life, 26; negro upper class life, 209; the negro and justice 65; the negro as a worker: the company store, 68, labor in the mines, 84; imposed upon by the company and officials, 89, preacher subsidized by the company, 96; the negro's irresponsibility, 76; the showy mulatto, 79; religious meeting 99, 164; the love feast, 100; the northern negro minister, 173; the negro's playfulness, 177; the dance to the negro, 235; the negro holiday, 242; the impressionistic negro mind, 276; and the rarity of suicide among negroes, 282, 292.

E. Other Problems- This novel is almost as good a novel of upper class whites in the South and of race relations as it is of negro life, Discussions of the following other contemporary social problems might originate on the pages referred to: population,

---

1

For these and other reviews see Book Review Digest (41), 1929.

upper class whites, 4,31, 60, 115; education, 17; race relations, 61, 71, 154, 159, 223; and war, 193.

F. Dangers in Teaching.- Mamba's Daughters, from the point of view of the teacher of contemporary social studies problems is the best of the novels on negro life because of the thoroughness with which it concerns itself with the range of Southern life, the poor whites in the South alone being excepted. It is thoroughly wholesome for classroom discussion and is not too profound for the adolescent.

### 3. Negro Life -- Deep Dark River

Rylee, Robert. Deep Dark River. New York: Farrar & Rinehart, 1935. Pp. 308.

A. Appearance on Lists.- Dickinson Best Books of the Decade 108, Americana Annual, New International Yearbook, American Year Book, Gold Star List, American Library Association Catalog; 17.8.

B. Synthesis of Plot.- Deep Dark River is the story of Mose Southwick who lived in the Delta country of Louisiana. Mose was a good farmer with a real love for the land which he cultivated on a share-cropper basis for old Lon Rutherford under the immediate supervision of Mr. Birney, an unscrupulous foreman whose absolute control was but little interfered with by Lon's two law-breaking sons. Mose also loved God, whose

laws he strove to obey. Beatrice, a good-for-nothing negress whom he took to live with him, violently disturbed both his relationship with his land and his God. She was the ultimate cause of his murdering a man and being sentenced to life imprisonment. As he worked on the prison farm, however, Mose found peace in growing his cotton.

C. Critique of Novel.-- In *Mose*, Rylee depicts a fine character-- stolid in adversity, joyous amidst hard physical labor, and pathetic in his desire to be an ordained minister of God. The novel is more, however, than just a picture of negro life; it attempts to shed light on the life of the white bosses and to discover the why's of the poor race relationships existing in the South. Sixteen reviewers quoted in Book Review Digest (41) generally favored the book; the only three of these who found any fault with it did so on the grounds that Rylee went a bit "soft" on the nobility of Mose's characterization. Typical of the laudatory remarks was "His power to present incredible horror without brutality on his part is unusual in modern fiction" (Books)<sup>1</sup>.

D. Main Problem.-- This novel is primarily of social studies value as it sheds light on negro life in the South. Among the social phenomena suitable as

---

1

For this and other reviews see Book Review Digest (41), 1935.

starting points for class discussion of phases of this problem, together with page references to the material, are: the poverty of the negro, 7, 26; the boss of the sharecropper, 46; living conditions, 56; the life of sharecropper's wife, 69; physical labor, 71; traffic in moonshine liquor, 81; the sharecropper system, 88; the religious meeting, 16, 99; negro cemetery, 125; economic slavery of the negro under the foreman, 127; the light colored negro, a misfit, 132; attitude toward marriage, 143; race prejudice, 231; and prevalence of superstition, 285.

E. Other Problems.-- Discussions of the following other contemporary social problems might originate on the pages referred to: the life of whites in the South, 50, 56, 112; religion, 169; race relationships, 112, 137, 162, 179, 234; and crime and the criminal, 236, 295.

F. Dangers in Teaching.-- The sexual waywardness of Mose and Beatrice are stated but are not pornographically portrayed; therefore, they will not generally be found offensive. In several places Rylee reproduces the "cussin" of some of the negro characters in an ultra-realistic fashion. Some preparation by the teacher might be necessary before younger adolescents encounter the "God Dam's" and "bitch's" which crop up in several places.

4. Poor Whites -- The Happy Mountain

Chapman, Maristan. The Happy Mountain. New York:  
The Viking Press, 1928. Pp. 313.

A. Appearance on Lists.-- Dickinson Best Books of the Decade 94, Americana Annual, New International Yearbook, Gold Star List, American Library Association Catalog; 16.8.

B. Synthesis of Plot.-- The Happy Mountain is the story of the mountain folk of Glen Hazard, particularly of the life of Waits (Wait-Still-on-the-Lord) Lowe, of his desire to leave the mountains and see the lowlands, the city, and the ocean, of his travels through the mountains until he reached the city, of his disappointment and return to Glen Hazard, of his struggle to return to the place in Dena Howard's heart which had apparently been usurped by Burl Bracy, of the fight between Waits and Burl eventuating in the maddened Bracy's accidental death, and of Wait's pledging to Dena.

C. Critique of Novel.-- The author of The Happy Mountain presents a thorough and understanding account of the life of these mountaineers -- poor in material riches, rich in the fullness of their simple lives, their understanding of nature, and their natural, hardy religion. Perhaps the story is a bit sentimentalized

as Cotter's Saturday Night of Burns might be called sentimental; but it rings true. The Celtic superstitions, the archaic English dialect, the Biblical lilt of their idioms, and the home-made ballads are there. Reviewers generally praised the novel although most of them recognized that the work is in the romantic tradition. In Bookman appeared, "it has a quality of clarity and restraint...."; but Slesinger in the New York Evening Post warns that its "prettiness may be hailed as beauty, its slight significance accorded profundity." More justified, however, seems Brickell's estimate (North American), "Miss (sic) Chapman knows her mountain folk and loves them, and her novel is sympathetic and often charming."<sup>1</sup>

D. Main Problem.-- This novel is primarily of social studies value as it is concerned with the life of the poor white in the South. Among the social phenomena suitable as starting points for class discussion of phases of this problem, together with page references to the material, are: the mountain town, 2; such attitudes characteristic of the mountaineers<sup>as</sup> that towards outlanders, 15, trains, 215, and books, 110, 199, their hospitality, 56, 103, 105, their taciturnity, 14, 31, 48, 71, 171, and their fear of showing affection, 234; the mountain cabin, 4; superstitions, 5, 12, 88,

---

1

For these and other reviews see Book Review Digest (41), 1928.

131, 132, 268; ballads, 8, 22, 24, 62, 102, 300; story-telling at night, 119; religious service, 17, 225; attitude to decayed white stock, 42, 80; social gathering, 61; the Preacher, 69; food, 75; and the importance of the Post Office, 83.

E. Other Problems.-- Discussions of the following other contemporary social problems might originate on the pages referred to: religion, 17, 37, 141, 220, 225, and family and the home, 38, 54, 103, 257.

F. Dangers in Teaching.-- The novel is in every way perfectly wholesome and seems fit for teaching at all levels of senior high school or junior college work.

5. Poor Whites -- Call Home the Heart  
Dargan, Olive Tilford (Fielding Burk, pseud). Call Home the Heart. New York: Longmans, Green and Co., 1932. Pp. 432.

A. Appearance on Lists.-- Americana Annual, New International Yearbook, American Year Book, American Library Association Catalog; 6.9.

B. Synthesis of Plot.-- Call Home the Heart is the story of Ishma Waycaster, hard working daughter of a mountain family which was farming a run-down piece of land, failing to maintain the establishment in respectable condition, receiving an additional member every year, and was sinking deeper into squalor. When

Ish married Brit, they stopped, temporarily, the downward trend, but after some years she awakened to the knowledge that they were becoming no better than the rest of the family. Giving up the fight, she ran off to a lowland mill town with the relatively prosperous Rad, to whom she soon became so indebted that she could not leave him as she felt she should. She encouraged Rad's attentions to another girl, and she saw to it that the two were married. Freed from Rad she worked hard to better labor conditions in the mills until one day she found herself on the train back to the hills. Brit took her back to the now prospering and orderly farm.

C. Critique of Novel.- This novel is an interesting story which would give rise to discussion of a wide variety of phases of the problem of the poor white in the South since it is concerned with both the poor white on the farm and in the town. There is, furthermore, ample material for discussing modern industry and economic reform programs. There were times, though, that the story became so involved with sociology that it seemed to drag a bit. Reviewers generally praised the novel. Dawson, writing in Books says, "Most other pictures of Southern Mountain life dwindle into mere picturesqueness beside the obvious reality -- humorous and beautiful as well as grim --

of this one." In Christian Science Monitor it is spoken of as "A novel that stands full sized and mature among many well written but slighter books about the mountain folk."<sup>1</sup> The chief unfavorable impression left by the novel is that it could have been compressed somewhat.

D. Main Problem.- Call Home the Heart is primarily of social studies value as it is concerned with the poor white in the South. Among the social phenomena suitable as starting points for class discussion of phases of this problem, together with page references to the material, are: children working around home, 1, 13; struggle to maintain even poor living conditions, 2, 10, 86; large families, 6; fear of having an insane child, 7; laziness, 13; dirt, 19; love of ballads, 28, 30, 47, 48, 136, 175; informality of court procedure, 30; lack of sympathy for children, 37; neighborliness, 63; religion, 65, 80, 367; "churchin" a derelict member, 159; the problem of too many children, 194; poverty in mill town, 201; female labor, 201, 271; origin of child labor in South, 203; old age after years in mills, 206; servitude to installment buying, 212, 225; lack of charity, 217; unions, 221, 277; sweat shop conditions, 275; fear of losing job, 310; strike, 310, 348; and lynching, 364, 379.

1

For these and other reviews see Book Review Digest (41), 1932.

E. Other Problems.- Discussions of the following other contemporary social problems might originate on the pages referred to: modern industry, 201, 203, 212, 221, 225, 271, 275, 277, 310, 348; economic security, 206; economic reform programs, 284, 287, 360, 364; education 72, 405; physical inefficiency, 233, 259; socialized professions, 233, 259; communication, 284; race relations, 352, 375; and religion, 65, 80, 367.

F. Dangers in Teaching.- Teachers will find several things <sup>in</sup> Call Home the Heart which might cause it to be considered, in some situations, undesirable material. On page 284, there is reproduced an imagined speech of a communist agitator which will need explanation by the teacher to prevent misinterpretation by the immature reader. The other doubtful section refers to the need for fewer children; Ish and Rad learn how not to have them. There is no mention of the process involved, but it certainly is not abstinence. Class discussion of this section, or even the reading of it, might cause a clash with some religious denominations. Yet there is no need for discussing the passage; and the words do not necessarily imply the use of contraceptives.

6. Poor Whites -- Golden Apples

Rawlings, Marjorie Kinnan. Golden Apples. New York: Charles Scribner's Sons, 1935. Pp. 352.

A. Appearance on Lists.-- Americana Annual, New International Yearbook, American Year Book, American Library Association Catalog; 6.9.

B. Synthesis of Plot.-- In Golden Apples, Rawlings deals with the lives of two native Florida Crackers living near Purley and an Englishman who had been forced unjustly to leave his home. He took up his residence on family land on which Luke Brinley and his sister had squatted when poor crops had caused their eviction. The struggle of the two for existence after the death of their parents was resumed on this, the most undesirable land of the territory. When Mr. Tordell, utterly depressed, came to the hammock, the three stayed. Luke learned the orange business in order to turn the hammock into a grove, while Allie nursed Tordell to health. When Allie became obviously pregnant, the "furriner" was horsewhipped by the outraged citizenry. Although it was no longer necessary, Tordell married Allie. During the ensuing months Tordell became stronger and gradually took an interest in the country and people. After Allie and

the baby both died, Luke married, and Tordell appeared adjusted and probably about to marry the strong and likable Camilla Van Dyne.

C. Critique of Novel.- Golden Apples, while an interesting novel set in a region with definite sociological significance, finds Rawlings dwelling perhaps too long on sexual happenings and seeming to be definitely interested in stimulating her readers through intimately suggestive descriptions which are perhaps romantically over-sentimentalized. She is in quite a different vein when she refers to the expected offspring as the bastard or when she employs bitches as her favorite figure of speech. Both of the moods seem affected and forced. While generally favoring Golden Apples, most writers found something to disapprove of in the novel. Most agree that it is a good treatment of life in the poorer sections of Florida. In completely condemning it, the reviewer for Nation claimed it to be "given over to the staples of petty fiction -- tempestuous passion, primitive kindness, et al. It is trite and quite harmless."<sup>1</sup>

D. Main Problem.- This novel is primarily of social studies value as it is concerned with poor whites in the South. Among the social phenomena

---

1

For this and other reviews see Book Review Digest (41), 1935.

suitable as starting points for class discussion of phases of this problem, together with page references to the material, are: funeral customs, 1; poverty, 44; means of existence, 58; neighborliness, 66; simplicity of adults, 122, 132, 140, 159, 169, 170; interest in nature and understanding of it, 130, 168; resentfulness of relative affluence in another, 172; social gatherings and recreation, 177; moral code, 187; elemental sense of justice and retribution, 190; raising oranges for livelihood, 236, 303, 309; and casual attitude towards marriage, 332.

E. Other Problems.— Discussions of the following other contemporary social problems might originate on the pages referred to: upper class whites, South, 214, 226, 236, 346; family and the home, 332, 342; and recreation, 177.

F. Dangers in Teaching.— There will be a definite danger that young, susceptible adolescents reading this novel will assimilate the sentimental and unconventional view of sexual relationships found in this novel. The teacher will have to read and decide whether in the following passages the author dwells too long on too stimulating details: her bathing of him, 125; the embrace, 130; the fornication, 144; the memory of it 192; the attitude towards it, 208;

and getting used "to the feel of her," 336. If these passages secure the "nihil obstat" of the teacher, the rest will be found useful as a description of the life of the poor white in the South.

7. Middle and Upper Strata-- The Sheltered Life

21  
Glasgow, Ellen. The Sheltered Life. New York: Doubleday, Doran & Company, 1932. Pp. 395.

A. Appearance on Lists.-- Dickinson Best Books of the Decade 158, Americana Annual, New International Yearbook, American Year Book, American Library Association Catalog; 13.4.

B. Synthesis of Plot.-- The Sheltered Life is the story of a group of decadent Southern aristocracy who are all relatives or close friends of an elderly Confederate general, General Archbald. The older norms of the group are the causes of their troubles; the characters never take any action on their problems but merely struggle to keep up appearances while their sorrows ingrow. The sheltered type of life, the failure to face facts, leads eventually to tragedy in the form of physical and mental breakdowns.

C. Critique of Novel.-- The story does give a picture of decaying aristocracy and evidences a keen perception of the underlying faults of the older

g/

conventions. The continued acceptance as fact that the male is not monogamous, and even that he cannot be, is perhaps unjustified, but this seems a relatively minor fault in a good novel. Glas~~co~~w, as usual, writes in a good humored way of much psychologically significant material. Nine reviewers quoted in Book Review Digest have nothing but high praise for this novel; but Fadiman, reviewing for New Republic condemns it for lack of freshness and vitality. Van Doren, in Nation, writes of the author: "Whatever her place among them, Ellen Glas~~co~~w writes in the style of the best novelists." g/

Canby in Saturday Review of Literature classes her as "one of the very few writers upon the old and the modern South who understands tradition, who comprehends the intricate values of the life of a 'gentleman' or a 'lady,' and yet never writes sentiment when satire is called for."<sup>1</sup>

D. Main Problem.- This novel is primarily of social studies value as it is concerned with whites of the middle and upper strata in the South. Among the social phenomena suitable as starting points for class discussion of phases of this problem, together with page references to the material, are: customs surrounding engagements, 14; importance of unblemished reputations for women, 17; class pride, 26, 42, 102, 232;

1

For these and other reviews see Book Review Digest (41), 1932.

talkativeness of the women, 25, 28; the old Confederate officer, 23, 31; marriage for appearances, 32; politeness, 56; threadbareness, 70; keeping up appearances, 85, 92, 207; social festivities, 96, 122; overdeveloped modesty, 30, 206; attitude toward a girl's living away from sheltering family, 172; sheltering from life, 224, 338; and conservatism and laissez-faire attitude towards social problems, 298.

ll E. Other Problems.- Discussions of ~~the following~~ other contemporary social problems might originate on the pages referred to: race relations 51, 199; war, 163, 352, 372; and family and the home, 191.

F. Dangers in Teaching.- Some of the sections devoted to reminiscing by old General Archbald will cause the interest of adolescents to lag at times. Teachers might read the account of the embrace on p.333 to decide whether it might be offensive or might need special preparation or explanation, depending on the pupils for whom it is intended.

Summary.- Of the novels dealing with negro life in the South, Mamba's Daughters seems the best from a sociological viewpoint; Scarlet Sister Mary, the best from a literary one. The Happy Mountain stands out both as literature and sociology over the other two concerned with the life of the poor whites.

8/

The changing South of the well-to-do whites is  
adequately presented in Ellen Glasgow's The Sheltered  
Life.

## CHAPTER V

### PROBLEM OF POPULATION -- EAST, MIDWEST, WEST (NON-METROPOLITAN)

Introductory Statement.- In this chapter are included two novels dealing with the non-metropolitan East, As The Earth Turns and The Last Adam. No effort was made to distinguish between rural life in the Midwest and West. Grouped under this compound classification and treated in this chapter are four novels: Now in November, The Folks, A White Bird Flying and State Fair.

#### 1. East -- As the Earth Turns

Carroll, Gladys Hasty. As The Earth Turns. New York: The Macmillan Company, 1933. Pp. 339.

A. Appearance on Lists.- Dickinson Best Books of the Decade 110, Americana Annual, New International Yearbook, American Year Book, Gold Star List, Good Reading, American Library Association Catalog; 28.3.

B. Synthesis of Plot.- As the Earth Turns is a story of a year in the lives of the Shaw family,

inhabitants of rural Maine, including the arrival of their new neighbors, the Polish Janowskis; the occasional returns of Ralph, the aviator, Lize, a stenographer in the city, and Olly who is studying to be a lawyer; the departure of Lois May for business school; the marriage of Ed to the village school-teacher; the death of Ralph in a plane crash; and the partial reformation of the selfish and lazy son, George. All the events in the story are dominated by the personality of Jen, the daughter of Mark Shaw. She is always kindly, considerate, understanding, hard-working, and capable. For her, as for Mark, living and farm life are synonymous. She will marry Stan Janowski who also perceives the true values of farming.

C. Critique of Novel.- Carroll's novel is a thoroughly enjoyable picture of the New England Yankee type. The author shows complete understanding of the characters of these Maine inhabitants. Especially does she seem psychologically accurate in her picture of Jen. The novel is written with a gravity of style which is perfectly suited to the stolidity of the rural New Englander. It is not without such flashes of humor as "a trim girl grown hard-looking from four years of keeping discipline

in a city school." The novel has been criticised by some reviewers for triteness (Commonweal), lack of plot (Times (London) Literary Supplement); and lack of excitement (New York Times). Far more typical, however, is such praise as MacAfee's words in the Yale Review, "For a New Englander, As the Earth Turns is very much like a letter from home"; or as that in the Boston Transcript, "Mrs. Carroll has caught the atmosphere just as she has mirrored the character of these people with humor and real understanding."<sup>1</sup>

D. Main Problem.- This novel is primarily of social studies value as it is concerned with rural life in the East. Among the social phenomena suitable as starting points for class discussion of phases of this problem, together with page references to the material, are: migratory families, 5; struggle to finance education, 8; large families, 12, 15; isolation during winter, 22, 31; race prejudices, 15, 23, 65, 253; rural education, 26, 155; importance of the peddler, 36; concern for neatness, 37; non-demonstrative natures, 47; provincialism, 68, 112, 282; making own clothes, 74; farm work of spring, 79, 141, and fall, 274; wedding, 87; unselfishness in helping

<sup>1</sup>

For these and other reviews see Book Review Digest (41), 1933.

the sick, 97; contrast of good and bad farming, 124; funeral, 233; religious services, 169; church socials, 208; canning and pickling, 248; an outing, 278; and Yuletide customs, 335.

E. Other Problems.-- Discussions of the following other contemporary social problems might originate on the pages referred to: family and home, throughout the entire book which could also have been classed as a story of family relations as well as one of the non-metropolitan East; economic security, 134; race relations, 23, 65, 195, 253; government, 264; and education, 26, 155.

F. Dangers in Teaching.-- Carroll's novel seems perfectly teachable. It is thoroughly wholesome.

## 2. East -- The Last Adam

Cozzens, James Gould. The Last Adam. New York: Harcourt, Brace and Company, 1933. Pp. 301.

A. Appearance on Lists.-- American Year Book, Gold Star List, American Library Association Catalog; 8.1.

B. Synthesis of Plot.-- Set in New Winton, Connecticut, The Last Adam is the story of a country doctor who ministered to the inhabitants of this town

and its surrounding country. Dr. George Bull is described as a hearty old general practitioner, the serenity of whose philosophical outlook on life remained unshattered when patients were lost through his own hasty and incorrect diagnoses. When a typhoid fever epidemic struck the town because of his negligence as Health Officer, the accumulated grievances of generations almost succeeded in forcing his removal.

C. Critique of Novel.- The Last Adam must be conceded to be highly interesting and admirably compressed. It is, moreover, truly significant in its portrayal of the New England town. One wonders, though, if a Rabelaisian sense of humor and a desire to arouse interest through shocking phraseology have not caused Cozzens to desert verisimilitude on some occasions, in favor of popular appeal. That a New England doctor should be so sexually loose and that a New England spinster should close the novel by describing him as "The old bastard!" seem strange. Irreconcilable viewpoints of The Last Adam are expressed by reviewers. It is criticized for lack of originality, superficiality of characters, and unnecessary coarseness by some quoted in Book Review Digest. It is praised for evidencing a significant insight into New England communities, for being

entertaining, for possessing energy, and for fine workmanship by others. North American has it showing "a quite remarkable insight into the whole workings of a New England community...."; on the other hand, in New Republic the claim is made that "Mr. Cozzens will have to be classed... as a non-serious novelist."<sup>1</sup>

D. Main Problem.- This novel is primarily of social studies value as it is concerned with Eastern, non-metropolitan life. Among the social phenomena suitable as starting points for class discussion of phases of this problem, together with page references to the material, are: New England winter, 3; puritanical standards, 7; garrulity, 9, 10, 14, 34; village doctor, 23, 33, 109, 150, 159, 172, 196, 232; New England town, 24; general interest in all events transpiring in the town, 28; Post Office, 52; rural New Englander's acid nature, 62, 233; town government, 81; boredom of the young folk in small towns, 82, 93, 140; town paupers, 99; neighborliness, 101; class lines, 103; informality of town officials, 110, 121; town hall, 110; town church, 142; conservatism, 209; town meeting, 225, 261, 268; and prejudice against Jews and Catholics, 32, 257.

E. Other Problems.- Discussions of the following other contemporary social problems might

1

For these and other review see Book Review Digest (41), 1933.

originate on the pages referred to: communication, 14, 17, 123; education, 72, 116, 129; government, 81, 110, 113, 119, 121, 180, 204, 210, 222; physical inefficiency, 209, 240; and religion, 292.

F. Dangers in Teaching.-- While with more mature adolescents it is conceivable that The Last Adam be used as supplementary reading, its use in the classroom seems absolutely precluded by the frequent mention of sexual matters in vulgar language never used in mixed company. The novel is a significant treatment of rural New England, but the phraseology is that of the mill worker combined with that of the New York psuedo-sophisticate. Any teacher considering using it should read pages 32, 41, 61, 138, 152, 165, 210, and 230. If material on these pages does not make the book unteachable, nothing in the remaining portions will.

### 3. Midwest, West -- Now in November

Johnson, Josephine. Now in November. New York:

Simon and Schuster, 1934. Pp. 231

A. Appearance on Lists.-- Dickinson Best Books of the Decade 138, New International Yearbook, American Year Book, Good Reading, American Library Association Catalog, winner of the Pulitzer Prize; 64.0.

B. Synthesis of Plot.- Now in November is the story of a year in the history of a farm family of the West as viewed in retrospect by Margret, daughter of the man and woman who had been struggling for ten years to achieve some measure of economic rehabilitation by a return to the soil which the father had known as a youth. It is a story of hardship, including unceasing labor; a losing milk strike; severe drought; eviction of neighbors; loss of mind by a sister who had never become adjusted to farm life; a fire which causes the death of Margret's mother from burns, destroys their hay, results in the suicide of the crazed sister, and leaves the family only a chance to go on struggling; the departure of Grant, a hired man who alone seemed able to find any measure of happiness in his lot and whose presence gave Margret hope for her own happiness.

C. Critique of Novel.- The book is primarily a picture of conditions; the philosophizing is, in great part, left to the reader. But it is the conviction, and certainly the hope of this investigator, that the picture is unbalanced in the absence of all signs of joy and satisfaction. Johnson seems to have marshalled one misfortune after another to prove that life on the farm is completely bleak. Once it is viewed as a

presentation not of farm life, but of the hardships of farm life, this novel must be recognized as an interesting presentation of material eminently suitable for stimulating discussion of the economic, governmental, and sociological problems involved in the lives of the farmers of the Midwest and West. Eleven of the twelve reviewers quoted in Book Review Digest find no fault with Now in November. In the New York Times Walton writes: "On two planes 'Now in November' has clear-cut claims to distinction. In the first place it is a farm novel of more than ordinary power and truth....In addition, however, Miss Johnson's book...is a story of delicate and devious human emotions...." In Forum is found the following comment: "Coming from a girl of twenty-four, it is almost unbelievably good and has that rare quality of timelessness which is the mark of first-rate fiction." The lone dissenting voice comes from Bessie (Sat. Review of Literature) who adds to considerable praise of the work the remark, "In more ways than one it is a fragment; an expanded short story that loses in the expansion, the tensity it might have possessed in a more concise form."<sup>1</sup>

D. Main Problem.-- This novel is primarily of social studies value as it is concerned with rural

<sup>1</sup> For these and other reviews see Book Review Digest (41), 1934.

life in the Midwest and West. Among the social phenomena suitable as starting points for class discussion of phases of this problem, together with page references to the material, are: poverty, 11; lack of social ease, 19; the negro in this region, 20; heavy feeling of things always to be done, 32, 38; effect of debt hanging over heads, 35, 37; spring on the farm, 38; schooling, 40; migratory nature of population, 43; fear of a poor year, 68; the drought, 97, 113, 143, 172, 188, 213; home canning, 114; unrest connected with milk strike, 128; nature of church service, 133; eviction, 156, 164; seriousness of physical inefficiency caused by accident or age, 167, 227; and injustice of property tax, 218.

E. Other Problems.- Discussions of the following other contemporary social problems might originate on the pages referred to: economic security, 4, 35, 76, 121, 151, 156, 164; family and the home, 11, 26, 46, 169; education, 40; mental and physical inefficiency, 95, 167, 178, 227; race relations, 99; religion, 133; and government, 218.

F. Dangers in Teaching.- Some tutorial care is probably necessary for the clarification of the too depressing outlook of the book. Furthermore, the teacher should carefully consider an interpretation of

the section on religion which seems to show an immaturity of outlook on the part of the author.

4. Midwest, West -- The Folks

Suckow, Ruth. The Folks. New York: Farrar & Rinehart, 1934. Pp. 727.

A. Appearance on Lists.- Dickinson Best Books of the Decade, 127; New International Yearbook, American Year Book, Gold Star List, Good Reading, American Library Association Catalog; 26.4.

B. Synthesis of Plot.- The Folks is the story of the Ferguson family of Belmond, Iowa. It starts with a description of the Fergusons when the children were young and the grandparents still lived. Successively are told the stories of each of the children -- of Carl, the school administrator, whose marriage without having satisfied his more liberal inclinations turned out unhappily for him and his wife; of Dorothy, whose marriage to a handsome and relatively wealthy young fellow was strictly in accordance with Belmond's canons; of Margaret, whose sensitivity and rebellion against the narrowness of the town led her to a Bohemian life in which she was appreciated and to an illicit love; and of Bun, who came home married to the strange, radically minded Charlotte Bukowska.

C. Critique of Novel.-- Suckow's work is outstanding in its treatment of both the psychological and the psychopathic. The description of Carl's guilty feeling after "telling on"<sup>1</sup> his sister, or Grandpa's helplessness and feeling of being lost eating the "first Thanksgiving meal I've set down to without mother in fifty-five years,"<sup>2</sup> are typical of reactions which are eminently true to the way people generally think or act -- that is they are psychological. Margaret's flight to New York seems an accurate case history in abnormal psychology. In general the book seems to suffer from lack of selection among details by the author; it is needlessly stretched out. All the reviewers quoted in Book Review Digest approved The Folks. Several, however, added disapproving comments on the grounds that the work was too wordy; Walton, in the New York Times, furthermore, claims that the author lacks insight into the more profound emotional experiences. More typical, though, are the following comments: "major American fiction" (Books); "the great Middlewestern novel...but this... is more than regional." (Canadian Forum); and "the biggest novel of the corn country" (Commonweal).<sup>3</sup>

<sup>1</sup> P. 33.

<sup>2</sup> P. 94.

<sup>3</sup> For these and other reviews see Book Review Digest (41), 1934.

D. Main Problem.- This novel is primarily of social studies value as it is concerned with rural life in the Midwest and West. Among the social phenomena suitable as starting points for class discussion of phases of this problem, together with page references to the material, are: religious prejudices, 38, 694; family gatherings, 42, 90, 172; Ladies Aid Meetings, 58; church socials, 81; the attitude of the town towards smoking, 151, drinking, 169, 343, radical tenets 178, remarriage after the death of a wife, 180, the city, 189, dancing, 281, and cards, 312; neighborliness, 268, 587, 692; the town house, 268; weddings, 298; picnics, 462; social clubs, 533; keeping up appearances, 570; and the renter as compared to the land owner, 714.

E. Other Problems.- The Folks is a novel which might also have been classified under family and the home. Especially is this problem dealt with on pages 12, 42, 140, 224, 525, and 570. Discussions of the following other contemporary social problems might originate on the pages referred to: education, 22, 71, 109, 114, 150; religion, 38, 241, 248, 568, 674, 694; population-- urban, 340, immigrants, 546, and Indian life, 428; and economic security, 565.

F. Dangers in Teaching.- The novel seems suitable for only the very mature adolescent because of its length and the mass of detail included; because of relatively naturalistic, and so perhaps suggestive descriptions, pages 92, 286, 317, 412, and 507; and because of the Bohemian existence of Margaret in New York. The teacher will have to examine these sections and judge as to their suitability for particular situations.

5. Midwest, West -- A White Bird Flying

Aldrich, Bess Streeter. A White Bird Flying. New York:

D. Appleton-Century, 1931. Pp. 336.

A. Appearance on Lists.- Dickinson Best Books of the Decade 80, American Year Book, Gold Star List, American Library Association Catalog; 14.6.

B. Synthesis of Plot.- A White Bird Flying is a story of the choice of a girl between marriage and a career as a writer. As a precocious twelve-year old she had plighted "her troth to a career." She would be obdurate if love came along. The chance for the career came when a rich uncle and aunt guaranteed to leave her all their money if she lived with them as long as they lived. Until their death money would be plentiful. Love came along in the

person of a young scientific farmer, Allan Rinemiller. After farewells to Allan she changed her mind and went to him. The white bird (her career) went flying.

C. Critique of Novel.- This novel of Aldrich provides a significant treatment of three of the contemporary problems with which this investigation is concerned, Midwestern town life, family and the home, and education. The account is interesting; the characterization, good. There seems, however, to be a tendency to oversentimentalize on some of the past history of Nebraska and some of the few living pioneers like old Oscar Lutz. Interesting bits of poetry are worked into the novel by Aldrich. A White Bird Flying was praised in the Boston Transcript as "an interesting and valuable cross section of American life still in the making... presented with no little ability." Catholic World calls it "A delightful story... well told and in an excellent setting." Both Books and Catholic World agree, however, that the story is sentimental.<sup>1</sup>

D. Main Problem.- This novel is primarily of social studies value as it is concerned with rural life in Nebraska. Among the social phenomena suitable as starting points for class discussion of phases of

---

1

For these and other reviews see Book Review Digest (41), 1931.

this problem, together with page references to the material, are: the heat, 1; the storm, 272; the old men of the praries, 19; mixed backgrounds of the population, 45, 114, 156; the parsimony and land fever of some, 47; neighborliness, 74, 288; Midwestern lake resorts, 86; family gatherings, 95, 304; family solving problems of a member, 96, 219; family pride, 107; Midwestern college, 106; restlessness in town after college, 118; modern farming, 125, 216; Nebraska and trees, 130; non-rural characteristics today, 131; town-sensitiveness, 219; and present day Nebraska, 325.

E. Other Problems- As could be gathered from the synthesis of the plot, although the story is set in a present-day Nebraska town and is, therefore, well classified, it might also have been grouped with novels of family and the home since the plot centers about the choice between marriage and a career. Discussion of phases of this problem would grow out of pages 16, 30, 61, 78, 102, 118, 160, 181, 189, 199, 227, 254, 309, and 333. Excellent material to stimulate discussion of education, especially college education, is found on pages 56, 58, 96, 119, 171; of economic security, 82; and of mental inefficiency, 138.

F. Dangers in Teaching.- A White Bird Elying is perfectly wholesome. There is nothing in the work making it unsuitable for class discussion.

6. Midwest, West -- State Fair

Stong, Phil. State Fair. New York: Grosset & Dunlap, 1932. Pp. 266.

A. Appearance on Lists.- New International Yearbook, American Year Book, Good Reading; 12.8.

B. Synthesis of Plot.- State Fair is the story of the Frake family's week at the Iowa State Fair. The Brunswick storekeeper bet Mr. Frake that something would go wrong for the family at the fair. Mrs. Frake won first prize for her pickles. Mr. Frake's prize hog, Blue Boy, was judged the best hog in the entire state. Margy and Wayne, the Frake children, each found and gave up an urban lover-- giving them up because of their utter unsuitability to farm life. The storekeeper paid off on the bet.

C. Critique of Novel.- State Fair is an utterly enjoyable novel. It seems really to have caught the spirit of a farm family on its annual outing. Especially noteworthy is the humor of Wayne's disrupting of the hoop-la concessions through his ability to throw the hoop around any prize he desired.

He had worked all year to acquire this skill. Examples of favorable comments by reviewers on State Fair are: "He [Stong] knows his corn-belt" (Saturday Review of Literature); "a first-rate performance" (Spectator); and "there are plenty of people like the Frakes in the Middle West." (New York Times). Kronenberger in New York Times, though, feels that the story is too joyous to be true to life; the same criticism is implied in Mac Afee's words in Yale Review, "One may object that the love affairs are too neatly turned."<sup>1</sup>

D. Main Problem.-- This novel is primarily of social studies value as it is concerned with rural life in Iowa. Among the social phenomena suitable as starting points for class discussion of phases of this problem, together with page references to the material, are: the store loafers, 5; Saturday shopping, 3; pride in farm stock, 7, 135; the importance of the state fair in rural lives, 40, 49, 155; the state fair, 57, 71, 74, 80, 152, 164; reticence about showing affection, 110; strength of the Women's Christian Temperance Union;<sup>44</sup> love of land, 216; and pride in ancestors, 229.

E. Other Problems.-- The other problem for the discussion of which State Fair is eminently

---

1

For these and other reviews see Book Review Digest (41), 1932.

suites is that of the family and the home. The entire book is concerned with a family and with family relations. Especially could discussion of phases of this problem be originated on pp. 160, 172, 248.

F. Dangers in Teaching.- It may be that some of the material in Chapters VIII, X, XI, and XII, dealing with the affairs of Margie and Wayne, will be found by the teacher to deal with their sexual waywardness in too lighthearted a fashion, especially for younger adolescents. That the story is not considered unsuitable for the more mature adolescent is indicated by its inclusion in the National Council of English Teacher's Good Reading.

Summary.- While As the Earth Turns is an account of farm life in New England, The Last Adam is concerned with the New England town. The former is the more important piece of literature. Of the novels set in the non-metropolitan West and Midwest, Josephine Johnson's Now in November is preeminent, as is indicated by its having been awarded the Pulitzer Prize. State Fair and A White Bird Flying are less profound treatments. The Folks is too long for sustained interest, although Suckow has caught the spirit of the Midwestern town.

## CHAPTER VI

### PROBLEM OF POPULATION -- URBAN, IMMIGRANTS, INDIAN LIFE

Introductory Statement.-- The remaining phases of the broad problem of population are treated in this chapter. Characters in Union Square are, for the most part, representatives of the lower stratum of urban society; those in Years of Grace and The Late George Apley, the middle and upper strata. Immigrants and their problems are the chief concern of The Island Within and Peder Victorious. The present-day life of the Indian on the reservation is well described by La Farge in Laughing Boy.

#### 1. Urban, lower stratum -- Union Square

Halper, Albert. Union Square. New York; The Viking Press, 1933. Pp. 378.

A. Appearance on Lists.-- New International Yearbook, American Year Book, American Library Association Catalog; 5.0.

B. Synthesis of Plot.-- Union Square consists

of a group of plots centering about each of a number of characters who live around Union Square, New York City during the depths of the depression. Presented are pictures of Leon Fisher, an intellectual, sincere young Communist; Jason Wheeler, a talented, artistic poet who has fallen to cynical degeneracy through chronic alcoholism; Mr. Boardman, a successful, fifty-odd year old business man who keeps an ex-night club hostess in an apartment on the square; Andre Franconi, an Italian immigrant and well-paid barber who finally commits suicide under the stress of an incurable venereal disease and the unwanted attentions of an old-world sweetheart; and Hank Austin, a husky, ox-like, warehouse worker of Yankee stock. All the plots are resolved on May Day when a Communist meeting on the Square eventuates in a riot.

C. Critique of Novel.- The pictures of the various characters of the book are vivid; they all are colored by the author's dour outlook, however, in that they all are unsympathetically portrayed. While the plots involving the various characters are trite and melodramatic, the author did work them to an ingenious, simultaneous climax. Illustrative of the praise with which Union Square was met by reviewers

are the following excerpts: "It seems to me... the best contemporary New York novel we have." (Saturday Review of Literature); and "powerfully written" (Times [London] Literary Supplement). It is, however, severely criticized in New Republic for lack of form and development and in Nation for exhibiting little else but technique.<sup>1</sup>

D. Main Problem.-- This novel is primarily of social studies value as it is concerned with the problem of urban life of the lower stratum. Among the social phenomena suitable as starting points for class discussion of phases of this problem, together with page references to the material, are: poor tenement conditions, 9, 11, 12; slums contrasted to good apartment buildings, 15, 16; low grade restaurant, 26; cheap bargain hunters, 47; business bustle in daytime, 48; cripples and beggars, 48; Italian community dance, 92; sale of old fruit and vegetables at night, 107; and speakeasy, 116;

E. Other Problems.-- Discussions of the following other contemporary social problems might originate on the pages referred to: immigrants, 33, 35, 92; economic security, 5, 47, 48, 75; economic reform, 17, 62, 286, 312, 344; physical inefficiency, 48;

---

1

For these and other reviews see Book Review Digest (41), 1933.

modern industry, 72; and government, 312.

F. Dangers in Teaching.-- Although there are no direct attacks on nationalities described in this work, various groups are handled so unsympathetically as to give offense to their violent partisans. A conscious choice of vulgar phraseology precludes the novel's use in many secondary schools. The teacher considering Union Square for class work should read the realistic account of the embraces on pages 158 and 358 to decide whether either makes the novel unsuitable.

2. Urban, Middle and Upper Strata-- Years of Grace

Barnes, Margaret Ayer. Years of Grace. Boston:

Houghton Mifflin Company, 1930. Pp. 581.

A. Appearance on Lists.-- Dickinson Best Books of the Decade 180, Americana Annual, American Year Book, Gold Star List, American Library Association Catalog, winner of the Pulitzer Prize; 58.5.

B. Synthesis of Plot.-- Years of Grace concerns Jane Ward, daughter of one of the families of the upper stratum of society. Jane first fell in love with Andre, a young artist who went to high school with her. When the two adolescents wished to be engaged, Jane's parents secured a promise that they would not even correspond

for four years. Piqued by a statement in Andre's first letter that he was going to postpone meeting her for some months while he continued studying, Jane married Stephen. About fifteen years after her marriage, she fell in love with Jimmy, her friend's husband; sensibly she rejected him after almost running off with him. Her daughter, in almost the same situation, secured a divorce and remarried. Children always disappoint you, Jane reflected at the conclusion of the novel.

C. Critique of Novel.- While Barnes' novel is a significant treatment of urban life of the upper stratum, yet it does not seem to be sound when dealing with another sociological problem, that of the family and the home. Jane restrained and controlled her love for Jimmy -- a love which would have wrecked her home and been unsatisfactory to the both of them in view of their marital responsibilities. When her daughter, Cicily, the mother of three children, divorced her husband to marry a father of three other children who also secured a divorce, one is given the impression by the novel that this is, perhaps, the way to handle the matter. All concerned are shown to be happy immediately after the re-weddings. The sociological undesirability of this procedure and the uniqueness

of the example are passed over. Generally praised by reviewers, Years of Grace was termed in Outlook "a detached and clear picture of the great changes of the past fifty years." Several of the reviewers quoted in Book Review Digest found that the book needed cutting.<sup>1</sup>

D. Main Problem.-- This novel is primarily of social studies significance as it is concerned with the problem of city life on the upper levels. Among the social phenomena suitable as starting points for class discussion of phases of this problem, together with page references to the material, are: class consciousness, 4, 60, 140; attitude towards women working, 4, 35; narrow ideas of niceness, 19; religious and racial prejudice, 8; going away to college, 91; the debut, 131; fashionable weddings, 147, 216, 408, 410; activities of women, 177, 287, 307, 312, 434, 470; attitude of the banker to war, 190; yachting, 228, 241; tendency to marital inconstancy from idleness, 55, 300; and family discussions of problems of individual members, 447.

E. Other Problems.-- Discussion of the following other contemporary social problems might originate on

---

1

For these and other reviews see Book Review Digest (41), 1930.

the pages referred to: family and the home, about which the plot of the novel centers, 72, 104, 109, 156, 173, 227, 237, 245, 251, 279, 283, 300, 323, 337, 353, 404, 442, 462, 466, 486, 524, 560; education, 91; war, 191, 198, 385; and religion, 290.

F. Dangers in Teaching.-- A perusal of page references given for the family and the home will enable the teacher to decide whether or not Cicily's disposal of her love affair through divorce is too forcefully presented as the proper solution. The more immature adolescent pupils might well derive from this novel an unjustified impression of the prevalence of marital incontinence. In general, this matter, together with the length of the novel, seems to make it less teachable than The Late George Apley which deals with the same current social studies problem.

### 3. Urban, Middle and Upper Strata-- The Late George Apley

Marquand, John P. The Late George Apley. Boston:

Little, Brown, and Company, 1938. Pp. 354.

A. Appearance on Lists.-- Dickinson Best Books of 1937, Americana Annual, New International yearbook, American Year Book, Gold Star List, Good Reading, American Library Association's Booklist Books; 28.3.

B. Synthesis of Plot.- The Late George

Apley, written as though it were a biography, is the story of a man whose life span, 1866-1933, was intimately associated with life in the upper strata of Boston society. Apley had his brief moments of non-conformity to the rigid traditions and norms of what is proper. He soon became the personification of all that Boston's upper class stands for. His son, John, revolted more violently, but by the end of the book he too had returned to his position in Boston life. Throughout the novel, however, a gradual lessening of the aloofness and smugness is noticeable.

C. Critique of Novel.- Credit for originality and cleverness is owing Marquand for telling this story as though it were biographical. He has achieved unusual compression by presenting his characterization of Apley through letters received by him. Especially compressed is a great amount of humor. His style is almost a travesty on that of the hyper-scholarly biographer who is careful to document every statement and yet is always coming out with a pre-conceived generalization. Cleverest of all, however, is the seemingly accidental portrait of the man who is writing the memoir -- a man who is so bound up with the life he is describing that in his smugness he can not even understand the few outbursts of rebellion which he can neither ignore nor

explain away, The following quotation is typical of this attitude:

I can still hear Apley saying, as he sometimes did, though he always smiled when he said it, "I seem to be getting nowhere." He said it, even when he knew very well that he was doing quite the opposite.<sup>1</sup>

The thirteen reviewers quoted in Book Review Digest were unanimously and wholeheartedly agreed as to the merit of this novel. Apparently most typical of the praise of the reviewers in this excerpt from the Christian Science Monitor:<sup>2</sup>

For all its merciless penetration of the facade of manners and tradition...Mr. Marquand's book is nevertheless a sympathetic and understanding picture of that class which has for generations exemplified the Puritan ideal. He does not hesitate to show its faults; he does not stint his acknowledgement of its virtues. In the light of the preponderance of items in favor of this so-called American aristocracy, even the less admirable characteristics acquire a salutary nature.

D. Main Problem.- This novel is primarily of social studies value as it is concerned with the problem of urban life on the upper stratum. Among the social phenomena suitable as starting points for class discussion of phases of this problem, together with page references to the material, are: pride in family, home place, and traditions, 29, 119; discipline for children, 34, 36; austerity of Sunday, 36; stress on thrift, 39, 289; conservatism in politics, 43; class consciousness and snobbishness, 51, 94, 149, 159, 178,

<sup>1</sup>  
P. 199.

<sup>2</sup>  
For these and other reviews see Book Review Digest (41), 1937.

258, 331; solicitude for good marital matches, 85, 119, 151, 295, 308; parent's meddling with adult children, 120, 123, 140; importance of Thanksgiving, 55; attitude towards profit in business, 111; stress of individualism, 122, 274, 287; importance of clubs, 139, 189, 216, 245; religious and racial prejudices, 160, 185, 195, 225, 290, 320, 337; the summer camp, 164; sticking to the principle of the thing, often when only trifles are concerned, 189, 206, 277, 244, 246, 251, 270, 277, 288, 293, 347; philanthropy, 228, 233, 264, 300; and domination of the press by the upper class, 302.

E. Other Problems.-- Discussion of the following other contemporary social problems might originate on the pages referred to: immigrants, 22, 322; education, 46, 69, 291; family and the home, 54, 229, 231, 251, 306; government, 183; war, 221, 266; economic security, 245; modern industry, 247; and communication, 302.

F. Dangers in Teaching.-- This novel, perfectly wholesome reading, is a significant treatment of upper class life in the city. Some care may have to be taken not to offend the Irish-Catholic element about whose influence George Apley makes derogatory remarks on pages 185 and 290.

#### 4. Immigrants -- The Island Within

Lewisohn, Ludwig. The Island Within. New York:

Harper & Brothers, 1928. Pp. 351.

A. Appearance on Lists.- Dickinson Best Books of the Decade 81, Americana Annual, New International Yearbook, American Year Book, American Library Association Catalog; 13.4.

B. Synthesis of Plot.- The Island Within is a story of a Jewish immigrant family's attempt at Americanization. The family's background in Germany and Poland is traced. There is a description of the early days in America when the father started his furniture business, married, and Americanized his family to a considerable extent. Arthur and his sister tried to carry this through to its conclusion. Both failed when their ingrained inferiority encountered the hatred so deeply a part of their fellow Americans. Both found the best solution in ceasing the struggle for Americanization and in reveling in their Jewishness.

C. Critique of Novel.- In his first chapter Lewisohn writes, "If a story does not teach by example, it is no story; it has no truth."<sup>1</sup> The Island Within does teach by example. It teaches the need for greater understanding of, and sympathy for, parochial

P. 6.

groups which have great cultural backgrounds. Lewisohn's novel, though, presents as the only solution for the problem reveling in that parochialism. Despite the obstacles and the many prejudices in the way, education may contribute to another solution—a greater amalgamation. Even if it does not succeed, the effort would seem to be in the right direction. Lewisohn's solution seems a premature concession of defeat. This novel is reminiscent of Tom Jones in its discursive essays on important subjects which so often are included even though they have no structural necessity. The novel engenders an emotional reaction which itself is so strong as to be capable of combating much prejudice. One comes to agree with Van Doren (Books) when he writes: "Any Gentile, however, must feel the note of authenticity in every line. And both Jew and Gentile can take equal pleasure in a book which is at once a document so penetrating and profound and a work of art so solidly constructed and so brilliantly written." The reviewer for New Republic thinks the latter half inferior to the first but not enough to "mar the beauty and nobility of the first..."<sup>1</sup>

D. Main Problem.— This novel is primarily of social studies value as it is concerned with the problem of the immigrant. Among the social phenomena suitable

<sup>1</sup> For these and other reviews, see Book Review Digest (41), 1938.

as starting points for class discussion of phases of this problem, together with page references to the material, are: conflict of civilizations, 41; changing religion and names, 57, 96, 98, 102, 106; sense of freedom in America, 80, 85; ignorance of English language, 81; encountering suspicion and prejudices, 107, 108, 191, 218, 270; shame at parent's un-Americanism, 115; desire to preserve foreign culture, 119; parochialism, 132, 141, 161, 296, 320; working for "brotherhood of man" where there are no prejudices, 127, 303; absence of pure racial strains, 155; and mixed marriages, 316.

E. Other Problems.- The entire novel might also have been classified under race relations. Discussion of the following other contemporary social problems might originate on the pages referred to: education, 48, 133; religion, 136; war, 169, 174; mental inefficiency, 180; and family and the home, 228, 259, 263, 264, 293.

F. Dangers in Teaching.- The value of The Island Within for teaching purposes is interferred with perhaps by realistic descriptions of a bacchanal party, 207, the psychoanalysis of an impotent man, 215, and a passionate embrace, 213. Then, too, the novel shows a naturalistic view of marriage which, though on

far different grounds from the conventional, usually arrives at the same conclusions, 213, 227, 297. The teacher can judge the teachability of the novel after looking at these sections. The novel probably is of junior college, rather than of high school, level.

#### 5. Immigrants-- Peder Victorious

Rolvaag, O. E. Peder Victorious.<sup>1</sup> (translated by Nora O. Solum) New York: Harper & Brothers, 1929. Pp. 350.

A. Appearance on Lists.-- Americana Annual, Gold Star List; 6.3.

B. Synthesis of Plot.-- Peder Victorious Holm was the son of immigrant Norwegians who settled in the Dakota Territory. His mother, Beret, was widowed when Peder was a young boy. The story centers around her fight to retain the Norwegian influence on her family and their surroundings. Gradually she loses in her battle to keep the English language out of her home, to keep the modern influences from affecting her religion, to keep Peder from association with the Irish immigrants, and to keep her boys from the social activities to which they were drawn. As Peder matures,

---

1

That Peder Victorious is set, in part at least, before 1900 is indicated by the discussion concerning the admission of the Dakotas to the union. The story, beyond this, is undated.

he becomes more and more Americanized. A vision of her dead husband reconciles her to Peder's marriage to an Irish-American girl.

C. Critique of Novel.- Rolvaag's novel is vital. He seems to get at the root of one of the greatest difficulties in the way of a united America, the struggle of the first generation immigrant to retain the old-world language and customs. The author shows this conflict in characters who definitely live. Solum's translation of this American novel by an American who wrote it in Norwegian, has none of the stiltedness of many translations. Rolvaag, however, shows himself not averse to stimulating some emotional titivation through a few naturalistic descriptions of the physical, cf. 37, 41, 98, 170, 292. In some places though, his effect seems to become ludicrous; especially is this true in a short poem included on page 346:

"...Thy navel is like a round goblet,  
Wherein no mingled wine is wanting:  
Thy belly is like a heap of wheat  
Set about with lilies."

The author's verisimilitude in handling the flirting adolescent is well instanced on several occasions. The genuineness of the novel is hailed by reviewers. In the New York Times one reads, "the reality, the truth of his work, is beyond question." Van de Water

in the New York Evening Post terms the work authentic. Some reviewers, however, found the plot to be a bit sketchy.<sup>1</sup>

D. Main Problem.- This novel is primarily of social studies value as it is concerned with the problem of the immigrant. Among the social phenomena suitable as starting points for class discussion of phases of this problem, together with page references to the material, are: the extreme parochialism of the older folk, refusing even to speak English, 3, 34, 114, 136, 139, 140, 155, 211, 220, 225, 233, 243, 246, 256, 270, 274; Lutheran parochial education, 15; religion of the Norwegian element, 3, 48, 263; effect of scandal on community, 21; religious disciplining, 22; the farm house tasks, 106; old-world attitude on women, 118; longing for old country, 186; and racial hatreds and misunderstandings, 233.

E. Other Problems.- Peder Victorious might have been classified under the non-metropolitan Midwest or the family and the home since material on both of these is found throughout the book. Discussion of the following other contemporary social studies problems might originate on the pages referred to: religion, 3, 22, 48, 192, 202, 256, 259, 263, 274, 236, 245, 338, 347; economic security, 6, 277; and education,

---

1

For these and other reviews see Book Review Digest (41), 1929.

15, 83, 142, 314.

F. Dangers in Teaching.-- The teacher who is considering teaching Peder Victorious will have to judge whether or not the relatively few passages of naturalistic description outweigh the advantages of a story which treats so well the sociological implications of failure of immigrants to melt in the "pot." The page references to these passages are given above in section C. Some explanation, to avoid offense to Catholics, is needed for two remarks pertinent to them on pages 20 and 199.

#### 6. Indian Life -- Laughing Boy

La Farge Oliver. Laughing Boy. Boston: Houghton Mifflin Company, 1929. Pp. 302.

A. Appearance on Lists.-- Dickinson Best Books of the Decade 114; Americana Annual, American Year Book, Gold Star List, Junior College Library List, American Library Association Catalog, winner of the Pulitzer Prize; 114.5.

B. Synthesis of Plot.-- Laughing Boy is the story of a Navajo Indian's love for, and marriage to, Slim Girl -- an Indian girl who had been to an American school, had been attacked by a white cow-puncher, and

had developed a desire to avenge herself on the whites. Laughing Boy was ignorant of her past until one day he discovered her with a white man with whom she was periodically living in return for large sums of money. The white man was contributing to the savings on which she and her husband were to live in the North country. After Laughing Boy had forgiven her, a Navajo who had developed a hatred for the couple killed her.

C. Critique of Novel.- This novel is a significant story of life among present-day American Indians and is replete with customs of the Navajos. That the work is authentic in this respect La Farge vouches for in this excerpt from his introductory note:

I have tried to be as true as I knew how to the general spirit of Navajo things, to customs and character....I have been as accurate as possible about ceremonies, rites, and customs....Any innovations I may have made are none the less true to the general pattern of Navajo ideas.

None of the ten reviewers quoted in Book Review Digest has a word of unfavorable comment about this novel by La Farge. The general tenor of approval is exemplified by these three quotations: "a novel of Indian Life which bids fair to take its place among the more sensitive and important pieces of regional literature...." (New York World); "He (La Farge) has written a book about Indians that is, and that is likely to be called ten or twenty years from now, real

literature." (Bookman); and "it reveals a style devoid of stylism, a gift of simple straightforward statement which is at the same time lyrical and colorful...." (New York Evening Post).<sup>1</sup>

D. Main Problem.- This novel is primarily of social studies value as it is concerned with the problem of Indian life. Among the social phenomena suitable as starting points for class discussion of phases of this problem, together with page references to the material, are: the love of dance, 7, 134, 161, 166; fondness for games, 50; fondness for gambling, 55, 62, 64; attitude towards schooling, 37, 78, 163; attitude towards stealing, 71, 233; love of horses, 144; love of fun, 178; attitude towards bad weather, 190; mixture of white and Indian civilizations, 16, 24, 37, 58, 75, 98, 104, 108, 172, 221, 234; Indian marriage, 19, 87; influence of whiskey, 47, 90, 111, 131, 217; Indian religion, 88, 95, 165; silver craft, 114, 227; weaving, 116, 227; attitude to Americans, 159, 171, 182, 208, 224, 267; tribal interest in the individual's problems, 169; the trading post, 178, 180, 189, 205; and miscegenation, 205.

E. Other Problems.- Discussion of the following other contemporary social problems might originate on the pages referred to: family and the

---

1

For these and other reviews see Book Review Digest (41), 1929.

home, 153, 154, 198; and recreation, 50, 55, 62, 64.

F. Dangers in Teaching.- There is, occasionally, some strong language used in the novel. It should not, however, be particularly offensive. Although Slim Girl is prostituting herself throughout the book, this is mentioned as a fact and is in no way dwelt upon for sensational purposes. The teacher might read Slim Girl's account of her past, starting on page 257, to see if anything in it makes it undesirable for use in his particular situation.

✓ (3)

Summary.- ~~Despite the fact that The Late George Apley won the Pulitzer Prize as did Years of Grace, it~~ <sup>1938</sup> ~~seems the more significant treatment of urban life, and the more interesting, the more clever, and the more humorous.~~ <sup>than Margaret Barnes' Years of Grace</sup> Whereas the former two are concerned with upper class life in the city, Union Square presents, in sordid surroundings, many of the problems of the lower class in the city. The Island Within is a more powerful presentation of the problems of immigrants than Peder Victorious, perhaps because Jewish problems are essentially more timely and significant today than are those of Norwegians. The claims to literary importance of Laughing Boy are generally conceded; that it is of sociological significance is not so generally realized.

CHAPTER VII  
PROBLEM OF MODERN INDUSTRY

Introductory Statement.- Included in this chapter, devoted to the problem of modern industry, are reports on The Foundry, The Big Money, Time to Remember, The Land of Plenty, and Ferment.

1. The Foundry

Halper, Albert. The Foundry. New York: Viking Press, 1934. Pp. 499.

A. Appearance on Lists.- Americana Annual, New International Yearbook, American Year Book, Good Reading, American Library Association; 17.4.

B. Synthesis of Plot.- This novel has a plot only in the looser sense of the word, for it consists of the story of a group of people working in a Chicago foundry during the year preceding the stock market crash of 1929. Among the characters whose lives are sampled are laborers, members of the office force, and the three owners of the Fort Dearborn Electrotpe Foundry.

C. Critique of Novel.- The Foundry provides a wealth of significant sociological material. The characters experience perhaps a bit more than their share of the misfortunes of life. The whole is couched in a language which certainly at times is vulgar but never is artificially so. The novel certainly must be conceded convincing reality. The following quotation from Nation seems a good analysis of both the faults and merits of The Foundry:<sup>1</sup>

Its vigor, its earthy breeziness, its accurate observations, its detailed recreation of the milieu of the foundry, all these will be sufficiently, and rightly praised. It may not, however, be frequently enough noted that what these amount to in the end is little more than skilful reporting, a sense of humor, and clever manipulation of conventional material.

The limitation noted in the above, of course, does not in any way prejudice the novel's value for social studies purposes.

D. Main Problem.- The Foundry is primarily of social studies value as it is concerned with the problem of modern industry. Among the social phenomena suitable as starting points for class discussion of phases of this problem, together with page references to the material, are: the foundry itself, 1; work in the foundry, 8, 37, 39, 82, 122, 292, 307, 426, 430, 498; pressure to complete work, 13; unions, 66, 72,

1

For this and other reviews see Book Review Digest (41), 1934.

125, 490; unionism and attitude to work, 22, 25, 94; labor's sabotage of work, 164, 179, 316, 328, 328; benevolent employer (non-union shop), 92; company paper, 192; company picnic, 338, 365; company loan bank, 382; company show, 384, 432, 453; the radical laborer, 136, 403; the efficiency expert, 274, 330; industrial accidents, 32, 156, 253, 325; technological unemployment, 247, 316; plant morale, 251, 438; apprentice system, 331; and effect of depression on laborer, 488.

E. Other Problems.- Discussion of the following other contemporary social problems might originate on the pages indicated: economic security, 54, 101, 253, 378, 386, 400, 414, 422, 429; crime and delinquency, 55, 216, 438, 439; family and the home, 63, 117, 159, 172, 213, 214, 224, 229, 237, 263, 265, 295, 335, 408, 462; and physical inefficiency, 213, 335, 338.

F. Dangers in Teaching.- The inclusion of this novel among the books recommended by Good Reading would seem to indicate its suitability for reading by more mature adolescents. Its use among the immature probably would be precluded by the naturalistic and vulgar expressions which, though real enough, would not be considered in sufficiently good taste for school work. Indicative of what is referred to here

are passages on pages 71, 47, 145, 258, and 417. If these prove no bar, the rest of the novel will be satisfactory.

## 2. The Big Money

Dos Passos, John. The Big Money. New York: Harcourt, Brace and Company, 1936. Pp. 561.

A. Appearance on Lists.- Americana Annual, New International Yearbook, American Year Book, Good Reading, American Library Association Catalog; 17.4.

B. Synthesis of Plot.- It seems a bit inaccurate to speak about the plot of this novel -- just as inaccurate as speaking of the argument of an impressionistic poem--for this is an impressionistic novel. The effect which the author seems to desire left by the work is that there is something seriously wrong with our present capitalistic, industrial setup. His effect is secured by a series of "newsreel" headlines, a series of "Camera Eye" sketches of actual, prominent men, and a series of accounts of fictitious characters which sometimes interlock. All of these certainly do succeed in leaving one with a conviction of the inadequacy of the present order of things -- if Dos Passos has selected illustrations which are typical of contemporary life.

C. Critique of Novel.- It seems to this investigator that the impression which Dos Passos wishes left is unjustified because the examples from which his generalizations are drawn just are not typical of society as a whole. Everyone who is rich and everyone who is poor and everyone who is a government official and a labor organizer does not happen to be a mucker. An author does not achieve the universality necessary for greatness by completely ignoring the existence of any good in the world. The style, comparable often to that of the free verse partisans, is interesting though unique. The sharply contrasting reactions of various reviewers of The Big Money can be gathered from the following remarks made by them: "swift, realistic, and interesting" (Atlantic); "the most incisive and direct of American satirists" (Books); "superfluous contribution" (Christian Century); "a forceful if inconclusive chapter to our social history" (New York Times); and "I doubt the value of his reportage of our period" (Review of Reviews).<sup>1</sup>

D. Main Problem.- This novel is primarily of social studies significance as it is concerned with the problem of modern industry. Among the social phenomena from which discussion of phases of this

---

1

For these and other reviews see Book Review Digest (41), 1936.

problem might originate, together with page references to the material, are: apprentice system, 21; employers' viewpoint of labor conditions, 21, 24, 313; scientific management, 22; importance of quantity in production, 50; assembly line pressure, 55; sweatshop conditions for women, 130; attitude of moneyed interests to strikes, 133; poor wages, 135; unpopularity of truth about strike leaders, 137; treatment of strikers, 138, 140, 145; the stockmarket, 198, 200, 224, 323, 338, 352; big business methods, 230, 235, 289; Detroit, a city built by the automobile industry, 285; labor fatigue, 309; relations of big business to government officials, 362, 506; Florida boom, 380, 391; movie industry, 403; treatment of organizers, 440, 447; labor and communism, 444, 446; life of labor organizer, 447; futility of fight against money, 461; big business advertising campaigns, 478; company unions, 527; big business methods exemplified by Insull, 525; conservatism of judges, 542, 544; strike trouble, 546; and scarcity of jobs, 559.

E. Other Problems.- Discussion of the following other contemporary social problems might originate on the pages referred to: war, 10, 52; family and the home, 42, 163, 308, 484; race relations, 54; economic reform programs, 66, 129, 441, 446; government, 213, 362,

365, 506, 508, 533; physical inefficiency, 248, 316; communication, 470, 471; and socialized medicine, 478.

F. Dangers in Teaching.- While endorsement of The Big Money by Good Reading would seem to indicate its suitability for college students, the novel can hardly be conceived of as suitable in any high school situation because of the vulgarity of expression, especially when referring to sexual matters, 59, 61, 76, 91, 140, 205; and certainly because of the casualness with which are mentioned abortions (148, 447), value of contraceptives in intercourse (144, 227), homosexuality (191, 276, 391, 415, 517), and sexual promiscuity (77, 81, and many other pages). While standards of what is suitable for secondary use may change, it is highly improbable that such matters as these will be admissible in the very near future.

### 3. Time to Remember

Zugsmith, Leane. A Time to Remember. New York: Random House, 1936. Pp. 352.

A. Appearance on Lists.- American Year Book, Good Reading, American Library Association Catalog; 14.2.

B. Synthesis of Plot.- A Time to Remember centers around the difficulties in securing union

recognition and the right to collective bargaining encountered by the employees of the Diamond Department Store. The struggle, the strike, and the eventual victory of the workers is made human, tragic, and epic-like through the interest developed in a number of equally important characters.

C. Critique of Novel.- This work has some of the elements which make for an outstanding novel. It is significant sociological material, it is interesting throughout, and its author shows an insight into the pathetic and tragic in life. In striving for a realism in language and in certain minor characters, however, Zugsmith goes so far as to become unrealistically morbid and sordid. Especially is this true in Part I, consisting of twenty-two pages which could have been omitted without interfering with the plot development in any way. It is also unpleasantly true in the forced inclusion of Christ's, Christ Almighty's, whore's, and in one case "your snotnose friends." Concerning this novel we find in Christian Science Monitor:

Although 'A Time to Remember' is essentially a social study, Miss Zugsmith's skill in characterization and narration makes it also an appealing novel. Her particular talent lies in the accuracy with which she catches the vernacular of the men and women whom she portrays.

Other reviewers generally praised the work.<sup>1</sup>

<sup>1</sup>

For these reviews see Book Review Digest (41), 1936.

D. Main Problem.- A Time to Remember is primarily of social studies value as it is concerned with the problem of modern industry. Among the social phenomena suitable as starting points for class discussion of phases of this problem, together with page references to the material, are: nervous strain involved in labor, 60, 71, 83; unions in general, 74; difficulties in organizing, 51, 143, 151; employer pressure, 174, 184, 194, 240, 269, 335; grievances of labor, 173; picket line, 214; scab type, 230; labor meeting, 238; congenital union sympathizers, 247; absolute refusal to recognize collective bargaining, 289; indifference of strikers to arrest, 293; and joy at settlement, 249.

E. Other Problems.- Discussion of the following other contemporary social problems might originate on the pages referred to: family and the home, 34, 116, 139, 279; economic security, 45, 54, 151, 272, 277; war, 47; economic reform programs, 49, 251; sordid, lower class life, 1; and physical inefficiency, 307.

F. Dangers in Teaching.- The sordidness of the picture of lower class life in the first twenty-two pages and the apparent effort of the author to shock with the language would seem to make this novel

undesirable teaching material in high school, although in Good Reading it is approved for college students. Then, too, the fact remains that it does present sociological material of great significance.

#### 4. The Land of Plenty

Cantwell, Robert. The Land of Plenty. New York: Farrar & Rinehart, 1934, Pp. 369.

A. Appearance on Lists.- Americana Annual, New International Yearbook, American Year Book, Good Reading; 14.7.

B. Synthesis of Plot.- The Land of Plenty is divided into two parts, "Power and Light" and "The Education of a Worker." In the first is given a graphic description of the personnel and labor conditions in a modern lumber factory during a night when the electric power failed. In the second is presented an equally vivid description of the organization and execution of a strike by the laborers.

C. Critique of Novel.- The merit of The Land of Plenty lies in the verisimilitude of its portrayal of conditions among laborers in many modern industrial plants. The vulgar expressions with which the book is replete are actually true to the language of the factory, but this language is not used before women

by the laborers themselves or by members of any other strata of society. The style used by Cantwell in the novel is open to criticism because of the great amount of tedious repetition. The entire first thirty-six pages seem to achieve nothing which could not have been accomplished in a half page; and true art should be compressed. Reviewers quoted in Book Review Digest had high praise for Land of Plenty. The one cause for criticism came on the grounds that the pictures of those on the mill owner's side in the conflict were unfair. The attitude of three reviewers is expressed by the following quotation from Nation, "Mr. Cantwell's workers, as a group, have punch...; his executives and bourgeois...are weak and watery and inept."<sup>1</sup>

D. Main Problem.-- This novel is primarily of social studies value as it is concerned with the problem of modern industry. Among the social phenomena suitable as starting points for class discussion of phases of this problem, together with page references to the material, are: industrial accidents, 7, 96, 169, 175, 252, 272; pressure for production, 8, 9; transfer of pressure to underlings, 40, 42, 82; cuts in wages, 31; sweat shop conditions, 91; walkout, 93;

<sup>1</sup>

For these and other reviews see Book Review Digest (41), 1934.

monopoly vs. free competition, 158; labor rebellion, 190, 202; fatigue from labor, 195; difficulties of labor in organizing, 259; summary dismissal of workers, 292; strikes, 296, 312, 339; press sympathetic to industry, 299; police sympathetic to industry, 302; charge of communism, 344; autocratic attitude of factory owner<sup>345</sup>; and brutality of police, 302, 363.

E. Other Problems.-- Discussion of the following other contemporary social studies problems might originate on the pages referred to: economic security, 38, 105, 268, 284, 287; family and home, 118; and physical inefficiency, 278.

F. Dangers in Teaching.-- Despite the recommendation of Good Reading, it is almost inconceivable that this novel be used in secondary schools. The description of sexual promiscuity, the casual mention of abortion, and the incredible vulgarity of language would be almost insurmountable obstacles. Yet experience in factory towns corroborates the validity of the account.

## 5. Ferment

McIntyre, John C. Ferment. New York: Farrar & Rinehart, 1937. Pp. 403.

A. Appearance on Lists.-- Americana Annual,

New International Yearbook, Good Reading; 13.7.

B. Synthesis of Plot.- Ferment is the account of a young man of ornate tastes whose job as a labor spy and strikebreaker was not returning him sufficient money. In a struggle to beg or borrow money which he wanted to invest in a capitalistic fascist project, he was able, through applying family pressure, to force his brother to embezzle labor union funds of which he was the custodian. The collapse of the entire project brings complete ruin on the young man.

C. Critique of Novel.- The central character of this novel is drawn with great accuracy and realism. The whole work provides an analysis of the struggle between capital and industry, on one side, and labor, on the other, as that struggle is being carried on and as the author thinks it will be -- with capital and labor joining to eliminate the industrialist. Some of the lengthy conversations along these lines tend to become repetitious and boring. Typical of the general reaction of reviewers to Ferment is this quotation from the New York Times:<sup>1</sup>

The story is one of human beings, very real people, who happen to be involved in the meshes of industrial strife on its shadiest side. This is not a strike story, a call to arms, a preachment of any kind; but it is a very fine work of the story-teller's art.... It is a serious novel; but it has balance, humor and élan, the sense of life pulsing through it.

1

For this and other reviews see Book Review Digest (41), 1937.

D. Main Problem.- Ferment is primarily of social studies significance as it is concerned with the problem of modern industry. Among the social phenomena from which discussions of phases of this problem might originate, together with page references to the material, are: unions in general, 30, 46, 98; union officials, 97, 98, 238, 254; sabotage of unions, 113; union press, 153; difficulties in organizing unions, 165; spies for unions, 202; American Federation of Labor, 230; the shop with good working conditions, 11, 190; the sweatshop, 343; labor's grievances, 29; company checkers or spies, 51, 56, 108, 112, 241, 258; strike-breakers, 53, 170, 195; older attitude of employers, 59; capitalist's interest in fascism, 181, 207, 232, 265; lobbying of employers, 246; and banking business, 385.

E. Other Problems.- Discussion of the following other contemporary social problems might originate on the pages referred to: family and the home, 3, 8, 26, 36, 38, 44, 82, 86, 130, 143, 188, 219, 302, 354; government, 61, 62, 247, 251, 265; economic reform programs, 61, 181, 207, 228, 232, 251, 265; and communication, 160.

F. Dangers in Teaching.- With the exception of the use of some vulgar language not ordinarily used

in mixed company, there seems to be nothing unwholesome or dangerous in this novel.

Summary.- This investigator would rank the novels reported on in this chapter in order of their social studies value as follows: The Foundry, Ferment, Time to Remember, The Land of Plenty, and The Big Money. There is a general tendency in these novels to naturalism in descriptions and vulgarisms in phraseology. McIntyre, in Ferment, is guilty of much fewer of these than are the authors of the other novels.

CHAPTER VIII  
PROBLEM OF ECONOMIC SECURITY

Introductory Statement.- The five novels concerned with economic security on which reports are included in this chapter provide a balanced group pertinent to the entire scope of the problem. Two of them, One More Spring and Vein of Iron, are mainly concerned with the effects of a business depression; If I Have Four Apples, The Sound of Running Feet, and Years Are So Long deal respectively with living beyond means, insecurity of employment, and support of the aged. These latter three are all by Josephine Lawrence.

1. One More Spring

Nathan, Robert. One More Spring. New York: Alfred A. Knopf, 1933. Pp. 212.

A. Appearance on Lists.- Americana Annual, New International Yearbook, American Year Book, Gold Star List, Junior College Library List, American Library Association List; 67.3.

B. Synthesis of Plot.- One More Spring is the story of a group of people made homeless and absolutely destitute by the depression. Two of them, an impoverished musician and bankrupt dealer in antiques, find a home for the winter in the tool shed of a park custodian. Circumstances force into their establishment a hungry prostitute. A banker caught by the crash also joins them. The antique dealer and the girl find themselves in love. When the banker recovers his position, he sponsors the musician's artistic appearances.

C. Critique of Novel.- The novel is important as a picture of the devastating effect of the depression on some people. From the point of view of style and swift movement of narrative, Nathan's work is outstanding. Especially notable is such pathos as exemplified by the nature of the Christmas presents<sup>1</sup> and the humor of the musician's stealing a pig from the zoo.<sup>2</sup> One More Spring is criticized in the Saturday Review of Literature for being occasionally too saccharine and for characterizations which are too slight. But in a tone more typical of the other reviewers of the novel, this one goes on to mention

---

<sup>1</sup> P. 124.

<sup>2</sup> Pp. 197, 203.

that "It may seem captious to point out certain defects in a novel capable of giving those who like it so much pleasure."<sup>1</sup>

D. Main Problem.- One More Spring is primarily of social studies value as it is concerned with the problem of economic security. Among the social phenomena suitable as starting points for class discussion of phases of this problem, together with page references to the material, are: want in the midst of plenty, 3; effect of fall in prices, 5; starvation, 13; homelessness, 20, 41; poverty leading to lawbreaking, 22, 29, 59, 77, 82, 161, 202; effect of cold winters on the poor, 74; mistakes in banking leading to the crash, 113; loss of savings in the crash, 139; the banker who has failed, 147; and pride amidst poverty, 175.

E. Other Problems.- Discussion of the following other contemporary social problems might originate on the pages referred to: crime and delinquency, 22, 29, 59, 77, 83, 161, 202; and religion 68.

F. Dangers in Teaching.- The teacher should read the chapter beginning on page 113 dealing with the meeting of the banker and the prostitute. This description, as well as all references to the girl's

---

1

For this and other reviews see Book Review Digest (41), 1933.

former means of living, is handled with unusual delicacy and should give no offense unless it is felt that the fact of the existence of such a profession should be blinked. The inclusion of this novel in the highly selective and conservative Junior College Library List is indicative of the unoffensiveness of the work.

## 2. If I Have Four Apples

Lawrence, Josephine. If I Have Four Apples. New York: Frederick A. Stokes Company, 1935. Pp. 314.

A. Appearance on Lists.- New International Yearbook, Gold Star List, Good Reading, American Library Association Catalog; 18.9.

B. Synthesis of Plot.- If I Have Four Apples is the story of the members of the Hoe family and their friends who are all living above their means with apparently no concept of what balancing expenditures with income means. Mr. Hoe refuses to give up the family home despite the fact that his reduced salary makes it impossible to keep up payments arranged when prices were high. Mrs. Hoe works every day in a department store for fifteen dollars a week when she could save money by staying home and economizing on food and purchase of luxuries.

The children are forced by circumstances into a partial adjustment to the financial situation, but they always yearn for more, since they were guaranteed equal rights by the Constitution. Mrs. Bradley, the Record's budgetary expert, alone is completely reasonable about the family's financial problems.

C. Critique of Novel.- In this novel, Josephine Lawrence shows unusually keen perception into one of the serious problems brought on by the sudden shift from the prosperous twenties to the depression years which immediately followed. Despite the fact that no simple statement of the moral involved could be so obvious, this novel is never didactic. The characters are realistically drawn. Their short-sightedness is genuinely tragic. Concerning this novel, Leys in Books maintains that "Miss Lawrence writes with great sincerity and with such genuine sympathy that her social document is never a dull novel." Benet in Saturday Review of Literature writes that the novel "says something worth saying concerning those of the lower-middle class..." Much less favorable is Perkins' criticism in the New York Times that the novel is "emotionally lukewarm."<sup>1</sup>

---

1

For these and other reviews see Book Review Digest (41), 1935.

D. Main Problem.- This novel is primarily of social studies value as it is concerned with the problem of economic security. Among the social phenomena suitable as starting points for class discussion of phases of this problem, together with page references to the material, are: general lack of household budgeting, 4, 10, 76, 97; effect of depression, 8, 10, 23; love of owning own home, 13, 14, 23, 70; dependence on government for help, 28, 77; living beyond means, 33, 41, 45, 50, 64, 100, 125, 149, 176, 220, 233, 236, 256, 313; effect of illness, 44, 224; conviction that college education is essential for everyone, 106, 121; poverty leading to crime, 118; pressure of youth to oust older folk from jobs, 141; and absence of raises in wages, 40.

E. Other Problems.- Discussion of the following other contemporary social problems might originate on the pages referred to: education, 25, 110, 153, 160, 178, 182, 293; family and home, 33, 58, 92; physical inefficiency, 44, 224, 280; socialized professions, 44; economic reform programs, 274, 277; and modern industry, 305.

F. Dangers in Teaching.- This novel seems to be perfectly suited for use at any level of secondary education.

### 3. Vein of Iron

g) Glasgow, Ellen. Vein of Iron. New York: Harcourt, Brace and Company, 1935. Pp. 462.

A. Appearance on Lists.- Dickinson Best Books of the Decade 156, Americana Annual, New International Yearbook, American Year Book, Gold Star List, American Library Association Catalog; 17.8.

B. Synthesis of Plot.- It seemed to be a vein of iron deep in the character of Ada Fincastle McBride which gave her a solidity and staunchness in the face of misfortunes. She survived the loss of Ralph when he was trapped into marrying the Valley's most frivolous girl. Later when Ralph's divorce failed to make their marriage possible before he sailed for France, she survived the birth of their child and the death of her grandmother which her waywardness had hastened. She remained steadfast when Ralph returned from the war with a melancholy viewpoint of life. She went to work to support the household when an accident made Ralph a paralytic. The crash in 1929 brought a series of trials to Ada. The end of the novel finds her and Ralph back in the valley courageously starting over.

g/

C. Critique of Novel.- Vein of Iron is first of all a story of a noble love. It is of significance also for its material on economic security and on the family and the home. The characters are so well drawn that the pictures may seem at times to be too detailed. This novel was generally praised by reviewers for both its style and tone of impending tragedy. Mann in Boston Transcript writes of it, "There have been many stories of the depression, but none of them have portrayed quite so poignantly as Miss Glasgow the difficulties and heartaches of those years of ever dwindling incomes when tragedy seemed to stalk everyone."<sup>1</sup>

D. Main Problem.- This novel is primarily of social studies value as it is concerned with the problem of economic security. Among the social phenomena suitable as starting points for class discussion of phases of this problem, together with page references to the material, are: plenitude of jobs during war times, 273, 278; poverty of widowhood, 279, 313; problem of aged, 89, 185, 282, 311, 409; desire of the aged for independence, 292, 296, 303; installment buying, 312, 324; boom days, 312, 318, 336, 351; savings and illness, 356; effect of the depression:

---

1

For this and other reviews see Book Review Digest (41), 1935.

sudden poverty, 357, lack of jobs, 363, 369, cuts in wages, 371, grim poverty, 372, drowning troubles in drink, 376, loss of job, 376, charity, 380, loss of savings, 385, 391, depression and suicide, 412, soup kitchens, 414; and want in the midst of plenty, 421.

E. Other Problems.- Discussion of the following other contemporary problems might originate on the pages referred to: family and the home, 82, 118, 174, 188, 192, 246, 251, 260, 262, 266, 283, 298, 301, 306, 315, 411; religion, 42, 48, 93, 169, 229, 246; mental inefficiency, 83, 167; war, 186, 275, 285, 288, 308; and physical inefficiency, 339.

F. Dangers in Teaching.- Part Three, "Life's Interlude," is a sentimentalized, though in no way pornographic, account of what was nothing but adultery. In this section and on page 246 there is an attempt at justifying the affair. The sophistry of this rationalizing will need indication. The length of the novel will militate against its use with younger adolescents.

#### 4. The Sound of Running Feet

Lawrence, Josephine. The Sound of Running Feet. New York: Frederick A. Stokes Co., 1937. Pp. 307.

A. Appearance on Lists.- Americana Annual, New International Yearbook, Gold Star List, American Library Association Booklist Books, 10.3.

B. Synthesis of Plot.- The sound of running feet referred to in the title of this novel represents the omnipresent, stifling feeling of financial insecurity which hangs over all the characters in this work of Lawrence. The older workers in the real estate firm of River, Mead and Luth, burdened by dependents and illness, feared cuts in salary or replacement by the younger workers. These, in turn, felt stifled and oppressed. They were convinced that they were capable, efficient, and badly underpaid. The employers, harassed by the job of keeping the firm going, were forced to give the workers the choice between the status quo and raising the pay of the younger employees by cutting the older. The pressure of the "running feet" on each worker and on the members of the firm is portrayed in detail. The novel ends with the two youngest employees marrying on a combined salary of twenty-seven dollars a week.

C. Critique of Novel.- The Sound of Running Feet focuses attention on fundamental problems of contemporary life, problems which should come to the notice of every secondary school student. No solution

to the most vital of these is offered, of course; such solutions probably, for the most part, are unknown. It might be felt that the characters seem to have been invented to illustrate the sociological material. While this criticism might cause the novel to lose some cast as belle lettres, it in no way reflects on its value in socialized educational programs. Butcher, writing in the Chicago Daily Tribune writes of The Sound of Running Feet: "this is not a proletarian novel, although it states with vehemence the case of the young worker. It states also, however, the case of the older workers, and of the employers." The lack of vitality in some of the characterizations is complained of in Books and New York Times.<sup>1</sup>

D. Main Problem.- This novel is primarily of social studies value as it is concerned with the problem of economic security. Among the social phenomena suitable as starting points for class discussion of phases of this problem, together with page references to the material, are: youth's feeling of oppression, 1; failure to get raises, 2, 6, 220; difficulties in organizing for demands, 3; grievances of workers, 12; old age security, 25; living beyond means, 29, 57, 194, 214, 275; the employer's financial

<sup>1</sup> For these and other reviews see Book Review Digest (41), 1937.

struggle, 56, 133, 151, 172, 181, 263; borrowing from the bank, 58; married women working, 75; farm life and economic security, 94, 100; young versus old in business, 137, 220, 224, 225; women in business as an economic danger, 139; effect of tightened credit by banks, 174; support of the aged, 187, 223, 246; dependence on government, 191; and chain versus independent stores, 253.

E. Other Problems.-- Discussion of the following other contemporary social problems might originate on the pages referred to: family and the home, 44, 70, 77, 81, 96, 153, 179, 197, 228, 276; physical inefficiency, 52, 177, 186, 202, 268; and education, 236.

F. Dangers in Teaching.-- The novel contains nothing which would make it unsuitable for the range of secondary education. It may be considered by some to overstress the problem of economic security in the general scheme of living.

## 5. Years Are So Long

Lawrence, Josephine. Years Are So Long. New York: Frederick A. Stokes Company, 1934. Pp. 309.

A. Appearance on Lists.-- Americana Annual, Gold Star List, American Library Association Catalog; 9.0.

B. Synthesis of Plot.- Years Are So Long is the story of the old age of Barkley and Lucy Cooper. This old couple had reared five children and seen them all married; they had made no provision for their own old age. None was needed, for loving children were considered by them the best insurance for a comfortable old age. Their children, however, had the newer idea that they owed nothing to the parent who had failed to provide for himself. Since something had to be done, though, it was agreed that the mother and father be separated and that each stay three months with one of the children. The result was death for the father and an Old Ladies Home for the mother.

C. Critique of Plot.- This novel is an excellent example of the potentialities of fiction for animating sociological material. No theoretical discussion could focus attention on the problem of dealing with the aged nearly so thoroughly and forcibly as is done here. The problem is not abstract; the characters are real; the situations are accurately portrayed; and the pathos is gripping. Reviewers generally praised Years Are So Long because of the importance of the problem involved. The novel came in for some disapproval, however, because of the

prominence of the thesis. Typical of both the approval and disapproval is the following excerpt from New Republic, "The book has faults of writing and characterization; there is less tact and more selfishness to pass around among the Cooper family than seems normal; but Miss Lawrence's courage in bringing out into the open a delicate problem that has grown out of our social insecurity gives the book an importance beyond its literary value."<sup>1</sup>

D. Main Problem.- This novel is primarily of social studies value as it is concerned with the problem of economic security. Among the social phenomena suitable as starting points for class discussion of phases of this problem, together with page references to the material, are: old age, 2; expectation that children must care for old parents, 6, 8, 93, 94, 111, 265; separation of aged man and wife, 15, 43, 56, 85, 142; absolute indigence 14; failure to adjust in children's homes, 29, 37, 38, 82; institutions for aged, 53, 76, 195, 303, 305; the young forcing the old out of business, 106; dependence on government for aid, 116; desire of the old for independence, 131, 155; attitude towards life insurance, 164; and having too many children, 262.

1

For this and other reviews see Book Review Digest (41), 1934.

E. Other Problems.- Discussion of the following other contemporary social problems might originate on the pages referred to: mental inefficiency, 269; and family and the home, 2, 211, 262.

F. Dangers in Teaching.- The novel should prove perfectly satisfactory for the purposes of secondary education.

Summary.- As a group the novels reported in this chapter constitute perhaps the most significant sociological material uncovered by this investigation and provide perhaps the most balanced treatment of a contemporary social problem. The short novel One More Spring seems to be the best novel from a literary viewpoint. Vein of Iron is the least significant sociologically. The Lawrence novels, If I Had Four Apples, The Sound of Running Feet, and Years Are So Long, as literature, are generally deficient in characterization but are all significant and interesting treatments of important phases of the problem of economic security.

## CHAPTER IX

### PROBLEM OF THE FAMILY AND THE HOME

Introductory Statement.- In this chapter are included reports on those novels which are of social studies importance primarily as they are relevant to the problem of the family and the home. The five chosen are The Deepening Stream, Ambrose Holt and Family, The Bonney Family, The Golden Spike, and Heat Lightning.

#### 1. The Deepening Stream

Fisher, Dorothy Canfield. The Deepening Stream. New York: Harcourt, Brace and Company, 1930. Pp. 393.

A. Appearance on Lists.- Dickinson Best Books of the Decade 130, New International Yearbook, American Year Book, Gold Star List, Good Reading, American Library Association Catalog, 26.4.

B. Synthesis of Plot.- This is an account of the family relationships of Matey Gilbert Fort, first when she was a young child, and later when an adolescent living with her father and mother, and finally when the

wife of Adrian Fort in the Quaker atmosphere of Rustdorf and in France as she and her husband worked to relieve the suffering during the war.

C. Critique of Novel.- There can be little doubt in the mind of the reader that this novel is a significant treatment of a fine marital relationship. Some may object that Matey's marriage was almost unreally happy; but somehow or other the charge of sentimentalism does not seem to be justified.. The novel is typically Canfield and reminiscent of The Bent Twig in its college atmosphere, its partial setting in France, and in its insistence that lots of money is not necessary for successful marriages. With the exception of W. L. Phelps' criticism that the novel takes patience in the reader, all reviewers quoted in Book Review Digest wholeheartedly praised The Deepening Stream. Typical of the praise accorded the work is this selection from Books, "Dorothy Canfield's novels have always been forthright and courageous, but in none, I think, has she achieved the sustained intensity that she pours into this story of a hurt child and stifled young girl and the quiet victory of love and honesty."<sup>1</sup>

D. Main Problem.- The novel is primarily of social studies significance as it is concerned with

---

1

For this and other reviews see Book Review Digest (41), 1930.

the problem of the family and the home. Among the social phenomena from which discussion of phases of this problem might originate, together with page references to the material, are: children's play, 14, 20; parental pride in children, 25, 73; troubles of adolescence, 30, 34; family disputes, 32, family's moving about as contrasted with settling down, 53, 76, 98; family's failure to understand the problems of adolescent children, 57; struggle of mother and father for supremacy in family, 61, 69, 72, 80, 218; effect of this on children, 68, 82; children's getting what they want always, 67, 74; illness in family, 87; genuine family love despite even serious quarrels, 89; death in family, 91, 216, 323; interest in family backgrounds, 99, 102; parental advice, 118; love, before and after marriage, 120, 123, 128, 138, 148, 183, 196, 255, 389; marriage for money, 31; early married life, 61; father-in-law living with couple, 166; wholesome attitude towards having children, 188; lots of money not essential to happy marriage, 191; husband's inconstancy, 278; and comforting presence of an older, understanding person, 363.

E. Other Problem.— Discussion of the following other social problems might originate on the pages referred to: education, 14, 37, 40, 79; religion, 46,

56, 104, 151, 165; and war, 197, 207, 222, 226, 237, 257, 260, 266, 282, 290, 309, 326, 333, 344, 351, 358, 379, 388.

F. Dangers in Teaching.- This novel seems to contain nothing which might make it unsuitable for use in secondary schools.

## 2. Ambrose Holt and Family

Glaspell, Susan. Ambrose Holt and Family. New York: Frederick A. Stokes Company, 1931. Pp. 315.

A. Appearance on Lists.- Dickinson Best Books of the Decade 100, Americana Annual, New International Yearbook, American Year Book, Gold Star List, American Library Association Catalog; 17.8.

B. Synthesis of Plot.- The plot centers around the struggle of Blossom to overcome the handicap of this nickname and be accepted as an individual of some intellect and force by her husband, Lincoln Holt, business man and poet. She succeeds chiefly through the sudden arrival in town of her father-in-law, Ambrose Holt, a likable wandering spirit who had deserted his wife and son twenty-seven years previously.

C. Critique of Novel.- Ambrose Holt and Family is an extremely well-written novel centering around a

wife's desire to be more important to her husband than merely a beautiful, unintellectual ornament. While reviewers were loud in praise of Ambrose Holt and Family for its delicacy and beauty, it was criticized in Forum, Nation, and Times (London) Literary Supplement for being so mechanical as to interfere a bit with the ability to convince which a novel should possess.<sup>1</sup>

D. Main Problem.-- This novel is primarily of social studies value as it is concerned with family relationships. Among the social phenomena suitable as starting points for class discussion of phases of this problem, together with page references to the material, are: feeling that only homely women can think, 8; treatment of crippled child at home, 10, 68, 188; unhappiness resulting from both husband and wife continually sacrificing, 17; mother-in-law living with family, 29, 71; deserted wife, 30; marriage and settling down, 33; keeping secrets from husband or wife, 34, 117; managing husband for his own good, 39, 43, 45, 51; necessity for husband's preserving self-respect, 92; love continuing after marriage, 196, 198; anger of father at not dominating children, 199; and joking with serious intent to end a quarrel, 300.

---

1

For these and other reviews see Book Review Digest (41), 1931.

E. Other Problems.- Ambrose Holt and Family does not contain material of particular significance to any of the other contemporary social studies problems.

F. Dangers in Teaching.- There is no material in the novel which would make it unwholesome for classroom discussion.

### 3. The Bonney Family

Suckow, Ruth. The Bonney Family. New York: Alfred

A. Knopf, 1933. Pp. 295.

A. Appearance on Lists.- Dickinson Best Books of the Decade 81, New International Yearbook, American Year Book, American Library Association Catalog; 11.5.

B. Synthesis of Plot.- This novel is the account of the lives of the various members of the Reverend Mr. Bonney's family as they matured and changed their manner of living. The lives of the two eldest children are outlined in detail; those of the younger two, twins, are sketched more broadly. The marriages of some of the children, their outside interests, the death of one in the war, and the death of the mother of the family were all factors in its disintegration -- a trend which was consummated by the remarriage of the Mr. Bonney.

C. Critique of Novel.- Any author hoping to treat normal family life adequately must catch the relatively small problems which are so important and aggravated in the eyes of those participating. This, Suckow has been very successful in doing; family relationships are described with a psychological verity. Her characterizations, furthermore, are vitally worked out. It seems unfortunate that whenever religion is treated, it is handled in an immature manner. The impression could be gathered -- it is not entirely obvious -- that religion and learning are inconsonant. Generally highly favored by reviewers for its delicacy, verisimilitude, impersonality, and objectivity, The Bonney Family was unfavorably criticized only because of "occasional overemphasis" (New York Evening Post) and because of a certain placidity (Saturday Review).<sup>1</sup>

D. Main Problem.- This novel is primarily of social studies value as it is concerned with family relationships. Among the social phenomena suitable as starting points for class discussion of phases of this problem, together with page references to the material, are: the family group, 4; women preparing meals, 8, 95; grandfolk in the family, 24, 146; the

---

1

For these and other reviews see Book Review Digest (41), 1928.

failure of the younger generation to accept religious practices of parents, 26, 37; Sunday at home, 34; family's moving, 44; troubles of the adolescent girl of the family, 51, 57, 177, 184, 190; troubles of the adolescent boy of the family, 15, 16, 37, 73, 76, 97, 99, 107, 116; necessity for parent's understanding children's problems, 14, 15, 16, 37, 69, 78, 99, 122, 159; the father as an absolute dictator, 113; illness of a parent, 204; death in the family, 213; breaking the family by marriage. 215, 218, 231; living with in-laws, 220, 228; daughter sacrificing to keep house on death of mother, 206, 238; necessity for adjustment after marriage, 243; children's resentment at father's remarriage, 250, 258; step-parent relationships, 270; and parents after children have left them, 275, 281.

E. Other Problems.- Discussion of the following other contemporary problems might originate on the pages referred to: economic security, 24, 156; religion, 30, 39, 91, 235; education 79, 181; physical inefficiency, 203; and war, 216, 228, 233, 236, 238. This novel, since it is set in the Midwest, might also have been so classed.

F. Dangers in Teaching.- With the possible exception of the skeptical attitude towards religion,

the novel is entirely wholesome for classroom discussion.

#### 4. The Golden Spike

Dell, Floyd. The Golden Spike. New York: Farrar & Rinehart, 1934. Pp. 470.

A. Appearance on Lists.- Americana Annual, New International Yearbook, American Year Book, Gold Star List: 8.6.

B. Synthesis of Plot.- The Golden Spike is the story of the struggle of Harvey Claymore against the blighting and confining influence on his life of the Murchison fortune. As a youth his sensitive nature was made unhappy by his father's subservience to the old Colonel who, it was vainly hoped, might will the town paper to him, its editor. As an adult his marriage was influenced by his wife's inability to separate herself completely from her family's influence. Her family had inherited the old Colonel's money.

C. Critique of Novel.- This novel seems to be a psychologically accurate picture of the formation and dissolution of what was potentially an ideal marriage. The following is a quotation pertaining to The Golden Spike taken from Saturday Review of Literature:

Considering its ingredients...this novel is disappointing.... 'The Golden Spike' might have been a

sharply etched picture of the mind-set of the American middle classes. Instead it is another long, long story of young love come to grief.

Sharply contrasting to the opinion is the following high praise from New Republic:

This is not one of those arid problem novels in which the characters are cut down to a few abstract symbols. It is a full, rich book....<sup>1</sup>

D. Main Problem.- This novel is primarily of social studies significance as it is concerned with the problem of home and the family. Among the social phenomena suitable for discussing phases of this problem, together with page references to the material, are: family broken by parent's death, 16, 54, 65, 81, 108; jealousy of elderly people to preserve independence, 47; working to be remembered in will, 51, 76; securing money for education of children, 90; father's sacrifice for his son, 90, 119, 123; confining influence of old parents, 122; artistic temperament and marriage, 132; illness in family, 136; marriage versus career 171, 245; "path of true love" 247, 249, 292, 299; marriage for money, 268, 460, 469; courtship, 125, 268, 342; social differences between couple, 275; sudden marriage, 286; divorce, 296, 464, 469; birth control, 297; abortions, 367; spinsterhood, 321; setting up housekeeping, 337; marriage as a restraint, 349, 449;

<sup>1</sup>

For these and other reviews see Book Review Digest (41), 1934.

desire of husband to be the sole support of the household, 351; marital quarrels, 356, 430, 459, 462; woman's unreasonableness during pregnancy, 369; in-laws as a disturbing element, 388, 414; disruption of marriage by the sexual frigidity of one of the pair, 408; jealousy, 442, 445; and desertion, 451.

E. Other Problems.- Discussion of the following other contemporary social problems might originate on the pages indicated: education, 3, 23, 53, 93, 97, 102, 180, 231; war, 71; economic reform programs, 106, 109, 210; religion, 299; and government, 427.

F. Dangers in Teaching.- On the basis of the maturity of the students in a particular situation, the teacher will have to decide whether material in the following passages constitutes an impediment to his using this novel: birth control, 297; abortions, 367; and frigidity in one of married pair, 408.

## 5. Heat Lightning

Hull, Helen. Heat Lightning. New York: Grosset & Dunlap, 1932. Pp. 328.

A. Appearance on Lists.- Americana Annual, New International Yearbook, American Year Book, American Library Association Catalog; 6.9.

B. Synthesis of Plot.- Heat Lightning is an account of the visit home of Amy, a married daughter of the Westovers. Amy and her husband quarrelled before she left New York. Gradually as she lived at home under the influence of her mother and grandmother, of the stirring events connected with the bank crash, and of the family difficulties of a divorced aunt, Amy came to accept a philosophy of marriage which eclipsed all petty strife. When her husband came to her on the death of the old grandmother, Amy went back to him resolved to work consciously for the success of her marriage.

C. Critique of Novel.- While the style of this novel seems at times too trite and at other times too florid, yet the whole constitutes a sound treatment of some of the most important phases of family life. Of the reviewers quoted in Book Review Digest the only unfavorable criticism of this novel comes from New Republic on the grounds that the author lacks "a depth to match her skill." The following remarks, however, are far more typical of the reception the novel met: "pervading the entire book is an electric atmosphere" (Atlantic Bookshelf); it is told "from a mature, civilized point of view" (Forum); and it offers a "complexly woven fabric of family life" (Saturday Review of Literature).<sup>1</sup>

---

1

For these and other reviews see Book Review Digest (41), 1932.

D. Main Problem.- This novel is primarily of social studies value as it is concerned with the problem of the family and the home. Among the social phenomena suitable as starting points for class discussion of phases of this problem, together with page references to the material, are: feeling towards homestead, 6; divorce, 7, 9; arrival of baby, 12, 95; grandmother, 14, 19, 91, 99; independence of grandmother, 90, 93, 141; desirable husband and wife relationships, 37, 61, 84, 132, 158, 195, 198, 296, 299, 319, 325; in-laws, 60, 192; infidelity of husband, 78, 268; long time view of marriage, 98; marital quarrels, 104, 118, 144; family interference in individual's affairs, 44, 51, 63, 66, 162; family skeletons, 45, 285; illegitimacy, 45; family responsibilities, 121; fighting and suspicion over property or money of a dead member of the family, 188, 209, 222, 224, 235, 254, 279, 287, 290, 312; jealousy in the family, 253; and maternal domination of grown children, 110, 114.

E. Other Problems.- Discussion of the following other contemporary social problems might originate on the pages referred to: war, 13; economic security, 68, 110, 137, 235; and religion, 220, 228, 263.

F. Dangers in Teaching.- Some explanation or caution by the teacher might be needed in regard to the skeptical and materialistic religious concepts which the author shows on the pages devoted to religion. The only other possible bar would seem to be the most veiled references to homosexuality on pages 29 and 106. These are so veiled that no curiosity would be aroused in someone unfamiliar with this phenomenon.

Summary.- Three of these novels, The Deepening Stream, Ambrose Holt and Family, and Heat Lightning, deal with the problem of husband-wife relationships -- the first, being the most profound, the second the most delicate, and the third the most practical. The Golden Spike is concerned with difficulties of a poor husband, rich wife marriage. The Bonney Family is a broad treatment of a wide range of the ordinary family problems which, at the moment, seem, and actually are, of great importance.

## CHAPTER X

### PROBLEM OF RACE RELATIONS, EDUCATION, PHYSICAL AND MENTAL INEFFICIENCY, CRIMINAL AND DELINQUENCY, RELIGION

Introductory Statement.- Reports on novels pertinent to five of the sixteen contemporary social problems are grouped in this chapter. Unfinished Cathedral is concerned with the problem of race relations; Miss Bishop, education; They Came Like Swallows, physical inefficiency; The Outward Room, mental inefficiency; Little Caesar, criminal and delinquency; and Heaven's My Destination and Green Light, religion.

#### 1. Race Relations -- Unfinished Cathedral

Stribling, T. S. Unfinished Cathedral. New York: Doubleday, Doran & Company, 1934. Pp. 383.

A. Appearance on Lists.- New International Yearbook, American Year Book, American Library Association Catalog; 5.0.

B. Synthesis of Plot.- Unfinished Cathedral is the story of the Vaiden family of Florence, Alabama.

The head of the family is the ninety year old Colonel Miltiades Vaiden who is the outstanding financier in Florence. He opposes lynching six negroes accused of rape because the notoriety would interfere with boom conditions. When he discovers that one of the negroes is his own grandson, he has them spirited away to another town for trial. The Colonel's personal fortune is not lessened by the failure of his bank. Among the secondary characters of interest is the Colonel's daughter, Marsan, whose indiscretion with a fellow high school student is covered up by marriage to Mr. Petrie. The Colonel's cousin, the Reverend Jerry Catlin, is the assistant to the minister of the projected All Souls' Cathedral. Jerry, though in love with Synda, the Colonel's young wife, marries the Cathedral organist.

C. Critique of Novel.- Unfinished Cathedral is a swiftly moving, gripping story evidencing keen understanding of the Southerner's attitude toward the negro. Especially does its author portray the shallowness of Southern pride in the protection of women, a protection which seems to depend on who the man involved is. The lynching spirit and the irrationality of the Klan type organization are

portrayed. The naturalistic philosophy of Stribling's characters and the super-realism of some of his descriptions seem to be efforts towards achieving popularity rather than artistic soundness. This novel met a varied response among reviewers. One extreme is found in this excerpt from Books: "The drama is not personal but social. As such, it is admirably worked out." At the other is this selection from the New York Post: "I am willing to admit that Mr. Stribling is a remarkable example of how far a writer can go without knowing how to write."<sup>1</sup>

D. Main Problem.- This novel is primarily of social studies value as it is concerned with the problem of race relations. Among the social phenomena suitable as starting points for class discussion of phases of this problem, together with page references to the material, are: practice of shooting first when negroes are involved, 7, 10; rape and the lynch spirit, 34, 50, 184; opposition to lynching purely financial, 57; unconcern for the negro as a person, 64; Klan-type organization, 66, 68, 124, 141; whites dictating to judges, 94; white disposition of cases on principle and without regard to individual's guilt, 95; no justice in trials, 158; negro organization, 147, 150;

---

1

For these and other reviews see Book Review Digest (41), 1934.

miscegenation, 152, 176, 178; and the Association for the Betterment of Colored People, 118, 162.

E. Other Problems.- Discussion of the following other contemporary social problems might originate on the pages referred to: religion, 5, 19, 32, 34, 47, 86, 131, 200, 202, 206, 246, 287, 330, 333; family and home, 230; and economic security, 226, 239. The whole novel, moreover, might also have been classified under the problem of population in the South.

F. Dangers in Teaching.- While this novel is a good presentation of the problem of race relations in the South, there are some elements which would make it dangerous to teach<sup>in</sup> some communities or with younger adolescents. These are the realistic descriptions of sexual reactions which, though not found very often, seem calculated to stimulate, cf. pages 26, 72, 213, 234; the anti-religious, especially anti-Methodist, tenor of the book in sections referred to above under religion; and the casualness with which Marsan accepts and discusses sexual irregularity and the possibility of an operation to eliminate the baby expected, 128, 154, 305, 308.

## 2. Education -- Miss Bishop

Aldrich, Bess Streeter. Miss Bishop. New York:

D. Appleton- Century Company, 1933. Pp. 337.

A. Appearance on Lists.- American Year Book, American Library Association Catalog; 3.7.

B. Synthesis of Plot.- Miss Bishop is the story of Ella Bishop, English instructor and teacher, from the day she entered the first freshman class of Midwestern College in 1876 to the testimonial dinner in her honor as she was forced into retirement in the thirties of this century. On her graduation from the college she was invited to join the faculty to teach grammar; for over fifty years she continued teaching freshman English as the college came into increasing prominence, while at the same time her non-professional life was devoted to service to others -- especially to Hope whom she reared as if her own and to Gretchen, Hope's child, who came to live with Ella while she attended Midwestern.

C. Critique of Novel.- The book is definitely interesting. The character of Miss Bishop is well drawn and convincing. Although at times the pitfalls set before some of the characters seem to spring up

a bit melodramatically, yet this is a minor flaw. The tragic element is real enough; the author handles the pathos grippingly. One of the quaintly humorous passages is concerned with the moral problems involved in the question of whether ponderous "bloomers" were sufficiently decent attire for girls playing basketball.<sup>1</sup> Psychologically accurate descriptions of both the shyness of a sensitive youth and the force of jealousy are noteworthy. Reviewers generally hailed the book with such terms as "annals of a quiet and useful life against a background of simple reality" (Christian Century); "a sincere tribute to real teachers" (Christian Science Monitor); and "finely treated with a quiet simplicity and a sensitive understanding...absorbing... at times deeply moving." (Times (London) Literary Supplement).<sup>2</sup>

D. Main Problem.- This novel is chiefly of social studies value as it is concerned with the problem of education. Among the social phenomena suitable as starting points for class discussion of phases of this problem, together with pages references to the material,

---

1

P. 148.

2

For these and other reviews see Book Review Digest (41), 1933.

are: launching a college and the old curriculum, Chapter I; older graduation exercises, 42; teaching as a vocation, 102; treating pupils as individuals, 128; qualifications of a college president, 134; characteristics of a college teacher, 138; need for degrees to teach, 140; the sorority or fraternity in college life, 263; teachers doing their own grading, 265; and present-day emphasis on social life at college, 271.

E. Other Problems.-- Discussions of the problem of home and the family, especially the question of marriage as opposed to careers for women, recur throughout the entire book. Material for class discussion of war may be found on pages 152, 154, and 256.

F. Dangers in Teaching.-- There is nothing in this novel against which the adolescent reader need be cautioned.

### 3. Physical Inefficiency-- They Came Like Swallows

Maxwell, William, They Came Like Swallows. New York: Harper & Brothers, 1937. Pp. 267.

A. Appearance on Lists.-- Americana Annual, American Year Book, American Library Association Booklist Books, 5.6.

B. Synthesis of Plot.- It is almost incorrect to speak of a plot to They Came Like Swallows. Rather things just happen to a family group. Chief among the occurrences is the epidemic of Spanish flu which swept over the country after the war. All members of the Morison family were stricken, but to the mother, the flu, followed by double pneumonia in conjunction with weakness from childbirth, meant death.

C. Critique of Novel.- A mere outline of events in this novel as given above is totally inadequate for conveying any of its great charm. The characters are completely drawn; the relationship between the various members of the family group is vividly represented. This novel is praised in Books for giving dignity and individuality and meaning to the everyday life of a family. It seems most accurately evaluated in the Times (London) Literary Supplement when it is called a "nice rather than an especially moving or otherwise impressive piece of work."<sup>1</sup>

D. Main Problem.- This novel is primarily of social studies value as it is concerned with the problem of physical inefficiency. Among the social phenomena suitable as starting points for class discussion of phases of this problem, together with

1

For this and other reviews see Book Review Digest (41), 1937.

page references to the material, are: the epidemic of Spanish flu: its nature, 20, its sudden arrival, 97, 185, 241, its contagiousness, 121, 123, the necessity for avoiding crowds, 108, 211, the need for closing schools and churches, 127, 183, its effect, 193, death from it, 204; boy with amputated leg, 29, 113, 131, 146; tuberculosis, 195; and infirmity of the aged, 214.

E. Other Problems.-- Discussion of the following other contemporary social problems might originate on the pages referred to: family and the home, 6, 12, 21, 27, 47, 72, 82, 137, 142, 182, 262; war, 86; and religion, 253.

F. Dangers in Teaching.-- The novel has nothing in it which would make it unsuitable for secondary education although some people might term indelicate Mrs. Morison's reference to her new son as another "peeing boy."<sup>1</sup>

#### 4. Mental Inefficiency -- The Outward Room

Brand, Millen. The Outward Room. New York: Simon and Schuster, 1937. Pp. 309.

A. Appearance on Lists.-- Americana Annual,

---

1

p. 229.

New International Yearbook, American Year Book; 4.2.

B. Synthesis of Plot.- The Outward Room is the story of a girl who achieved complete sanity after having been seven years in an institution. Her mind had snapped when she had seen her brother violently killed. The years of treatment in an asylum had been completely ineffective. When she escaped to New York, however, became interested in living, and found herself deeply in love, her trouble cleared up.

C. Critique of Novel.- This novel, as far as can be judged by the inexpert, has achieved genuine verisimilitude. The characters are definitely appealing. The author, furthermore, has avoided the mistake, so common in novels dealing with abnormal characters, of burying the story in a superfluity of detail. No specific flaws were found in the work by the reviewers quoted in Book Review Digest. On the contrary, they were loud in their praise of it. The following quotation from the Chicago Daily Tribune seem to typify their opinions:<sup>1</sup>

'The Outward Room' is one of the tensest novels readers have been given for a long time, terribly tense, and yet strangely and beautifully simple. It is a love story, told with few and unadorned words; it is the

1

For this and other reviews see Book Review Digest (41), 1937.

story of one human being's emergence into life from death; it is the story of poverty ungrudgingly accepted, of the simple things of life made joyful by being shared.

D. Main Problem.- This novel is primarily of social studies value as it is concerned with mental inefficiency. Among the social phenomena suitable as starting points for class discussion of phases of this problem, together with page references to the material, are: life in an asylum, 3, 6, 47, 172; actions of the insane, 7; psychoanalysis, 20; plan to escape, 43, 53; insanity as a bar to marriage, 169, 298; feeling of an impending return of insanity, 266; and cure of some types by actual living, 309.

E. Other Problems.- Discussion of the following other contemporary social problems might originate on the pages referred to: modern industry, 165, 194, 210, 241, 243, 262, 295; economic security 104, 153, 198, 205, 214, 228, 240, 246; and family and the home, 149, 150, 169, 221.

F. Dangers in Teaching.- The two principal characters lived together as man and wife although they postponed the ceremony until sure the insanity would not return. Teachers may want to point out that, while the fact is accepted, it is not thereby condoned. Teachers, moreover, should read the accounts of the

embraces on pages 166 and 272; relatively few will find them too realistically described.

5. Criminal and Delinquency -- Little Caesar

Burnett, W. R. Little Caesar. New York: Literary Guild of America, 1929. Pp. 308.

A. Appearance on Lists.-- Americana Annual, New International Yearbook, American Year Book; 4.2.

B. Synthesis of Plot.-- Little Caesar is the story of the rise and fall of Cesare Bandello, known as Rico. Starting from a position as lieutenant to Sam Vettori, Rico rises, through his hardness, until he becomes the biggest man in the Chicago rackets short of the politicians at the head. His fall starts when one of the gang turns state's witness and all are arrested but Rico who escapes. The misery of being a nobody causes him to reveal his identity during a quarrel and to go back to racketeering in Toledo. After his identity is disclosed by the man to whom he had revealed it, Rico is slain by the police as he attempts to escape.

C. Critique of Novel.-- This is typical gangster material, and as such, much of it seems trite. Furthermore the style of the book is the racy, jerky style

which is never associated with the best in literature. The language of the novel at times is artificially shocking. The women in the book seem always to be clad in a negligee or a Japanese kimono. Yet in its classification the novel ranks as the best published during the ten years covered by this investigation, and certainly racketeering is a phase of American metropolitan life which, though diminished in importance with the repeal of prohibition, is still a significant contemporary problem. The treatment is interesting and full of action. The characters are apparently psychologically accurate portrayals of men striving to acquire power. Little Caesar was generally praised by reviewers as "arresting attention" (Bookman); "the most important novel of the post-war underworld that has ever been published." (Books); and "A merciless unsentimental yarn of Chicago racketeers."<sup>1</sup> The reviewers quoted in Book Review Digest had no unfavorable criticism of the novel.

D. Main Problem.- The novel is primarily of social studies value as it is concerned with the problem of crime and delinquency. Among the social phenomena suitable as starting points for class discussion of phases of this problem, together with page references

---

1

For these and other reviews see Book Review Digest (41), 1929.

to the material, are: fixing government officials, 10, 209, 299; the tragedy to the mothers of gangsters, 26, 99; nervous strain during and after crime, 45, 50, 81, 194, 272, 292; one crime leading to another to cover up, 54, 80; lust for power, 67, 293 -- the expression of that desire through hatred of slights, 70, flashiness of dress, 124, 150, pride in imitating the wealthy, 205, desire for a library, though perhaps composed of mock books, 208; impossibility of withdrawing from a racket, 150, 163; the collapse on arrest, 223; the prevalence of the double cross, 246; and ordering guns from factories, 300.

E. Other Problems.-- Discussion of the following other contemporary social problems might originate on the pages referred to: government, 209, 299; and home and family, 26, 99.

F. Dangers in Teaching.-- While this novel is interesting, is appealing to adolescent readers, and is a good treatment of a contemporary problem, teachers will have to decide about the importance in their situation of two dangers. There is, first, the danger of offending certain groups: Jews, because of remarks about a Jewish gangster, 188, 185; and Catholics, because of a careless identification of Catholics and

and gangsters in such a remark as Sam's, page 249. The other danger is of too ugly a realism in language as exemplified by the goddam, 11, bastard, 132, and for God's sake, 41, and in references to the gangster's women, 61, 134, 287, 293.

6. Religion-- Heaven's My Destination

Wilder, Thornton. Heaven's My Destination. New York: Harper & Brothers, 1935. Pp. 304.

A. Appearance on Lists.-- Dickinson Best Books of the Decade 132, Americana Annual, New International Yearbook, American Year Book, American Library Association Catalog; 13.4.

B. Synthesis of Plot.-- Heaven's My Destination is the humorous story of a young man who, after adopting a narrow and emotional type of religion, attempts the conversion of the world as he travels around selling textbooks to educational institutions. Experience finally causes him to turn from his very emotional type faith to no faith at all. Next he arrives at a broader and more intellectualized belief; as the novel ends he is again crusading.

C. Critique of Novel.-- This novel is riotously funny and at the same time has the extremely serious

basis of a young man striving to solve some of the most knotty philosophical problems of the day. Reviewers generally praised this book of Wilder. It is maintained in the Boston Transcript that it is a social document as "engrossing as it is controversial, despite its exaggerations...." Shuster, writing for Commonweal, attributes to it a verity "not of observation merely but of interpretation." He feels the acid criticism good for the soul of the mature reader. One or two reviewers feel the story too lightly sketched or too crass.<sup>1</sup>

D. Main Problem.-- This novel is primarily of social studies significance as it is concerned with the problem of religion. Among the social phenomena suitable as starting points for class discussion of phases of this problem, together with page references to the material, are: over-zealousness, 1, 4, 18; narrowness of some religions, 18, 52, 88, conversion, 36, 261, religious antipathies to evolution, 39; and to cigarettes, 39; confession, 110; spiritualism, 158; pacifism, 169, 252; and realization of the existence of trouble in world, 191.

E. Other Problems.-- Discussion of the following other contemporary social problems might originate on

1

For these and other reviews see Book Review Digest (41), 1935.

the pages referred to: family and the home, 33, 38; education, 50; economic security, 68; government, 133; and race relations, 233.

F. Dangers in Teaching.- Much of the humor of the novel is definitely reminiscent of Rabelais or Tristram Shandy; this makes the book probably unsuitable for most adolescents. Then, too, members of relatively emotional religious sects whose children happened to be in a class reading Heaven's My Destination undoubtedly would take offense. The visit of the young hero to a bawdy house, albeit humorously treated, probably makes the novel definitely unsuitable for nearly all secondary school situations.

#### 7. Religion -- Green Light

Douglas, Lloyd C. Green Light. Boston: Houghton Mifflin Company, 1935. Pp. 326.

A. Appearance on Lists.- Americana Annual, American Year Book, Gold Star List, American Library Association Catalog; 10.0.

B. Synthesis of Plot.- Green Light is the story of the acquisition of a philosophic and religious perspective of life by a group of people each of whom was weighted down by his own apparently engulfing trouble.

Their refreshed outlook came from contact with Dean Harcourt of Trinity Cathedral, who was convinced from his own experiences that troubles and reverses, whether personal or national, were the means by which individuals and civilization in general gradually improved in accordance with Divine planning.

C. Critique of Novel.- Green Light, besides being interesting from the point of view of plot and characters, has something important to say; and it is said convincingly. Its message is religious, it is non-sectarian even though the Dean happens to be Anglican, and it is the type of material of which real education should be made. Reviewers disagreed sharply in their reception of Green Light. In the Chicago Daily Tribune is found the claim that the work escapes that "dripping sentimentality that makes many readers jeer at most books of cheer." The reviewer for the New York Times, while conceding the book's optimism and good feeling, terms it "mawkish, badly written and full of saccharine platitudes."<sup>1</sup> Concerning the platitude charge, it should be remembered that the most fundamental philosophic truths have all been uttered previously; therefore, they seem trite.

---

1

For these and other reviews see Book Review Digest (41), 1935.

D. Main Problem.- This novel is primarily of social studies value as it is concerned with the problem of religion. Among the social phenomena suitable as starting points for class discussions of phases of this problem, together with page references to the material, are: possible glandular bases for religious feelings, 26; philosophical exposition of the smallness of trouble in the general progress of humanity, 41, 54, 53, 214, 310; rational versus emotional religion, 46; moral transgressions, 53; religious service, 95, 155; feeling of order in the cosmos, 133; religious life in a convent (Anglican), 139; immortality, 159, 165, 171; and religious view of evolution, 176.

E. Other Problems.- Discussion of the following other contemporary social problems might originate on the pages referred to: government, 77; physical inefficiency, 109; and economic security, 145.

F. Dangers in Teaching.- The novel is perfectly suited for secondary school use with two possible exceptions. If the community is so sectarian as to be violently anti-Anglican, then the fact that the chief influence in the book is that of an Anglican

dean may make its use undesirable. Another possible danger may lie in Dean Harcourt's employing the theory of evolution to illustrate his philosophy of life, p. 176.

Summary.- While lacking many of the characteristics of great literature, Unfinished Cathedral succeeds in focusing attention on fundamental problems of race relations. Miss Bishop is especially relevant to education at the college level. They Came Like Swallows and The Outward Room are concerned with the ravages of an influenza epidemic and mental disease respectively. Little Caesar presents material from which significant discussion of the problem of crime and delinquency should arise. Heaven's My Destination is the more enjoyable and Green Light the more profound of the two novels dealing with religion.

## CHAPTER XI

### PROBLEM OF GOVERNMENT, ECONOMIC REFORM PROGRAMS, WAR

Introductory Statement.- In this chapter are grouped reports of novels dealing with the problems of government, economic reform programs, and war because all three are, to some extent, interrelated. It Can't Happen Here, Ward Eight, Dear Senator, and Rich Man Poor Man pertain primarily to government; Boston and In Dubious Battle, to economic reform programs; and Within This Present, 'It's A Great War,' and God Have Mercy on Us, to war.

#### 1. Government -- It Can't Happen Here

Lewis, Sinclair. It Can't Happen Here. New York: Doubleday, Doran & Company, 1936. Pp. 458.

A. Appearance on Lists.- Dickinson Best Books of the Decade 132, Americana Annual, New International Yearbook, American Year Book, Gold Star List, American Library Association Catalog, 17.8.

B. Synthesis of Plot.- It Can't Happen Here is a logically constructed account of the advent of dictatorship in the United States. Steps in its coming were the rise of powerful demagogues<sup>and</sup> the election to the presidency of one of these on anti-Jewish, anti-negro, and anti-Supreme Court planks. The reduction of the powers of Congress came with the inauguration of the new president. The militarization of his uniformed supporters, the manhandling of those dissenting from the President's methods, the redistricting of the nation to do away with state lines, the complete domination of the means of communication, the formation of a Department of Education to propagandize, the institution of concentration camps, and the slaying of political enemies soon followed. Doremus Jessup, however, fought on, and by the end of the book a revolution in the Midwest gave hope of some improvement.

C. Critique of Novel.- Genuine cleverness, fine humor, biting satire, and profound significance are all evidenced in It Can't Happen Here. Perhaps the characterizations are not too detailed; but the whole is interesting and thought-provoking. This investigator tends to agree with the reviewer for the

Boston Transcript who writes of Lewis' work in this novel:<sup>1</sup>

But his distinguished rage and intolerance are exercised just as heavily on complacent capitalism as on fanatic Fascism, as heavily on dogmatic Communists as on blustering 'patriots.' He sees and expresses finely the qualities of human liberty, and particularly those which we choose to think are best realized in the American people.

The novel was criticized by some for its length, its lack of characterization, and its slavish transcription of German history.

D. Main Problem.- This novel is primarily of social studies significance as it is concerned with the problem of government. Among the social phenomena from which discussion of phases of this problem might originate, together with page references to the material, are: foreign policies, 3, 290; freedom of speech, 9, 12, 30, 165, 263, 294, 390; freedom of press, 176, 218, 230, 314, 329, 386, 445; racial intolerance, 13, 52, 70, 76, 119, 190, 191; paternal dictatorships, 20, 46, 75; characteristics of political candidates, 33; the political boss, 34; demagogues, 39, 50, 70, 118; political conventions, 61; political campaigns, 84, 94, 104; lack of appeal in intelligent platforms,

---

1

For this and other reviews see Book Review Digest (41), 1935.

101; buying Congress, 125; reorganization in "districts," 173; abolition of parties, 186; department of education, 157, 202, 249, 350; trial without jury, 236; wholesale executions, 248, 343, arrest without charge, 243; and breakup of dictatorships, 409, 414, 415, 447.

E. Other Problems.- Discussion of the following other contemporary social problems might originate on the pages indicated: economic reform programs throughout much of the book, but especially 19, 46, 109, 130, 190, 246; communication, 39, 50, 165, 167, 176, 188, 195, 199, 201, 299, 319, 343, 423, 411; economic security, 126, 189; conservation, 134; religion, 145; education, 157, 202, 249, 350, 449; and war, 445.

F. Dangers in Teaching.- Teachers considering using this novel should read the following sections to see whether anything in them makes the book unsuitable: veiled references to homosexuality which would mean nothing to anyone unfamiliar with the problem and which are in no way revealing to anyone who is, 114, 295, 315, 428; a flippant attitude towards promiscuity expressed by a young female, 151, 153, 333, and a tolerant attitude to a non-too innocent affair of the aging Doremus, 327, 329.

## 2. Government -- Ward Eight

Dineen, Joseph F. Ward Eight. New York: Harper & Brothers, 1936. Pp. 329.

A. Appearance on Lists.-- New International Yearbook, American Year Book, Gold Star List, American Library Association Catalog; 9.4.

B. Synthesis of Plot.-- Ward Eight, according to the author's foreword, is the story of a place and the people in it. The place, furthermore, might be the slums of any American city, but it happens to be historic Boston. Apparently it is the story of Big Tim O'Flaherty, the son of immigrant Irish green-horns, who rose through ward politics to the position of Attorney-General of Massachusetts. Actually it is the story of the ward-boss Hughie Donnelly who completely controlled the lives of his political subordinates from their landing in the United States until their death. It was through conflict with Donnelly that Big Tim rose; with Donnelly's death Big Tim and the organization collapsed.

C. Critique of Novel.-- Ward Eight is not a great novel. The element of plot is negligible. The work could best be described as biographical fiction. It is, however, a complete description of city politics; and it shows an understanding

of the complexities of the problems involved. Illustrative of the praise with which reviewers hailed Ward Eight are the following comments: Dineen has portrayed a figure "who has had, and still has, his counterpart in every city of the East"; and "As a novel playing a searchlight on the American political scene, 'Ward Eight' is a knowing and interesting study."<sup>1</sup>

D. Main Problem.- This novel is primarily of social studies value as is concerned with the problem of government. Among the social phenomena suitable as starting points for class discussion of phases of this problem, together with page references to the material, are: ward bosses, 2, 21, 35, 63, 118, 143, 180, 202, 228, 241, 288, 308; political henchmen, 37; political quarrels, 64; elections, 68; controlling the vote, 69, 71, 73; controlling both party organizations, 145; campaigns, 158, 209; ineffectiveness of oratory in legislatures, 172; control of admissions to bar, 175; throwing elections 228; control of draft board, 236; paying for protection to politicians during prohibition, 247, 264; and political control of press, 304.

---

1

For these and other reviews see Book Review Digest (41), 1936.

E. Other Problems.-- Discussion of the following other contemporary social problems might originate on the pages referred to: immigrants 2, 29, 40, 62, 89, 118, 300; education (parochial), 10, 41, 52, 57, 114; family and home, 21, 276, 280; war, 236; and religion, 276, 280, 322.

F. Dangers in Teaching.-- The fact that the characters are all Catholics might, in some quarters, make the novel precarious teaching. The novel in no other way is unsuitable for general use.

### 3. Government -- Dear Senator

Huston, McGready. Dear Senator. Indianapolis:

Bobbs-Merrill Company, 1928. Pp. 333.

A. Appearance on Lists.-- New International Yearbook, Gold Star List; 5.7.

B. Synthesis of Plot.-- This is the story of the deterioration of the character of Daniel Scott Meredith as he became more and more successful in politics. As a young man just about to start up a law practice which did not appeal to him, he proved himself a generous, chivalrous sort. As he became gradually more successful and consequently more deeply enmeshed in politics, he married

without love, took to drinking heavily, and generally relaxed his standards of right and wrong. As far as the solid pleasures of living go, Dan found himself least successful when he achieved his desire to be the youngest United States Senator.

C. Critique of Novel.-- The technique of having this story told in the first person by a newspaper man gives the story added charm. Huston evidences a thorough understanding of the workings of politics in the government of this country; he furnishes abundant material for discussion of the most significant problems involved. Elmer Davis writing in the Saturday Review of Literature has this high praise for Dear Senator:

Here is a novel that ought to be a required textbook in civics in every school in the United States. Under a screen of fiction, it gives the best account known to this reviewer of the way this country is actually governed at the present day, and of the sort of men who govern it....

In both New Republic and New Statesman the novel was criticized -- in the first for lack of interplay of character, and in the second for lack of vitality.<sup>1</sup>

D. Main Problem.-- The novel is primarily of social studies value as it is concerned with the

---

1

For these and other reviews, see Book Review Digest (41), 1928.

the problem of government. Among the social phenomena suitable as starting points for class discussion of phases of this problem, together with page references to the material, are: political bosses, 51, 85, 93, 254; requirements for candidates for office, 53, 85, 87, 96; characteristics of successful politicians, 14, 58, 62, 96, 110, 126, 131, 149, 162, 169, 294, 320; good qualities often a liability for success in politics, 218, 222; political conventions, 65, 98, 100, 102, 109, 114; importance of party regularity, 9; necessity for generalities to become politically successful, 96, 99; machine politics, 127, 143, 168, 178, 235, 250, 304; religion in politics, 133; irrelevancies as vital campaign issues, 175; political control of press, 203, 269; Republican and Democratic backgrounds, 215; throwing elections, 220; political entertaining, 254; cost of being elected, 115, 268, 309, 310; tendency to develop loose consciences about graft, 252, 280; and voters' lack of interest in good government, 282.

E. Other Problems.-- Discussion of the following other contemporary social problems might originate on the pages referred to: war, 18;

religion, 164, 253; and economic security, 207, 213.

F. Dangers in Teaching.-- This novel contains nothing which would seem to militate against its use in secondary schools.

4. Government -- Rich Man Poor Man

Fairbank, Janet Ayer. Rich Man Poor Man. Boston: Houghton Mifflin Company, 1936. Pp. 626.

A. Appearance on Lists.-- New International Yearbook, Gold Star List; 5.7.

B. Synthesis of Plot.-- Rich Man Poor Man is a biographical account of the life of Hendricks Courtlandt Smith, Jr. from the Bull Moose campaign of 1912 through his marriage to a Kansan woman suffragette, his acceptance of a Chicago newspaper job after refusing to work in his father's bank, his wife's continued interest in the suffrage movement, his enlistment in the war, an affair with a woman in France which, when it was confessed to his wife, broke up his marriage, his success in the banking business after the war, his wife's divorce from him, and his second marriage to one of his own set.

C. Critique of Novel.- While this novel is long, it never fails to hold interest. It is, moreover, an excellent source of material for class discussion of three contemporary problems, that of government, under which it has been classified, war, and family and the home. In contrast to unfavorable criticism in the New York Times is the reaction, more typical of reviewers in general, found in Saturday Review of Literature:

Mrs. Fairbanks knows her Chicago ....She has a feeling for essential detail in a political meeting....And she has, in this long novel, done a remarkable job.<sup>1</sup>

D. Main Problem.- This novel is primarily of social studies value as it is concerned with the problem of government. Among the social phenomena suitable as starting points for class discussion of phases of this problem, together with page references to the material, are: political conventions, 2, 17, 22, 34, 380, 383; primaries for delegates, 13; influence of interests in politics, 13; selfishness of politicians, 33; rights of people in politics, 13, 60; woman suffrage, 71, 224, 518; financing candidates, 81; political promises, 109; political campaigns, 159, 175; ward bosses, 177; election

---

1

For these and other reviews see Book Review Digest (41), 1936.

night, 181; effect of political activities on jobs, 189; political creed of wealthy, 375; political methods, 544; and political machines, 607.

E. Other Problems.- Discussion of the following other contemporary problems might originate on the pages referred to: family and the home, 130, 147, 161, 187, 217, 222, 229, 234, 271, 430, 528, 531, 554, 590, 615; war, 273, 285, 301, 312, 329, 348, 359, 369, 392, 393, 396, 402, 409, 414, 424, 444, 473, 520, 537; crime and delinquency, 196; urban life, lower classes 202, and upper classes, 207, 240, 259, 270, 534; immigrants, 275; and economic reform programs, 579, 598.

F. Dangers in Teaching.- There is nothing in the novel making it unwholesome for classroom use. The illicit affair during the war is delicately handled. The matter of the divorce is merely stated with no propagandizing in favor of it. The fact of divorce can not be blinked in the classroom; a discussion of the morals or sociological oughtness of divorce, however, may be too controversial. This novel does not force such a discussion on the teacher.

5. Economic Reform Programs -- Boston

Sinclair, Upton. Boston. New York: Albert & Charles Boni, 1928. Pp. xx / 756.

A. Appearance on Lists.-- Dickinson Best Books of the Decade 81, New International Yearbook, American Year Book, American Library Association Catalog; 12.1.

B. Synthesis of Plot.-- This is the story of Sacco and Vanzetti, their backgrounds, the details of their trials, the intrigues connected with them, and their ultimate electrocution. Contrasted to them and their fate is the story of the banking Thornwells, their backgrounds, their misdeeds, and their acquittal. The link between the two is grandmother Thornwell, who runs away on the death of her husband, lives as an ordinary worker in a cordage factory, becomes intimate with Vanzetti, and leads the defense of the two anarchists.

C. Critique of Novel.-- In his "Preface" Sinclair terms this a "contemporary historical novel." It is an effort at history, he claims, in so far as it concerns characters bearing historical names; it is fictitious wherever the characters bear

fictitious names. He further maintains that he has not written a brief for the Sacco-Vanzetti defense. He has tried to be an historian. It is the feeling of this reviewer, however, that the author's partisanship, expressed in his hatred of the capitalistic system, is obvious. The work, though, contains a wealth of significant material which must not be ignored if education is to mean anything. He points out actual abuses, the correction of which must be attempted by education; he seems sentimental if he thinks that Vanzetti's advocacy of no government is practicable. In Books this novel is praised for its fine character portrayals; in the New York Evening Post it is condemned on the grounds that Sinclair fails to create real characters. In Books it is called great history; in Saturday Review of Literature, propaganda. In the New York Times it is termed an effective historical novel and is praised for its form and style; in Saturday Review of Literature it is called worthless from the point of view of art. All seem to concede its sociological and governmental significance, however.<sup>1</sup>

---

1

For these and other reviews see Book Review Digest (41), 1928.

D. Main Problem.- This novel is primarily of social studies significance as it is concerned with the problem of economic reform programs. Among the social phenomena suitable as starting points for class discussion of phases of this problem, together with page references to the material, are: general causes of dissatisfaction with present system, 37, 42, 45, 57, 58, 63, 65, 80, 121, 158, 169, 170, 272, 236, 279, 674; unfairness of judiciary in labor cases, 294, 378, 383, 386, 401, 470, 481, 555, 559, 678; unions as solution to troubles, 57, 60; socialistic remedy, 60, 70, 420; communistic solution, 154, 206; anarchistic ideal, 59, 65, 72, 78, 88, 100, 154, 194, 233, 328, 349, 460, 536, 772; strikes as means of securing results, 65, 68, 73, 78, 80, 495; and suppression of other doctrines than those of untrammelled capitalism, 65, 158, 169, 170, 177, 179, 187, 206, 207, 236, 279, 674.

E. Other Problems.- Discussion of the following other contemporary social problems might originate on the pages indicated: family and the home, 2, 5, 9, 29, 107, 109, 229, 306, 467, 511; modern industry, 45, 46, 55, 60, 63, 65, 73, 78, 80, 483, 495, 498, 503, 505; war, 115, 120, 130, 136,

146, 166, 202; government, 170, 190, 212, 243, 247, 297, 302, 303, 336, 482, 494, 504, 517, 519, 522, 530, 606, 625, 666, 674, 735; immigrants, 198, 199, 441; religion, 85, 90, 149, 187, 395, 486, 548, 660, 677, 724; and throughout the entire book occurs material pertinent to the problems of urban life, both upper and lower classes.

F. Dangers in Teaching.- There will be situations where discussion of any material on economic reform will be frowned on. Organized religion is not spared in this work. Especially will Catholics find offense in much of the material referred to under religion above. It would seem that Catholicism is the pet hatred of Sinclair, standing second only to capitalism with which it is linked. A restoration of balanced outlook by the teacher, however, would put these matters in a more proper perspective, for the book is significant material for education.

6. Economic Reform Programs -- In Dubious Battle

Steinbeck, John. In Dubious Battle. New York:

Covici-Friede, 1936.

A. Appearance on Lists. - Americana Annual,

New International Yearbook, American Year Book; 4.2.

B. Synthesis of Plot.- In this novel Steinbeck recounts the difficulties of two Communist Party members in organizing and keeping alive a strike among the migratory workers of California's apple country. Work at Party headquarters, riding freights, becoming trusted by the workers, clever agitation, fighting vigilantes, and struggling against the pressure of unsympathetic police and press are all detailed in the work.

C. Critique of Novel.- Despite the impression which a synopsis of the story gives, this is not merely an action story of the obvious type. Instead the author seems to grasp the fundamental workings of mob action, the strength as well as the great weaknesses of the Party workers, and the massiveness of the opposition they battle. While the story is ugly in spots and the phraseology at times vulgar, it can not be said to be pornographic. In Dubious Battle was praised by nearly all reviewers quoted in Book Review Digest in the highest tones. The only unfavorable criticisms are found in Nation where it is held tedious, in Boston Transcript where the ending is felt to be unsatisfactory, and

in Spectator where it is thought to be overly vivid.<sup>1</sup>

D. Main Problem.- This novel is primarily of social studies significance as it is concerned with the problem of economic reform programs. Among the social phenomena suitable as starting points for class discussion of phases of this problem, together with page references to the material, are: the Communist Party (theory and practice), 13, 15, 25, 30, 35, 36, 39, 161, 204, 206, 279, 282, 290, 301, 315, 325, 335, 337. 342; physical dangers in labor battles, 13, 15, 160, 276; party members, 24, 29; raising ruction for greater ends, 36; desire for tough strikes, 38; lists of sympathizers, 49; police use of vagrancy charge, 54; agitating, 70, 79, 86, 107, 126, 230, 231, 320; bribing labor to turn spy, 92; the strike, 124, 132, 138, 154, 165, 175, 191; framed charges, 170; vigilantes, 171, 176, 253; blacklists, 184, picketing, 186; attitude of employers, 252; and the mob spirit, 320, 322, 324.

E. Other Problems.- So much material on modern industry is included throughout this novel that it might also have been classed as a novel dealing with that problem. Discussion of the

---

1

For these and other reviews see Book Review Digest (41), 1936.

following other contemporary social problems might originate on the pages indicated: economic security, 37, 75, 103; and communication, 289, 297.

F. Dangers in Teaching.-- Teachers considering using this novel should read the following material to see whether any of it makes such use undesirable: attacks on the American Legion, 32, 38; description of the birth of a child, 62; and labor agitator's feelings toward women, 44. The vulgar phraseology often employed would seem to constitute the only other possible bar.

#### 7. War -- Within This Present

Barnes, Margaret Ayer. Within This Present. Boston: Houghton Mifflin Company, 1933. Pp. 611.

A. Appearance on Lists.-- Dickinson Best Books of the Decade 88, Americana Annual, New International Yearbook, American Year Book, Gold Star List, American Library Association Catalog; 17.8.

B. Synthesis of Plot.-- This is the story of Sally Sewall MacLeod during two critical periods of current times, 1916-1919, the war period, and 1928-1933, the height and crash of post-war prosperity.

During the first, Sally was suddenly married to Alan MacLeod when, in the fervor of the times, he enlisted. Alan survived the war; her brother Sam died of meningitis in Europe. Alan went into the Sewall-MacLeod bank and settled down to work and rearing a family. The second period found the Sewall-MacLeod fortunes rapidly expanding, but Alan was restless. He buried his restlessness in financial matters as his friend Tim buried his in bootlegging. The crash caught the Sewall-MacLeod bank; a hijacker killed Tim. The depression, however, did repair the strained relations between Sally and her husband.

C. Critique of Novel.- In Within This Present Barnes has written a novel which is highly stimulating to thought on such a variety of matters as war, urban upper class life, economic security, family and the home, modern industry, and crime. Beside being stimulating, the work is, for the most part, definitely interesting; it does seem, though, that it could have been compressed somewhat without in any way lessening its significance. All reviewers quoted in Book Review Digest wholeheartedly approve of this novel. Their approval seems best typified by these words from Forum, "A very entertaining novel more substantial than most, and as topical as a newspaper."<sup>1</sup>

1

For this and other reviews see Book Review Digest (41), 1933.

D. Main Problem.- This novel is primarily of social studies value as it is concerned with the problem of war. Among the social phenomena suitable as starting points for class discussion of phases of this problem, together with page references to the material, are: conviction that wars are over, 38, 40; Chauvinism, 74; glory of going to war, 113, 133; inevitability of war, 119; war propaganda, 126, suspicion of aliens, 142; war marriages, 151, 154; training for war, 162; personal tragedies, 187, 197, 203, 224; enthusiasm for peace, 198; aftermath: selfish peace, 213, settles nothing, 214, disillusion of the fighters, 237, restlessness of the fighters, 362, and demoralization of a generation, 400, 577.

E. Other Problems.- This novel could also have been classed as one of urban, upper class life since the entire story is one of a Chicago bank family. Discussion of the following other contemporary social problems might originate on the pages referred to: modern industry, 38, 250, 282, 305, 306, 420, 488, 549, 551; family and the home, 3, 77, 324, 363, 391, 416, 426, 589; economic security, 250, 251, 252, 308, 322, 330, 384, 537, 541, 547, 555, 575, 582, 584; education 58, 68, 125; recreation 84,

religion, 171, 225, 366; communication, 247; economic reform programs, 534; and crime and delinquency, 269, 350, 394.

F. Dangers in Teaching.- Three short passages may require some explanation lest groups take offense: some Protestants, from the highly tolerant attitude towards Catholicism, p.336; some Catholics, from the flippant explanation of the Pauline Privilege, p. 480; and some Jews, from the reference to "East Side Kikes," p. 289.

G. War -- 'It's a Great War!'

Lee, Mary. 'It's a Great War' Boston: Houghton Mifflin Company, 1929. Pp. viii/575.

A. Appearance on Lists.- Americana Annual, New International Yearbook, American Year Book, Gold Star List, American Library Association Catalog; 11.3.

B. Synthesis of Plot.- Excerpts from the author's "Preface" to this novel give an exact idea of the work. It is a long novel because "Nine tenths of War is Waiting" and "War is interminably long." It is "built up of Truth" because "As long as romances are fabricated about

War, it will remain a noble, worthy, beautiful adventure for Youth." It does not "stop with the Armistice" because "the war went on for nearly a year after the Armistice. And the causes for which the members of that army were sent to War, were not settled till two years after that." It does not deal entirely with war at the front because, "To tell of the one man at the front alone, is to tell only one eighth of the story of War." It describes the work of a girl who served in various capacities, chiefly with the Y.M.C.A., during the war.

C. Critique of Novel.- The reader of 'It's a Great War' seems to feel that the author has achieved the truth of presentation which was aimed at. He will tend to disagree with her claim that because war seems interminable, so much length is needed to achieve this effect. It does not seem necessarily to follow, as Lee implies, that because man-made war is so terrible, disbelief in a God or in Christianity must follow. Let-downs in behavior, even though as grave as those described by her, are not inconsonant with belief in God and an intellectual conviction of the immorality of the conduct. The chief unfavorable

comment of reviewers is based on the length of Lee's novel and is illustrated by the following from Current History, "This work often lapses into uninspiring dullness in its inordinate length and meticulous detail...." On the other hand Brickell, in Books, terms it "one of the really good books that have come out of the war, a preachment if you like, but a preachment by the simple method of telling the truth, and telling it well." He continues with, "It makes absorbing reading, and what a glorious lot of bunk-exploding goes on its half a thousand pages!"<sup>1</sup>

D. Main Problem.- Lee's novel is primarily of social studies value as it is concerned with the problem of war. Among the social phenomena suitable as starting points for class discussion of phases of this problem, together with page references to the material, are: causes of war, 11, 303; pacifism, 12; propaganda, 12, 425; demoralization: shown by drink, 14, 18, by sexual promiscuity, 46, 47, 50, 57, 70, 85, 87, 106, 107, 111, 125, 151, 306, 312, 317, 455, 460, 471; and by strong language, 25, 153, 275, 295, 314, 404, 411, 423, 450, 485;

<sup>1</sup>

For these and other reviews see Book Review Digest (41), 1929.

indifference to suffering, 29; dirt, 36, 38; free spending, 44, 387; blind following of even silly orders, 54, 122, 153; food, 60; prevalence of venereal disease, 61, 63; prevalence of illness, 65; providing licensed prostitutes, 67; air raids, 114, 122; refugees, 138; Big Bertha, 157; waste, 161, 240; shooting men who go to pieces, 192; the wounded, 191, 213; death of relatives, 216; work of the Y.M.C.A. 268, 280; "seeing red," 300; horrors played down in papers, 333, 336; shattered nerves, 350; failure to believe war over, 365; celebration at cessation of hostilities, 367, likableness of individual enemies, 387; fear of going home, 387, 432, 502, 517; job of Y.M.C.A. with Army of Occupation, 397, 411, 427, 428; feeling of guilt over killing, 482; joy at signing peace, 488; breakdown of noble ideals with advent of peace, 495, 515, 522, 558, 574; inability of ex-workers to tame down, 451, 519, 526, 533, 534, 550; effect on morals of next generation, 530; and difficulty to get jobs after war, 534.

E. Other Problems.- Discussion of the following other contemporary social problems might originate on the pages referred to: religion, 158, 190, 296, 301, 308, 523, 546, 554; economic reform

programs, 304, 544, 545; and race relations, 259.

D. Dangers in Teaching.- In general this novel contents itself with statements rather than vivid descriptions of sexual promiscuity. The language used is vivid, though. The sections dealing with religion are all atheistic and anti-Christian. The author just assumes that the war has killed religion. Teachers will have to read these sections to see if they make the novel unteachable for their particular situations. Undoubtedly the material is unsuitable for the more immature, and still giddy, adolescents.

9. War -- God Have Mercy on Us

Scanlon, William T. God Have Mercy on Us. Boston: Houghton Mifflin Company, 1929. Pp. 338.

A. Appearance on Lists.- New International Yearbook, American Year Book, American Library Association Catalog; 5.0.

B. Synthesis of Plot.- God Have Mercy on Us is the account of the occurrences in the life of a United States marine fighting in France. The story is primarily one of action -- action at Belleau Wood, at Soissons, at Saint-Mihiel, at Mont Blanc, and in the Argonne Forest. This is fiction written in the manner of autobiography; it can not properly be said to have a plot.

C. Critique of Novel.- Since God Have Mercy on Us is essentially an action novel, it does not touch on some of the most important phases of the problem of war. Of the horrors of actual combat, it is a complete account. From the point of view of literary art, the novel does not seem to deserve any unusual commendation. Its style is jerky; characterization is almost entirely lacking. The lone disparaging note about God Have Mercy on Us found among reviewers quoted in Book Review Digest is sounded in the New York Times, which finds it "not written in a manner to distinguish it sharply from a dozen previously published war books." Illustrative of the general attitude of reviewers is Darnton's statement (New York Evening Post) that "The sergeant writes as he fought.... If you have any curiosity about the life of the enlisted man at the front, here's the book for you."<sup>1</sup>

D. Main Problem.- This novel is primarily of social studies value as it is concerned with the problem of war. Among the social phenomena suitable as starting points for class discussion of phases of this problem, together with page references to the material, are: eating, 7, 30, 48, 252; praying, 18, 246; death by mistake, 27; fighting among selves

<sup>1</sup> For these and other reviews see Book Review Digest (41), 1929.

for shelter, 38; bayonet fighting, 48, 202; danger of being caught in own barrage, 56, 171; poison gas, 62; letters home, 75; friendliness between individuals on both sides, 80; putrid bodies, 86; propaganda, 104, 236; cavalry charge, 127; minds which snap, 137; airplane fighting, 141; entertainment, 155; grenade and bomber school, 159; importance of morale, 162; faked injuries, 242; robbing the dead, 256; refugees, 279; and weariness of fighting, 304.

E. Other Problems.-- No other contemporary problems are touched by this work.

F. Dangers in Teaching.-- The strong language used constitutes the only possible danger if this novel is selected for use in secondary schools.

Summary.-- The various phases of the problem of government are well covered in the novels selected for report in this chapter. It Can't Happen Here deals with political democracies as contrasted with dictatorships; Ward Eight, with city politics; Dear Senator, with state and national politics; and Rich Man Poor Man, with national issues of government. Boston is ~~the more~~ complete, but

In Dubious Battle is the more interesting of the two novels on economic reform programs. Of the novels on war, Within This Present is the best from a literary standpoint, 'It's a Great War' is the most complete, and God Have Mercy on Us has the most action in it.

CHAPTER XII  
INDEXES TO MATERIAL OF INVESTIGATION

Introductory Statement.- Two indexes to materials included in the investigation are presented in this chapter. These permit of access through contemporary problems, names of authors, or titles of novels. Index A is a problem index in which are alphabetically arranged by author's names, all novels mentioned in the study as pertinent to any contemporary social problem. Accordingly, any one novel may appear under each of the sixteen headings to which it has related material. Following the name of the author is the title of the novel in question and page references to the places in the investigation where relevant information occurs. Index B is an author-title index in which the items are arranged alphabetically according to both the author and title of novel. References are supplied here to pages on which relevant information appears.

## Index A

## Novels Grouped According to Problems Treated

1. Population

## SOUTH, NEGRO LIFE

Alexander, Candy, 35  
 Davis, Butcher Bird, 35  
 Henderson, Ollie Miss, 35  
 Heyward, Half Pint Flask, 35  
 Heyward, Mamba's Daughters,  
 35, 48-51, 65  
 Hurston, Their Eyes Watching  
 God, 35  
 Kelley, Inchin' Along, 35  
 Kennedy, Red Bean Row, 35  
 Millen, Sweet Man, 35  
 Moody, Death Is a Little  
 Man, 35  
 Odum, Rainbow round My  
 Shoulder, 35  
 Peterkin, Bright Skin, 35  
 Peterkin, Scarlet Sister  
 Mary, 35, 45-7, 65  
 Rylee, Deep Dark River, 35,  
 51-3, 65

## SOUTH, POOR WHITES

Anderson, Beyond Desire, 36  
 Anderson, Kit Brandon, 36  
 Chapman, The Happy Mountain,  
 35, 54-6, 65  
 Chapman, Home Place, 36  
 Chapman, Weather Tree, 35  
 Dargan, Call Home the Heart,  
 35, 56-9, 65  
 Green, Laughing Pioneers, 36  
 Hamill, Swamp Shadow, 36  
 Hannum, Thursday April, 36  
 Moorhouse, Rain on the Just,  
 36

## SOUTH, POOR WHITES (continued)

O'Donnell, Green Margins, 35  
 Rawlings, Golden Apples, 35  
 60-3, 65  
 Rawlings, South Moon Under,  
 35  
 Skidmore, I Will Lift Up  
 Mine Eyes, 36  
 Stribling, Bright Metal, 36  
 Wight, South, 36

## SOUTH, MIDDLE &amp; UPPER STRATA

Bethea, Cotton, 36  
 Fleming, Siesta, 36  
 Glasgow, Sheltered Life,  
 36, 63-5, 66  
 Glasgow, They Stooped to  
 Folly, 36  
 Glenn, A Short History of  
 Julia, 36  
 Glenn, Southern Charm, 36  
 Heyward, Mamba's Daughters,  
 50-1  
 Rawlings, Golden Apples, 62  
 Rylee, Deep Dark River, 53  
 Stribling, Unfinished  
 Cathedral, 153  
 Young, The Torches Flare,  
 36

## EAST, NON-METROPOLITAN

Blodgett, Home Is a Sailor,  
 36  
 Carroll, As the Earth Turns,  
 36, 67-70, 85

EAST, NON-METROPOLITAN  
(continued)

Carroll, A Few Foolish Ones,  
36  
Carroll, Neighbor to the  
Sky, 36  
Chase, Mary Peters, 36  
Cozzens, Last Adam, 36,  
70-3, 85  
Fisher, Bonfire, 36  
Hall, They Seldom Speak, 36  
Lincoln, February Hill, 36  
Tarkington, Mirthful  
Heaven, 36

MIDWEST, WEST NON-METRO-  
POLITAN

Aldrich, A White Bird  
Flying, 37, 67, 80-3, 85  
Austin, Starry Adventure, 37  
Brinig, Sun Sets on the  
West, 37  
Brinig, This Man Is My  
Brother, 37  
Bromfield, The Farm, 37  
Brown, Firemakers, 37  
Cannon, Red Rust, 37  
Cantwell, Laugh and Lie  
Down, 37  
Cunningham, Green Corn  
Rebellion, 37  
Ferber, Come and Get It, 37  
Grew, Migration, 37  
Henderson, This Much Is  
Mine, 37  
Horgan, Main Line West, 37  
Johnson, New in November,  
37, 67, 73-7, 85  
Johnson, Spring Storm, 37  
Jones, Oregon Detour, 37  
Kelm, The Cherry Bud, 37  
Milburn, Catalogue, 37  
Pound, Once a Wilderness, 37  
Powell, Dance Night, 37  
Rolvaag, Peder Victorious, 101  
Stewart, Reluctant Soil, 37

MIDWEST, WEST, NON-METRO-  
POLITAN (continued)

Stong, Career, 37  
Stong, State Fair, 37,  
67, 83-5  
Stong, Stranger's Return,  
37  
Stong, Village Tale, 37  
Suckow, The Bonney  
Family, 143  
Suckow, The Folks, 37, 67,  
77-80, 85  
Thomas, Home Place, 37  
Williamson, Wood Colt, 37

## URBAN, LOWER STRATUM

Dahlberg, From Flushing  
to Calvary, 37  
Dos Passos, Forty-Second  
Parallel, 37  
Fairbank, Rich Man Poor  
Man, 181  
Fisher, Walls of Jericho,  
37  
Fuchs, Homage to Blenholt,  
37  
Halper, Union Square, 37,  
86-9, 105  
Kandel, City for Conquest,  
37  
Levin, Old Bunch, 37  
Sinclair, Boston, 184-5  
Zugsmith, A Time to  
Remember, 114

## URBAN, MIDDLE &amp; UPPER STRATA

Arlen, Men Dislike Women, 38  
Barnes, Within This Present,  
190-1  
Barnes, Years of Grace,  
37, 86, 89-91, 105  
Barretto, Old Enchantment,  
38  
Beer, The Road to Heaven,  
37

URBAN, MIDDLE & UPPER STRATA  
(continued)

Bromfield, Twenty-Four Hours, 37  
De Voto, We Accept with Pleasure, 38  
Fairbank, Rich Man Poor Man, 181  
Horgan, Fault of Angels, 37  
Hurst, Five and Ten, 37  
Marquand, The Late George Apley, 37, 86, 92-5, 105  
Sinclair, Boston, 184-5  
Smart, New England Holiday, 38  
Suckow, The Folks, 79  
Weaver, Her Knight Comes Riding, 37

IMMIGRANTS

Adamic, Grandsons, 38  
Brinig, Singermann, 38  
Cannon, Heirs, 38  
Davis, The Opening of a Door, 38  
Dineen, Ward Eight, 176  
Eastman, Sun on Their Shoulders, 38  
Fairbank, Rich Man Poor Man, 181  
Halper, Union Square, 88-9  
Lewisohn, Island Within, 38, 86, 96-9, 105  
Marquand, The Late George Apley, 95  
Matson, Day of Fortune, 38  
Rolvaag, Peder Victorious, 38, 86, 99-102, 105  
Sinclair, Boston, 184-5  
Suckow, The Folks, 79  
Sykes, Second Hoëing, 38  
Williams, White Male, 38

INDIANS

La Farge, Laughing Boy, 38, 102-105  
McClinchey, Joe Pete, 38  
Suckow, The Folks, 79

2. Modern Industry

Barnes, Within This Present, 190-1  
Benet, James Shore's Daughter, 38  
Brand, The Outward Room, 160  
Cantwell, The Land of Plenty, 106, 115-7, 120  
Conroy, The Disinherited, 38  
Dargan, Call Home the Heart, 59  
Dos Passos, The Big Money, 38, 106, 109-12, 120  
Duffus, Night between the Rivers, 38  
Halper, The Chute, 38  
Halper, The Foundry, 38, 106-9, 120  
Halper, Union Square, 88-9  
Havinghurst, Pier Seventeen, 38  
Herbst, The Executioner Waits, 38  
Hergesheiner, Foolscap Rose, 38  
Holden, Chance Has a Whip, 38  
Lawrence, If I Have Four Apples, 126  
McIntyre, Ferment, 38, 106, 117-20  
Marquand, The Late George Apley, 95  
Rollins, Shadow Before, 38  
Seaver, The Company, 38  
Sinclair, Boston, 184-5  
Steinbeck, In Dubious Battle, 187-8  
Vorse, Strike!, 38  
Whitcomb, Talk United States, 38  
Zugsmith, A Time to Remember, 38, 106, 112-5, 120

### 3. Economic Security

- Aldrich, A White Bird Flying, 82  
 Anderson, Hungry Men, 39  
 Barnes, Within This Present, 190-1  
 Brand, The Outward Room, 160  
 Brody, Cash Item, 39  
 Brody, Nobody Starves, 39  
 Cantwell, The Land of Plenty, 117  
 Carroll, As the Earth Turns, 70  
 Dargan, Call Home the Heart, 59  
 Douglas, Green Light, 168  
 Farrell, Judgment Day, 39  
 Glasgow, Vein of Iron, 39, 121, 127-9, 135  
 Green, This Body the Earth, 39  
 Halper, The Foundry, 108  
 Halper, Union Square, 88-9  
 Hull, Heat Lightning, 148  
 Huston, Dear Senator, 178-9  
 Johnson, Now in November, 78  
 Lawrence, If I Have Four Apples, 39, 121, 124-6, 135  
 Lawrence, The Sound of Running Feet, 39, 121, 129-32, 135  
 Lawrence, Years Are So Long, 39, 121, 132-5  
 Lewis, It Can't Happen Here, 173  
 Marquand, The Late George Apley, 95  
 Nathan, One More Spring, 39, 121-4, 135  
 Rolvaag, Peder Victorious, 101  
 Sinclair, Mountain City, 39  
 Smedly, Daughter of Earth, 39  
 Steinbeck, In Dubious Battle, 187-8  
 Stribling, Unfinished Cathedral, 153

### 3. Economic Security (continued)

- Suckow, The Bonney Family, 143  
 Suckow, The Folks, 79  
 Wilder, Heaven's My Destination, 165-6  
 Zugsmith, A Time to Remember, 114

### 4. Family and the Home

- Aldrich, Miss Bishop, 156  
 Aldrich, A White Bird Flying, 82  
 Barnes, Eena His Wife, 39  
 Barnes, Within This Present, 190-1  
 Barnes, Years of Grace, 92  
 Brand, The Outward Room, 160  
 Burnett, Little Caesar, 163  
 Burnham, This Our Exile, 40  
 Cantwell, The Land of Plenty, 117  
 Carroll, As the Earth Turns, 70  
 Chapman, The Happy Mountain, 56  
 Dell, The Golden Spike, 39, 136, 144-6, 149  
 Delmar, Bad Girl, 39  
 Dineen, Ward Eight, 176  
 Dos Passos, The Big Money, 111-2  
 Fairbank, Rich Man Poor Man, 181  
 Fisher, The Deepening Stream, 39, 136-9, 149  
 Fuller, Her Son, 40

#### 4. Family and the Home (continued)

Gale, Papa La Fleur, 39  
 Glasgow, Sheltered Life, 65  
 Glasgow, Vein of Iron, 129  
 Glaspell, Ambrose Holt and Family, 39, 136, 139-41, 149  
 Goolden, Waking Bird, 40  
 Halper, The Foundry, 108  
 Herbst, Nothing Sacred, 39  
 Hopkins, The Ladies, 40  
 Hull, The Asking Price, 39  
 Hull, Candle Indoors, 40  
 Hull, Hardy Perennial, 39  
 Hull, Heat Lightning, 39, 136, 146-9  
 Hurst, A President Is Born, 40  
 Johnson, Now in November, 76  
 Kantor, El Goes South, 40  
 Kelley, So Fair a House, 40  
 La Farge, Laughing Boy, 104-5  
 Lawrence, If I Have Four Apples, 126  
 Lawrence, The Sound of Running Feet, 132  
 Lawrence, Years Are So Long, 135  
 Lewis, Anne Vickers, 39  
 Lewis, Half a Loaf, 40  
 Lewisohn, The Island Within, 98  
 Lewisohn, Stephen Escott, 39  
 McIntyre, Ferment, 119  
 Marquand, The Late George Apley, 95  
 Maxwell, They Came Like Swallows, 158  
 Norris, Seed, 39  
 Ostenson, The Waters under the Earth, 39  
 Parrott, The Tumult and the Shouting, 40  
 Peterkin, Scarlet Sister Mary, 47  
 Rawlings, Golden Apples, 62  
 Rogers, Dusk at the Grove, 39

Rolvaag, Peder Victorious, 101

Sinclair, Boston, 184-5  
 Stong, State Fair, 85  
 Stribling, Unfinished Cathedral, 153  
 Suckow, The Bonney Family, 39, 136, 141-4, 149  
 Suckow, The Folks, 79  
 Suckow, The Kramer Girls, 39  
 Walker, Fireweed, 40  
 Wharton, The Gods Arrive, 39  
 White, Mrs. Green's Daughter-in-Law, 40  
 Whitney, Time Exposure, 40  
 Wickenden, The Sunning of the Deer, 39  
 Wilder, Heaven's My Destination, 165-6  
 Wiley, Queer Street, 40  
 Wolfe, Look Homeward, Angel, 39  
 Young, River House, 39  
 Zugsmith, A Time to Remember, 114

#### 5. Race Relations

Basso, Court House Square, 40  
 Carroll, As the Earth Turns, 70  
 Childers, Novel about a White Man and Black, 40  
 Dargan, Call Home the Heart, 59  
 Dos Passos, The Big Money, 111-2  
 Dubois, Dark Princess, 40  
 Flannagan, Amber Satyr, 40  
 Glasgow, Sheltered Life, 65  
 Heyward, Namba's Daughters, 50-1  
 Johnson, Now in November, 76  
 Lee, 'It's a Great War', 194-5  
 Lewisohn, The Island Within, 98

5. Race Relations

(continued)

- Rylee, Deep Dark River, 53  
 Saxon, Children of Strangers,  
 40  
 Shelby and Stoney, Po' Buckra,  
 40  
 Stribling, Unfinished  
 Cathedral, 40, 150-3, 169  
 Wilder, Heaven's My  
 Destination, 165-6

6. Education

- Aldrich, Miss Bishop, 40, 150,  
 154-6, 169  
 Aldrich, A White Bird  
 Flying, 82  
 Barnes, Within This Present,  
 190-1  
 Barnes, Years of Grace, 92  
 Carroll, As the Earth  
 Turns, 70  
 Cozzens, The Last Adam, 73  
 Crawford, A Man of Learning,  
 40  
 Dargan, Call Home the  
 Heart, 59  
 Dell, The Golden Spike, 146  
 Dineen, Ward Eight, 176  
 Fisher, The Deepening  
 Stream, 138-9  
 Fisher, Passions Spin  
 the Plot, 40  
 Heyward, Mamba's Daughters,  
 50-1  
 Johnson, Now in November, 76  
 Laing, End of Roaming, 40  
 Lawrence, If I Have Four  
 Apples, 126  
 Lawrence, The Sound of  
 Running Feet, 132  
 Lewis, It Can't Happen  
 Here, 173  
 Lewisohn, The Island  
 Within, 98

6. Education

(continued)

- Marquand, The Late George  
 Apley, 95  
 Rolvaag, Peder Victorious,  
 101  
 Suckow, The Bonney Family,  
 143  
 Suckow, The Folks, 79  
 Weller, Not to Eat, Not  
 for Love, 40  
 Wilder, Heaven's My  
 Destination, 165-6

7. Physical and Mental  
 Inefficiency

- Aldrich, A White Bird  
 Flying, 82  
 Brand, The Outward Room,  
 40, 150, 158-61, 169  
 Cantwell, The Land of  
 Plenty, 117  
 Cozzens, The Last Adam, 73  
 Dargan, Call Home the  
 Heart, 59  
 Dos Passos, The Big  
 Money, 111-2  
 Douglas, Green Light, 168  
 Glasgow, Vein of Iron, 129  
 Halper, The Foundry, 108  
 Halper, Union Square,  
 88-9  
 Johnson, Now in November,  
 76  
 Lawrence, If I Have Four  
 Apples, 126  
 Lawrence, The Sound of  
 Running Feet, 132  
 Lawrence, Years Are So  
 Long, 135  
 Lewisohn, The Island  
 Within, 98  
 Maxwell, They Came Like  
 Swallows, 40, 150,  
 158-8, 169

7. Physical and MentalInefficiency (cont'd.)

- Suckow, The Bonney Family, 143  
 Zugsmith, A Time to Remember,  
 114

8. Criminal and  
Delinquency

- Anderson, Thieves Like Us, 41  
 Barnes, Within This Present,  
 190-1  
 Burnett, Little Caesar, 41,  
 150, 161-4, 169  
 Fairbank, Rich Man Poor  
 Man, 181  
 Halper, The Foundry, 108  
 Hess, Tomorrow's Voyage, 41  
 Nathan, One More Spring,  
 123  
 Rylee, Deep Dark River, 53  
 Zugsmith, The Reckoning, 41

9. Religion

- Barnes, Within This  
 Present, 190-1  
 Barnes, Years of Grace, 92  
 Chapman, The Happy  
 Mountain, 56  
 Cozzens, The Last Adam, 73  
 Cozzens, Men and Brethren,  
 41  
 Dargan, Call Home the  
 Heart, 59  
 Dell, The Golden Spike, 146  
 Dineen, Ward Eight, 176  
 Douglas, Green Light, 41,  
 150, 166-9  
 Fisher, The Deepening  
 Stream, 138-9  
 Glasgow, Vein of Iron, 129  
 Hull, Heat Lightning, 148  
 Huston, Dear Senator, 178-9  
 Lee, 'It's a Great War,'  
 194-5

9. Religion (continued)

- Lewis, It Can't Happen Here,  
 173  
 Lewisohn, The Island Within,  
 98  
 Maxwell, They Came Like  
 Swallows, 158  
 Nathan, The Bishop's Wife,  
 41  
 Nathan, One More Spring,  
 123  
 Peterkin, Scarlet Sister  
 Mary, 47  
 Rolvaag, Peder Victorious,  
 101  
 Rylee, Deep Dark River,  
 53  
 Sinclair, Boston, 184-5  
 Stribling, Unfinished  
 Cathedral, 153  
 Suckow, The Bonney Family,  
 143  
 Suckow, The Folks, 79  
 Wilder, Heaven's My  
 Destination, 41, 150,  
 164-6, 169

10. Government

- Burnett, King Cole, 41  
 Burnett, Little Caesar, 163  
 Childs, Washington  
 Calling, 41  
 Carroll, As the Earth  
 Turns, 70  
 Cozzens, The Last Adam, 73  
 Dell, The Golden Spike, 146  
 Dineen, Ward Eight, 41,  
 170, 174-6, 197  
 Dos Passos, The Big  
 Money, 111-2  
 Douglas, Green Light, 168  
 Fairbank, Rich Man Poor  
 Man, 41, 170,  
 179-81, 197  
 Halper, Union Square, 88-9

10. Government

(continued)

- Huston, Dear Senator, 41,  
170, 176-9, 197  
Johnson, Now in November, 76  
Lewis, It Can't Happen  
Here, 41, 170-3, 197  
McIntyre, Ferment, 119  
Marquand, The Late George  
Apley, 95  
Sinclair, Boston, 184-5  
Stribling, Sound Wagon, 41  
Whitlock, Big Matt, 41  
Wilder, Heaven's My  
Destination, 165-6

11. Economic Reform  
Programs

- Armstrong, Parched Earth, 41  
Barnes, Within This  
Present, 190-1  
Boyd, In Time of Peace, 41  
Dargan, Call Home the  
Heart, 59  
Dargan, A Stone Came  
Rolling, 41  
Dell, The Golden Spike, 146  
Dos Passos, The Big Money,  
111-2  
Dos Passos, Nineteen-  
Nineteen, 41  
Fairbank, Rich Man Poor  
Man, 181  
Halper, Union Square, 88-9  
Johnson, Jordanstown, 41  
Lawrence, If I Have Four  
Apples, 126  
Lee, 'It's a Great War,'  
194-5  
Lewis, It Can't Happen  
Here, 123  
Lumpkin, Sign for Cain, 41  
McIntyre, Ferment, 119  
Newhouse, This Is Your Day, 41  
Sinclair, Boston, 41, 170,  
182-5, 197

11. Economic ReformPrograms (cont'd.)

- Steinbeck, In Dubious  
Battle, 41, 170,  
185-8, 198  
Weatherwax, Marching!  
Marching!, 41  
Zugsmith, A Time to  
Remember, 114

12. War

- Aldrich, Miss Bishop, 156  
Barnes, Within This  
Present, 42, 170,  
188-91, 198  
Barnes, Years of Grace,  
92  
Binns, The Laurels Are  
Cut Down, 42  
Dell, The Golden Spike,  
146  
Dineen, Ward Eight, 176  
Dos Passos, The Big  
Money, 111-2  
Fairbank, Rich Man Poor  
Man, 181  
Fisher, The Deepening  
Stream, 138-9  
Glasgow, Sheltered  
Life, 65  
Glasgow, Vein of Iron,  
129  
Heyward, Mamba's  
Daughters, 50-1  
Hull, Heat Lightning,  
148  
Huston, Dear Senator,  
178-9  
Lee, 'It's a Great War!'  
42, 170, 191-5, 198  
Lewis, It Can't Happen  
Here, 173  
Lewisohn, The Island  
Within, 98  
Marquand, The Late George  
Apley, 95

12. War  
(continued)

Maxwell, They Came Like Swallows, 158  
 North, Night Outlasts the Whipporwill, 42  
 Scanlon, God Have Mercy on Us, 42, 170, 195-7, 198  
 Schindel, Golden Pilgrimage, 42  
 Sinclair, Boston, 184-5  
 Suckow, The Bonney Family, 143

13. Communication

Barnes, Within This Present, 190-1  
 Cozzens, The Last Adam, 73  
 Dargan, Call Home the Heart, 59  
 Dos Passos, The Big Money, 111-2  
 Lewis, It Can't Happen Here, 173  
 McIntyre, Ferment, 119

13. Communication  
(continued)

Marquand, The Late George Apley, 95  
 Steinbeck, In Dubious Battle, 187-8

14. Socialized Professions

Dargan, Call Home the Heart, 59  
 Dos Passos, The Big Money, 111-2  
 Lawrence, If I Have Four Apples, 126

15. Recreation

Barnes, Within This Present, 190-1  
 La Farge, Laughing Boy, 104-5  
 Rawlings, Golden Apples, 62

16. Conservation

Lewis, It Can't Happen Here, 173

## Index B

## Author-Title Index

- Adamic, 38  
 Aldrich, 37, 40, 80-3, 154-6  
 Alexander, 35  
Amber Satyr, 40  
Ambrose Holt and Family, 39,  
 139-41, 149  
 Anderson, E., 39, 41  
 Anderson, S., 36  
Anne Vickers, 39  
 Arlen, 38  
 Armstrong, 41  
Asking Price, The, 39  
As the Earth Turns, 36, 67-70,  
 85  
 Austin, 37  
  
Bad Girl, 39  
 Barnes, 37, 39, 42, 88-91,  
 188-91  
 Barretto, 38  
 Basso, 40  
 Beer, 37  
 Benet, 38  
 Bethea, 36  
Beyond Desire, 36  
Big Matt, 41  
Big Money, The, 38, 106,  
 109-12, 120  
 Binns, 42  
Bishop's Wife, The, 41  
 Blodgett, 36  
 Bonfire, 36  
Bonney Family, The, 39, 136,  
 141-4, 149  
 Boston, 41, 170, 182-5, 197  
 Boyd, 41  
 Brand, 40, 158-61  
Bright Metal, 36  
Bright Skin, 35  
 Brinig, 37, 38  
 Brody, 37, 39  
 Bromfield, 37  
  
 Brown, 37  
 Burnett, 41, 161-4  
 Burnham, 40  
Butcher Bird, 35  
  
Call Home the Heart, 35,  
 56-59, 65  
Candle Indoors, 40  
Candy, 35  
 Cannon, 37, 38  
 Cantwell, 37, 38, 115-7  
Career, 37  
 Carroll, 36, 67-70  
Cash Item, 39  
Catalogue, 37  
Chance Has a Whip, 38  
 Chapman, 35, 36, 54-6  
 Chase, 36  
Cherry Bud, The, 37  
 Childers, 40  
Children of Strangers, 40  
 Childs, 41  
Chute, The, 38  
City for Conquest, 37  
Come and Get It, 37  
Company, The, 38  
 Conroy, 38  
 Corbett, 39  
 Cotton, 36  
Court House Square, 40  
 Cozzens, 36, 41, 70-3  
 Crawford, 40  
 Cunningham, 37  
  
 Dahlberg, 37  
Dance Night, 37  
 Dargan, 35, 41, 56-9  
 Dark Princess, 40  
Daughter of Earth, 39  
 Davis, G., 38  
 Davis, R., 35  
Day of Fortune, 38

- Dear Senator, 41, 170, 176,  
 197  
Death Is a Little Man, 35  
Deep Dark River, 35, 51-3, 65  
Deepening Stream, The, 39,  
 136-9, 149  
Dell, 39, 144-6  
Delmar, 39  
De Veto, 38  
Dineen, 41, 174-6  
Disinherited, The, 38  
Dos Passos, 37, 38, 41, 109-12  
Douglas, 41, 166-9  
Dubious Battle, In, 41, 170,  
 185-8, 198  
Du Bois, 40  
Duffus, 38  
Dusk at the Grove, 39  
  
Eastman, 38  
Edna His Wife, 39  
El Goes South, 40  
End of Roaming, 40  
Executioner Waits, The, 38  
  
Fairbank, 41, 179-81  
Farm, The, 37  
Farrell, 39  
Fault of Angels, 37  
February Hill, 36  
Ferber, 37  
Ferment, 38, 106, 117-20  
Few Foolish Ones, A, 36  
Firemakers, 37  
Fireweed, 40  
Fisher, D., 36, 39, 136-9  
Fisher, R., 37  
Fisher, V., 40  
Five and Ten, 37  
Flannagan, 40  
Fleming, 36  
Flushing to Calvary, From, 37  
Folks, The, 37, 77-80, 85  
Foolscap Rose, 38  
Forty-Second Parallel, 37  
Foundry, The, 39, 106-9, 120  
Fuchs, 37  
Fuller, 40  
  
Gale, 39  
Glasgow, 36, 39, 63-5,  
 127-9  
Glaspell, 39, 139-41  
Glenn, 36  
God Have Mercy on Us,  
 42, 170, 195-7, 198  
Gods Arrive, The, 39  
Golden Apples, 35, 60-3, 65  
Golden Pilgrimage, 42  
Golden Spike, The, 39, 136,  
 144-6, 149  
Goolden, 40  
Grandsons, 38  
Green, 36, 39  
Green Corn Rebellion, 37  
Green Light, 41, 150, 166-9  
Green Margins, 35  
Grew, 37  
  
Half a Loaf, 40  
Half Pint Flask, 35  
Hall, 36  
Halper, 37, 38, 86-9, 106-9  
Hamill, 36  
Hannum, 36  
Happy Mountain, The, 35,  
 54-6, 65  
Hardy Perennial, 39  
Havinghurst, 38  
Heat Lightning, 39, 136,  
 146-9  
Heaven's My Destination, 41,  
 150, 164-6, 169  
Heirs, 38  
Henderson, G., 35  
Henderson, N., 37  
Herbst, 38, 39  
Hergesheimer, 38  
Her Knight Comes Riding, 37  
Her Son, 40  
Hess, 41  
Heyward, 35, 48-51  
Holden, 38  
Homage to Blenholt, 37  
Home Is a Sailor, 36  
Home Place (Chapman), 36  
Home Place (Thomas), 37

- Hopkins, 40  
 Horgan, 37  
 Hull, 39, 40, 146-9  
Hungry Men, 39  
Hurst, 37, 40  
 Hurston, 35  
 Huston, 41, 176-9  
  
If I Have Four Apples, 39, 121,  
 124-6, 135  
Inchin' Along, 35  
Island Within, 38, 86, 96-9,  
 105  
It Can't Happen Here, 41,  
 170-3, 197  
'It's a Great War,' 42, 170,  
 191-5, 198  
I Will Lift Up Mine Eyes, 36  
  
James Shore's Daughter, 38  
Joe Pete, 38  
 Johnson, A., 37  
 Johnson, J., 37, 41, 73-7  
Jordanstown, 41  
Jones, 37  
Judgment Day, 39  
  
 Kandel, 37  
 Kantor, 40  
 Kelley, 35, 40  
 Kelm, 37  
 Kennedy, 35  
King Cole, 41  
Kit Brandon, 36  
Kramer Girls, The, 39  
  
Ladies, The, 40  
La Farge, 38, 102-5  
 Laing, 40  
Land of Plenty, The, 38, 106,  
 115-7, 120  
Last Adam, 36, 70-3, 85  
Late George Apley, The, 37, 86,  
 92-5, 105  
Laugh and Lie Down, 37  
Laughing Boy, 38, 102-5  
Laughing Pioneers, 36  
  
Laurels Are Cut Down, The,  
 42  
 Lawrence, 39, 124-6,  
 129-32, 132-5  
 Lee, 42, 191-5  
 Levin, 37  
 Lewis, G., 40  
 Lewis, S., 39, 41,  
 170-3  
 Lewisohn, 38, 39, 96-9  
 Lincoln, 36  
Little Caesar, 41, 150,  
 161-4, 169  
Look Homeward, Angel, 39  
Lumpkin, 41  
  
 McClinchey, 38  
 McIntyre, 38, 117-20  
Main Line West, 37  
Mamba's Daughters, 35,  
 48-51, 65  
Man of Learning, A, 40  
Marching! Marching!, 41  
Marquand, 37, 92-5  
Mary Peters, 36  
Matson, 38  
 Maxwell, 40, 156-8  
Men and Brethren, 41  
Men Dislike Women, 38  
Migration, 37  
 Milburn, 37  
 Millen, 35  
Mirthful Heaven, 36  
Miss Bishop, 40, 150,  
 154-6, 169  
 Moody, 35  
 Moorehouse, 36  
Mountain City, 39  
Mrs. Green's Daughter-  
in-Law, 40  
  
 Nathan, 39, 41, 121-4  
Neighbor to the Sky, 36  
New England Holiday, 38  
Newhouse, 41  
Night between the Rivers,  
 38  
Night Outlasts the  
Whipporwill, 42

- Nineteen-Nineteen, 41  
Nobody Starves, 39  
Norris, 39  
North, 42  
Nothing Sacred, 39  
Not to Eat, Not for Love, 40  
Novel about a White Man and Black, 40  
Now in November, 37, 73-7, 85  
  
O'Donnell, 35  
Odum, 35  
Old Bunch, 37  
Old Enchantment, 38  
Ollie Miss, 35  
Once a Wilderness, 37  
One More Spring, 38, 121-4, 135  
Opening of a Door, The, 38  
Oregon Detour, 37  
Ostense, 39  
Outward Room, The, 40, 150, 158-61, 169  
  
Papa La Fleur, 39  
Parched Earth, 41  
Parrott, 40  
Passions Spin the Plot, 40  
Peder Victorious, 38, 86, 99-102, 105  
Peterkin, 35, 45-7  
Pier Seventeen, 38  
Po' Buckra, 40  
Found, 37  
Powell, 37  
President Is Born, A, 40  
  
Queer Street, 40  
  
Rawlings, 35, 60-3  
Rainbow round My Shoulder, 35  
Rain on the Just, 36  
Reckoning, The, 41  
Red Bean Row, 35  
Red Rust, 37  
Reluctant Soil, 37  
Rich Man Poor Man, 41, 170, 179-81, 197  
River House, 39  
  
Road to Heaven, The, 37  
Rogers, 39  
Rollins, 38  
Rolvaag, 38, 99-102  
Running of the Deer, The, 39  
Rylee, 35, 51-3  
  
Saxon, 40  
Scanlon, 42, 195-7  
Scarlet Sister Mary, 35, 45-7, 65  
Schindel, 42  
Seaver, 38  
Second Hoing, 38  
Seed, 39  
Shadow Before, 38  
Shelby, 40  
Sheltered Life, 36, 63-5, 66  
Short History of Julia, A, 36  
Sign for Gain, 41  
Siesta, 36  
Sinclair, 39, 41, 182-5  
Singermann, 38  
Skidmore, 36  
Smart, 38  
Smedley, 39  
So Fair a House, 40  
Sound of Running Feet, The, 39, 39, 121, 129-32, 135  
Sound Wagon, 41  
South, 36  
Southern Charm, 36  
South Moon Under, 35  
Spring Storm, 37  
Starry Adventure, 37  
State Fair, 37, 83, 85  
Steinbeck, 41, 185-8  
Stephen Escott, 39  
Stewart, 37  
Stone Came Rolling, A, 41  
Stoney, 40  
Stong, 37, 83-5  
Stranger's Return, 37

- Stribling, 36, 40, 150-3  
Strike!, 38  
Suckow, 37, 39, 77-80, 141-4  
Sun on Their Shoulders, 38  
Sun Sets on the West, 37  
Swamp Shadow, 36  
Sweet Man, 35  
Sykes, 38  
  
Talk United States, 38  
Tarkington, 36  
Their Eyes Watching God, 35  
They Came Like Swallows, 40,  
150, 156-8, 169  
They Seldom Speak, 36  
They Stooped to Folly, 36  
Thieves Like Us, 41  
This Body the Earth, 39  
This Is Your Day, 41  
This Man Is My Brother, 37  
This Much Is Mine, 37  
This Our Exile, 40  
Thomas, 37  
Thursday April, 36  
Time Exposure, 40  
Time of Peace, In, 41  
Time to Remember, A, 38, 106,  
112-5, 120  
Tomorrow's Voyage, 41  
Torches Flare, The, 36  
Tumult and the Shouting, The,  
40  
Twenty-Four Hours, 37  
  
Unfinished Cathedral, 40,  
150-3, 169  
Union Square, 37, 86-9, 105  
  
Vein of Iron, 39, 121,  
127-9, 135  
Village Tale, 37  
Vorse, 38  
  
Waking Bird, 40  
Walker, 40  
Walls of Jericho, 37  
Ward Eight, 41, 170,  
174-6, 197  
Washington Calling, 41  
Waters under the Earth,  
The, 39  
We Accept with Pleasure,  
38  
Weather Tree, 35  
Weatherwax, 41  
Weaver, 37  
Weller, 40  
Wharton, 39  
Whitcomb, 38  
White, 40  
White Bird Flying, A,  
37, 80-3, 85  
White Mule, 38  
Whitlock, 41  
Whitney, 40  
Wickenden, 39  
Wight, 36  
Wilder, 41, 164-6  
Wiley, 40  
Williams, 38  
Williamson, 37  
Within This Present, 42,  
170, 188-91, 198  
Wolfe, 39  
Wood Colt, 37  
  
Years Are So Long, 39,  
121, 132-5  
Years of Grace, 37, 86,  
89-99, 105  
Young, 36, 39  
Young Mrs. Miags, 39  
  
Zugsmith, 38, 41,  
112-5

Summary.- In this chapter are presented two indexes to the material included in the present investigation. In Index A the novels previously mentioned are arranged according to problems to which they are relevant; Index B is an author-title index of these same novels.

## CHAPTER XIII

### SUMMARY AND SUGGESTIONS FOR USING RESULTS OF INVESTIGATION

General Statement.- The purpose of this final chapter is threefold: (1) to summarize the entire investigation in as brief form as possible, (2) to indicate possible specific uses to which the results of the study might be put, and (3) to indicate additional research suggested by this report. To each of these, in order, a section of this chapter is devoted.

#### 1. Summary of This Investigation

Need.- This study contends that an investigation of the possible contribution of a decade of modern novels to socialized curricula represents a step which logically follows from work which has been done previously in the areas of educational philosophy, methodology, and practice. Reports and studies were cited as evidence that the educational philosophers are stressing the socialized objective of education, that experts in English, social studies, and integrated or reorganized subject-matter fields are bringing their material into conformity with this general

objective, and that educational practice is already conforming to the dicta of the theorists. Materials for socialized curricula are needed. This is a report on how far this need can be filled by those novels published from 1928- 1937.

Contemporary Social Studies Problems.- Since the specific outcomes of socialized education are generally stated in terms of problems of contemporary living, the first task of this study was to construct a list of present-day problems of the social studies to which novels would have to be relevant. On the bases of theory, as represented by writings of leading social studies experts, and of practice, as indicated by surveys and the contents of textbooks, sixteen comprehensive problems embracing all those treated in political science, economics, and sociology were selected. The validity of each one was checked against what is actually being taught and what experts advocate should be taught in the social studies.

Selection of Novels for Treatment.- When fifty novels were selected for detailed report, two factors had to be considered -- they must be concerned with one of the contemporary social studies problems, and they must be of some relative merit as novels.

After novels which failed to conform to the purposes of this investigation had been eliminated, over two hundred were selected as possibly suitable. Fifty of these were chosen for detailed report. This choice was made so as to achieve maximum importance and maximum range of problems covered, with the second given primary consideration when conflicts occurred. The results of this survey of a decade of modern novels were presented in the form of distribution of the possibly suitable among the contemporary problems, distribution of the fifty on the same score, and a list of the names of all authors included, with their novels ranked and grouped according to the problem to which each is chiefly relevant.

Reports on Individual Novels.- For each of the fifty novels selected, there is offered a report embracing, besides necessary bibliographic information, the following material;

- (a) a statement of lists on which the novel is selected for its merit and its rating according to the system used in choosing novels for this treatment;
- (b) a synthesis of its plot;
- (c) a critique of the novel by this investigator, with supplementary opinions of other reviewers;

(d) a list of page references to material which might arouse discussion relevant to the main problem with which the novel is concerned;

(e) a list of page references to material which might be used to stimulate thought on other contemporary problems;

(f) a statement of material in the novel which might preclude its use in some classrooms.

Indexes.- In Chapter XII are presented two indexes to materials included in this investigation. In Index A, names of authors of novels mentioned as pertinent to any of the contemporary social problems are grouped according to problems and arranged alphabetically. Following the name of the author is the title of the novel in question and page references to places in this investigation where pertinent information occurs. The material in Index B. is available through either the name of the author or title of the novel. References are supplied here to pages on which information relative to these items appears.

## 2. Use of This Investigation

It is, of course, axiomatic that use is to satisfy need. In Chapter I the need for this

investigation was demonstrated. Its use, therefore, is to fill that need. Yet more specific suggestions as to the use of the present report, it is felt, would prove helpful. Included in this section, therefore, are suggestions for the use of the study by those most likely to find it valuable: the teacher of English, the teacher of social studies, the teacher in a reorganized secondary school, the member of a curriculum committee, and the school librarian.<sup>1</sup>

1. Use by the English Teacher.- English teachers in secondary schools often face several problems in the solution of which the results of this investigation should be helpful.

In many situations the English teacher is given the responsibility of organizing his course of study. In accordance with progressive trends, he will want to include good modern novels pertinent to present-day living. He is not in a position personally to canvass the entire field to arrive at suitable material. He would have to know, among all the modern

1

Public librarians have expressed the conviction that a report of this type would be valuable to them when social agencies call on them for novels relevant to particular sociological problems. That this investigation is useful in filling this need is more accidental than designed.

novels published, which are concerned with contemporary problems, which are the best novels, what novel offers material on a wide range of problems, and what material in the novel might preclude its use in his particular situation. In this report he has available a list of over two hundred noteworthy novels classified according to problems treated, he has them ranked according to importance, and on each of fifty of the best, he has a detailed report which supplies him with bibliographic material, lists endorsing it, an idea of its plot, a critique of it which will give him a starting point for teaching its literary qualities, and key page references around which to construct a unit of work aimed at understanding one problem in detail and a group of others in a more general fashion.

Then, again, the English teacher who wishes to offer a group of good modern novels from which individuals may select according to interests or to which they may be guided according to their ability has, in the present study, information which he has not the time to accumulate himself and which is unavailable elsewhere.

There is still another difficult situation frequently encountered by the English teacher in which this investigation will be found useful -- when he is asked by a student whether this or that modern novel is suitable for outside reading. Approaching Index B, Chapter XII, with either the name of the author or the title of the novel, he will find help on all those works falling within the scope of this study.

2. An English Unit Based on Materials Uncovered by This Study.- The teacher of English who uses this study will be interested in selecting novels on the basis of literary merit as well as their sociological content. The following is a suggested unit in literature based on the report of As the Earth Turns, one of the fifty novels which are treated intensively in this report.

#### A UNIT ON THE NOVEL

##### A. Objectives.-

1. General.- Enjoyment and appreciation of the novel As the Earth Turns

##### 2. Specific.-

a. aiding the student to enjoy the novel

- b. developing in him a knowledge of the novel as a literary form
- c. helping him appreciate As the Earth Turns as a literary work of art
- d. making him aware of the characteristics and problems peculiar to rural New England
- e. indicating to him the significance of other sociological problems touched on in As The Earth Turns

B. Basic Material.-

As the Earth Turns, a novel by Gladys Carroll

C. Organization of Unit.-

1. assignment of the novel for complete and relatively swift reading
2. discussion of the novel as a literary form
3. discussion of As the Earth Turns as an artistic production, stressing the psychological accuracy of the author's characterizations, the gravity of her style as it is suited to New England stolidity, the humor in the story, and its tendency to be trite in places - all, of course, arising from illustrative passages in the novel
4. discussion of the novel as it reveals rural New England: its migratory families, 5;<sup>1</sup> large

1

Page references to pertinent material are taken from this study, "A Decade of Modern Novels as Material for Socialized Curricula," Pp. 67-70.

families, 12, 15; hard winters, 22, 31; race prejudices, 15, 23, 65, 253; education, 26, 155; wandering peddlers, 36; inhabitants -- neat, 37, non-demonstrative, 47, provincial, 68, 112, 282, unselfish in helping the sick, 97; work on the farm, 79, 141, 274; religious devotion, 169; recreation, 278; and celebrations, 335

5. discussion of other contemporary social studies problems to which the novel is pertinent: family and the home, economic security, 134; race relations, 23, 65, 195, 253; government, 264; and education, 26, 155

#### D. Evaluation of Outcomes.--

Several of the specific objectives set for this unit of work are probably impossible of any adequate measurement. These are the enjoyment of As the Earth Turns and the appreciation of the novel in general as a literary type. In connection with both of these, however, what can be measured is the mastery of that material without which there could be little enjoyment or real appreciation -- an acquaintance with this story in particular and with what constitutes a novel in general. Specific outcomes in terms of an understanding of definite characteristics of rural

New England and a grasp of the significance of other contemporary social problems can well be evaluated by the use of either the newer or older testing techniques.

3. Use by the Social Studies Teacher.- There seem to be at least three common difficulties met by the progressive social studies teacher in which the results included in this investigation should be helpful: when he wants to use a novel, rather than a relatively dry text, in the study of some phase of his subject, when he is in need of suitable readings supplementary to class work, or when he wishes to check on the possible usefulness of a specific novel with which he has come in contact. To find a novel pertinent to a particular problem, the teacher should approach this study through Index A, Chapter XII, where he will be referred to reports on novels which are so detailed as to supply the outlines of his unit of work; through this same index he would find help in constructing lists of supplementary material; and through Index B he could check on the possible usefulness of any specific novel falling within the scope of this study.

#### 4. A Social Studies Unit Based on Materials

Uncovered by This Study.- The teacher of social studies always starts with a segment of subject-matter to be taught. If he is to center his teaching around the problem of support of the aged, he will discover in Chapter VIII that Josephine Lawrence's Years Are So Long provides much good material on this subject. The following is a suggested unit using this novel.

##### A UNIT ON THE PROBLEM OF THE AGED

###### A. Objectives.-

1. General.- a comprehensive grasp of the broad problem of contemporary living which is becoming of major significance as the percentage of old folk rapidly increases

2. Specific.- an understanding of such specific phases of this broad problem as:

- a. physical and mental inadequacy of the aged
- b. parents' rearing children to care for them in their old age
- c. aged's living with married children
- d. institutionalization of aged
- e. government aid for aged
- f. old age pensions
- g. life insurance annuities

B. Basic Material.-

Years Are So Long, a novel by Josephine Lawrence

C. Organization of Unit.-

1. assignment of Years Are So Long for complete and relatively swift reading

2. presentation of overview of the problem by teacher

3. successive discussion of the specific phases of the problem growing out of pertinent material found in Years Are So Long:<sup>1</sup>

a. physical and mental inadequacy of the aged, 2, 14, 29, 37, 38, 82

b. parents' rearing children to care for them in their old age, 6, 8, 93, 94, 111, 265

c. old folks' living with married children, 29, 37, 38, 82

d. institutionalization of aged, 53, 76, 195, 303, 305

e. government aid for aged, 116

f. old age pensions, 2, 6, 8, 116

g. life insurance as old age protection,

164

---

<sup>1</sup> Page references to pertinent material are taken from this study, "A Decade of Modern Novels as Material for Socialized Curricula," pp. 132-5.

D. Pupil Activities.-

1. reading Years Are So Long
2. securing factual material for reports on:
  - a. scope of problem
  - b. growing seriousness of problem
  - c. extent and cost of institutionalization
  - d. cost of life insurance annuities
  - e. federal and state old age pensions

E. Evaluation of Outcomes.- Whether the evaluation of the results of this unit be by the newer or older technique, it should be aimed directly at testing the realization of the following outcomes, stated in terms of desirable pupil attitudes:

1. The problem of the aged is fundamental and vital.
2. This problem is becoming more serious.
3. Children are generally unable to support their parents and, at the same time, themselves live adequately.
4. Institutions for the aged are not the most desirable solution.
5. Life insurance annuities are available and furnish old-age protection.

6. Old-age pensions are provided under certain definite circumstances by the federal and state governments.

5. Use for the Teacher in the Reorganized Secondary School.- Perhaps the greatest use for this study will be found in the newer type schools where subject-matter distinctions have been eliminated and where the entire curriculum is directed toward the socialized objective. It is in this type of school where the demand for integrated literature-social studies material is so pressing, that teachers find it increasingly difficult personally to familiarize themselves with all of it which is available. In these situations the stress is on both problems of life and interests of the students. The present study supplies information on the curricular possibilities of novels, pertinent to the important life areas; and the novel is a form essentially interesting to pupils.

6. A Unit of Work Based on Materials Uncovered by this Study and Designed for Reorganized Curricula.- Teachers of reorganized curricula are primarily working for the pupil's understanding of contemporary problems

of living. Accordingly such teachers must use the basic organization of a social studies unit. They must add to their objectives and outcomes, however, those of English and other subject-matter divisions which can be realized in an incidental fashion. The following is a suggested unit on democratic government based on the report of It Can't Happen Here included in this investigation.

A UNIT ON DEMOCRATIC GOVERNMENT  
(INTEGRATED WITH MATERIAL ON THE NOVEL)

A. Objectives.-

1. General.-

a. a comprehensive grasp of the broad problem of democratic government

b. the enjoyment and appreciation of the novel It Can't Happen Here

2. Specific.--

a. developing an understanding of such phases of the problem as:

1. the nature of a political democracy as contrasted with political dictatorship, stressing freedom of speech, freedom of press, racial tolerance, foreign policies, trial by jury, and writ of habeas corpus

2. the weakness of democracy when the electorate is easily swayed by inferior political candidates, showy campaigns, demagogues, unintelligent political platforms, and the idea of paternal dictatorship

3. the inevitable distintegration of dictatorships

b. developing a knowledge of the novel as a literary form

c. helping the student to appreciate It Can't Happen Here as an artistic effort

B. Basic Material.-

It Can't Happen Here, a novel by Sinclair Lewis

C. Organization of Unit.-

1. assignment of It Can't Happen Here for complete and relatively rapid reading

2. discussion of the novel as a literary form

3. presentation of an introductory overview of the problems involved in political democracy as a type of government

4. discussion of the nature of political democracy contrasted with political dictatorship as such discussion should grow out of pertinent material in It Can't Happen Here: freedom of speech, 9, 12,

30, 165, 263, 294, 390; freedom of press, 176, 218, 230, 314, 329, 386, 445; racial intolerance, 13, 52, 70, 76, 119, 190, 191; foreign policies, 3, 290; trial by jury, 236; and writ of habeas corpus, 243

5. discussion of the weakness of democracy when the electorate is swayed by inferior political candidates, 33, 34; demagogues, 39, 50, 70, 118; showmanship in campaigns, 84, 94, 104; unintelligent political platforms, 101; and the idea of paternal dictatorship, 20, 46, 75

6. discussion of the inevitable disintegration of dictatorships, 409, 414, 415, 447<sup>1</sup>

7. discussion of It Can't Happen Here as an artistic effort, stressing its genuine cleverness, fine humor, biting satire, profound significance, and its sketchy characterizations - this discussion of course arising from illustrative passages in the novel.

#### D. Pupil Activities.-

1. reading It Can't Happen Here

2. securing factual material for reports on such subjects as:

a. reasons for the fall of former democracies

---

1

Page references to pertinent material are taken from this study, "A Decade of Modern Novels as Material for Socialized Curricula," pp. 170-3.

- b. reasons for the fall of former dictatorships
- c. constitutional basis for freedom of speech, press, and trial by jury
- d. present-day dictatorships
- e. present-day democracies
- f. trend towards or away from dictatorship

E. Evaluation of Outcomes.

Testing techniques must be utilized towards measuring the extent to which the following outcomes, stated in terms of desirable student attitudes, are realized:

- a. Democracy, though less efficient than dictatorship, preserves the fundamental rights of the individual.
- b. The preservation of political democracy depends on the active interest of an intelligent electorate.
- c. Dictatorships generally pass with the strong man who brings them into being.
- d. The novel has definite characteristics as a literary medium.
- e. It Can't Happen Here is relatively good literature because of its cleverness, humor, satire, and significance. With better characterization, it would have been a greater novel.

7. Use for the Member of a Curriculum Committee.- Essential to the work of curriculum committees in English, social studies, or integrated courses is an analysis of available materials. For modern American novels published from 1928- 1937 their work has been done. This study makes such analyses available; there remains to them only the selection. Specific suggestions as to entrance into this report by respective committees are given immediately above in paragraphs one, three, and five.

8. Use for the School Librarian.- Librarians in secondary schools will find gathered in this one study all the information needed as a guide to the purchase of novels within its scope with the exception of their price which is easily available in catalogs. In the detailed reports of individual novels, Section F, "Dangers in Teaching," will prove equally useful in pointing out dangers in purchase for school libraries.

### 3. Additional Research

The present investigation is an attempt to meet only one relatively small portion of a large need, the

existence of which is demonstrated in Chapter I. Two significant trends were indicated: the socialization of literature by directing it towards outcomes stated in terms of contemporary problems of life and the vitalization of the social studies through literature. The resultant need is for curriculum materials that are both good literature and pertinent to contemporary social studies problems. This investigation provides a solution for modern novels published from 1928 to 1937. With the passing of time continued research is needed to keep this work up to date. An investigation of modern novels published before 1928 should reveal additional suitable material.

The novel, moreover, is only one type of literature. Other types might prove equally fruitful sources of curricular material for socialized educational programs. Certainly parallel material could be found in the modern short story.

Modern drama is replete with sociological implications. While modern essays contain suitable material, the essay is a literary form which, when serious in nature, often appeals to adolescents but slightly more than does a textbook. Investigations

into modern biography and poetry would probably produce further suitable material, but these would undoubtedly prove less profitable in terms of quantity uncovered than the novel, the short story, or the play. Yet nothing but a scientific survey could adequately establish even this generalization.

The survey of literature to provide interesting and significant materials for socialized curricula may be said, therefore, to have just been initiated. As long as literature is produced and fundamental problems of living change even in their aspects, the need for investigation along the lines of the present study can never be completely satisfied.

## BIBLIOGRAPHY

### A. General Bibliography

1. Anderson, Harold H. and Hill, Howard C. "The Correlation of Social Studies and Other Subjects," Elements of the Social Studies Program. Pp. 171-97. Sixth Yearbook of the National Council for the Social Studies. Philadelphia: McKinley Publishing Company, 1936.
2. Beard, Charles A. The Nature of the Social Sciences. Part VII, Report of the Commission on the Social Studies. New York: Charles Scribner's Sons, 1934. Pp. x / 230.
3. Birdno, Ethel Grace. "Creating Pupil Interest in a Reading Program in Civics," Historical Outlook, XVII (January, 1936), 18-20.
4. Bossard, James H. S. Problems of Social Well-Being. New York: Harper & Brothers, 1927. Pp. 654.
5. Bossard, James H. S. Social Change and Social Problems. New York: Harper & Brothers, 1934. Pp. xii / 786.
6. Bynum, Ruth. "Some Poems about Peace and World-Friendship," English Journal, XXIII (September, 1934), 575-82.
7. Dickinson, Asa Don. The Best Books of the Decade 1926-1935. New York: A. W. Wilson Co., 1937. Pp. xiv / 194.
8. Dickinson, Asa Don. "Best Books of 1937," Journal of the National Education Association, XXVII (March, 1938), 66.
9. Everett, Samuel and Others. A Challenge to Secondary Education. New York: D. Appleton-Century Co., 1935. Pp. viii / 353.

10. Floyd, Oliver Reed. "Overlapping Between the Senior High School Courses in Problems of Democracy and American History." Unpublished Master's thesis, University of Pittsburg, 1928.
11. Gillette, John M. and Reinhardt, James M. Current Social Problems. New York: American Book Co., 1933. Pp. x / 819.
12. Gillin, John Lewis; Dittmer, Clarence G.; and Colbert, Roy J. Social Problems. New York: D. Appleton-Century Company, 1932. Pp. 566.
13. Grimes, A. B. "The Sociology of Newspapers." Unpublished Master's thesis, State University of Iowa, 1931.
14. Haeheln, J. Kynett. "The Construction of X Units in Social Problems." Unpublished Master's thesis, University of Iowa, 1929.
15. Harap, Henry. "A Survey of Courses of Study Published in the Last Two Years," Journal of Educational Research, XXVIII (May, 1935), 641-56.
16. Harap, Henry, "Introduction," Review of Educational Research, VII, No. 2 (April, 1937), 115-6.
17. Hatfield, W. Wilbur. An Experience Curriculum in English. National Council of Teachers of English, English Monograph No. 4. New York: D. Appleton-Century Co., 1935. Pp. xx / 323.
18. Hodgkins, George W. A Guide to Newer Methods in Teaching the Social Studies. National Council for the Social Studies, Bulletin No. 7, (December, 1936). Pp. 75.
19. Kilpatrick, William H., editor. The Educational Frontier. New York. D. Appleton-Century Co., 1933. Pp. 375.

20. Lingenfelter, Mary Rebecca. Vocations in Fiction. Chicago: American Library Association, 1938. Pp. 99.
21. Logasa, Hannah (Compiler). Historical Fiction Suitable for Junior and Senior High Schools. Publications of the National Council for the Social Studies, No. 1. Philadelphia: McKinley Publishing Co., 1927. Pp. 86.
22. Lyman, R. L. "English in Relation to Three Major Curriculum Trends," English Journal, XXV (March, 1936), 190-99.
23. Lyman, R. L. The Enrichment of the English Curriculum. Supplementary Educational Monographs, No. 39. Chicago: University of Chicago, 1932. Pp. viii / 251.
24. Lyman, R. L. (Chairman). "Report of Sub-Committee on English." North Central Association Quarterly, I (March, 1927), 445-66.
25. Mahaffay, Clarise and Chandler, Turner C. "Good Sportsmanship: A Unit in Junior High School English," The Chicago Schools Journal, XIII (May, 1931), 424-28.
26. Queen, Stuart Alfred and Mann, Delbert Martin. Social Pathology. New York: Thomas Y. Crowell Company, 1925. Pp. xxi / 690.
27. Scates, Douglas E. "Social Foundations of the Curriculum." Review of Educational Research, VII, No. 1 (February, 1937), 71-79.
28. Shattuck, Marquis E. and Others. Development of a Modern Program in English. Yearbook of the Department of Supervisors and Directors of Instruction, National Education Association. Washington: 1936. Pp. xi / 191.

29. Smith, Dora V. Instruction in English. United States Department of the Interior, Office of Education, Bulletin 1932, No. 17. National Survey of Secondary Education Monograph No. 20. Washington, D. C.: Government Printing Office, 1933. Pp. 89.
30. Smith, Mary Elinor. "City Poems for Ninth and Tenth Grades," English Journal, XX (October, 1931), 645-52.
31. Starbuck, Edwin Diller and Others. A Guide to Books for Character: Fiction. New York: Macmillan Co., 1930. Pp. x / 579.
32. Sweeney, Francis G; Barry, Emily Fanning; and Schoelkopf, Alice E. Western Youth Meets Eastern Culture. New York: Bureau of Publications, Teachers College Columbia, 1932.
33. Thompson, Guy. "The Content of Economics as Taught in Secondary Schools." Unpublished Master's thesis, University of Illinois, 1923.
34. Tryon, Rolla, M. The Social Sciences as School Subjects. Report of the Commission on the Social Studies, Part XI. New York: Charles Scribner's Sons, 1935. Pp. xiii / 541.
35. Wood, Arthur Evans. Community Problems. New York: The Century Co., 1928. Pp. viii / 608.
36. The Americana Annual: An Encyclopedia of Current Events. New York: Americana Corporation, 1929-1938.
37. American Library Association Catalog, 1926-1931. Chicago: American Library Association, 1933.
38. American Library Association Catalog, 1932-1926. Chicago: American Library Association, 1938.

39. The American Year Book. New York: Thomas Nelson & Sons, 1928-1937.
40. Booklist Books. Chicago: American Library Association, 1936.
41. The Book Review Digest. New York: The H. W. Wilson Company, 1928-1937.
42. Gold Star List of American Fiction, 1823-1937. Syracuse, N. Y.: Syracuse Public Library, 1937.
43. Good Reading. Prepared and published by the Committee on College Reading, Atwood H. Townsend, Chairman, for the National Council of Teachers of English. Chicago: National Council of Teachers of English, 1938.
44. A List of Books for Junior College Libraries. Compiled by Foster E. Mohrhardt for Carnegie Corporation of New York. Advisory Group on Junior College Libraries. Chicago: American Library Association, 1937.
45. The New International Yearbook. New York: Funk & Wagnalls Co. 1928-1937.
46. Who's Who in America: A Bibliographical Dictionary of Notable Living Men and Women of the United States. Chicago: A. W. Marquis Company, 1938.
47. Who's Who in 1939: An Annual Biographical Dictionary with Which Is Incorporated "Men and Women of the Time." London: Adam and Charles Black, 1939.

B. Bibliography of Novels Judged Possibly Suitable

Adamic, Louis. Grandsons. New York: Harper & Brothers, 1935. Pp. 370.

- Aldrich, Bess Streeter. Miss Bishop. New York: D. Appleton-Century, 1933. Pp. 337.
- Aldrich, Bess Streeter. A White Bird Flying. New York: D. Appleton-Century, 1931. Pp. 336.
- Alexander, Lillie. Candy. New York. Dodd, Mead & Co., 1934. Pp. 310.
- Anderson, Edward. Hungry Men. New York: Doubleday, Doran & Co., 1935. Pp. 275.
- Anderson, Edward. Thieves Like Us. New York: Frederick A. Stokes Co., 1937. Pp. 314.
- Anderson, Sherwood. Beyond Desire. New York: Horace Liveright, Inc., 1932. Pp. 359.
- Anderson, Sherwood. Kit Brandon. New York: Charles Scribner's Sons, 1936. Pp. 373.
- Arlen, Michael. Men Dislike Women. New York: Doubleday, Doran & Co., 1931. Pp. 310.
- Armstrong, Arnold B. Parched Earth. New York: Macmillan Co., 1934. Pp. 430.
- Austin, Mary. Starry Adventure. Boston: Houghton Mifflin Co., 1931. Pp. 420.
- Barnes, Margaret Ayer. Edna His Wife. Boston: Houghton Mifflin Co., 1935. Pp. 628.
- Barnes, Margaret Ayer. Within This Present. Boston: Houghton Mifflin Co., 1933. Pp. 611.
- Barnes, Margaret Ayer. Years of Grace. Boston: Houghton Mifflin Co., 1930. Pp. 581.
- Barrette, Larry. Old Enchantment. New York: John Day, Co., 1928. Pp. 319.

- Basso, Hamilton. Court House Square. New York: Charles Scribner's Sons, 1936. Pp. 372.
- Beer, Thomas. Road to Heaven. New York: Alfred A. Knopf, Inc., 1928. Pp. 266.
- Benet, Stephen Vincent. James Shore's Daughter. New York: Doubleday, Doran & Co., 1934. Pp. 277.
- Bethea, Jack. Cotton. Boston: Houghton Mifflin Co., 1928. Pp. 316.
- Binns, Archie. The Laurels Are Cut Down. New York: Reynal & Hitchcock, Inc., 1937. Pp. 322.
- Blodgett, Ruth Robinson. Home Is the Sailor. New York: Harcourt, Brace & Co., 1932. Pp. 349.
- Boyd, Thomas Alexander. In Time of Peace. New York: Minton, Balch & Co., 1935. Pp. 309.
- Brand, Millen. The Outward Room. New York: Simon and Schuster, 1937. Pp. 309.
- Brinig, Myron. This Man Is My Brother. New York: Farrar & Rinehart, 1932. Pp. 342.
- Brinig, Myron. Singermann. New York: Farrar & Rinehart, 1929. Pp. 466.
- Brinig, Myron. The Sun Sets in the West. New York: Farrar & Rinehart, 1935. Pp. 360.
- Brody, Catherine. Cash Item. New York: Longmans, Green & Co., 1933. Pp. 303.
- Bromfield, Louis. The Farm. New York: Harper & Brothers, 1933. Pp. 346.
- Bromfield, Louis. Twenty-Four Hours. New York: Frederick A. Stokes Co., 1930. Pp. 463.

- Brown, Rollo Walter. Firemakers. New York: Coward-McCann, 1931. Pp. 380.
- Burnett, W. R. King Cole. New York: Harper & Brothers, 1936. Pp. 292.
- Burnett, W. R. Little Caesar. New York: Literary Guild of America, 1929. Pp. 308.
- Burnham, David. This Our Exile. New York: Charles Scribner's Sons, 1931. Pp. 423.
- Cannon, Cornelia James. Heirs. Boston: Little, Brown & Co., 1930. Pp. 309.
- Cannon, Cornelia James. Red Rust. Boston: Little, Brown & Co., 1928. Pp. 320.
- Cantwell, Robert. The Land of Plenty. New York: Farrar & Rinehart, 1934. Pp. 369.
- Cantwell, Robert. Laugh and Lie Down. New York: Farrar & Rinehart, 1931. Pp. 269.
- Carroll, Gladys Hasty. As the Earth Turns. New York: Macmillan Co., 1933. Pp. 339.
- Carroll, Gladys Hasty. A Few Foolish Ones. New York: Macmillan Co., 1935. Pp. 384.
- Carroll, Gladys Hasty. Neighbor to the Sky. New York: Macmillan Co., 1937. Pp. 403.
- Chapman, Maristan. The Happy Mountain. New York: Viking Press, 1928. Pp. 313.
- Chapman, Maristan. Homeplace. New York: Viking Press, 1929. Pp. 275.
- Chapman, Maristan. The Weather Tree. New York: Viking Press, 1932. Pp. 298.
- Chase, Mary Ellen. Mary Peters. New York: Macmillan Co., 1934. Pp. 377.

- Childers, James Saxon. Novel about a White Man and a Black Man. New York: Farrar & Rinehart, 1936. Pp. 276.
- Childs, Marquis William. Washington Calling! New York: William Morrow & Co., 1937. Pp. 280.
- Conroy, Jack. The Disinherited. New York: Covici-Friede, Inc., 1933. Pp. 310.
- Corbett, Elizabeth F. Young Mrs. Miags. New York: Century Co., 1931. Pp. 274.
- Cozzens, James Gould. The Last Adam. New York: Harcourt, Brace and Company. 1933. Pp. 301.
- Cozzens, James Gould. Men and Brethren. New York: Harcourt, Brace & Co., 1936. Pp. 282.
- Crawford, Nelson Antrim. A Man of Learning. Boston: Little, Brown & Co., 1928. Pp. 273.
- Cunningham, William. Green Corn Rebellion. New York: Vanguard Press, 1935. Pp. 302.
- Dahlberg, Arthur O. From Flushing to Calvary. New York: Harcourt, Brace & Co., 1932. Pp. 293.
- Dargan, Olive Tilford (Fielding Burke, pseud.). Call Home the Heart. New York: Longmans, Green & Co., 1932. Pp. 432.
- Dargan, Olive Tilford (Fielding Burke, pseud.). A Stone Came Rolling. New York: Longmans, Green & Co., 1935. Pp. 412.
- Davis, George. The Opening of a Door. New York: Harper & Brothers. 1931. Pp. 265.
- Davis, Reuben. Butcher Bird. Boston: Little, Brown & Co., 1936. Pp. 298.
- Dell, Floyd. The Golden Spike. New York: Farrar & Rinehart, 1934. Pp. 470.

- Delmar, Vina. Bad Girl. New York: Harcourt, Brace & Co., 1928. Pp. 275.
- De Voto, Bernard Augustine. We Accept with Pleasure. Boston: Little, Brown & Co., 1934. Pp. 471.
- Dineen, Joseph F. Ward Eight. New York: Harper & Brothers, 1936. Pp. 329.
- Dos Passos, John. The Big Money. New York: Harcourt, Brace and Company, 1936. Pp. 561.
- Dos Passos, John. Forty-Second Parallel. New York: Harper & Brothers, 1930. Pp. 426.
- Dos Passos, John. Nineteen-Nineteen. New York: Harcourt, Brace & Co., 1932. Pp. 473.
- Douglas, Lloyd C. Green Light. Boston: Houghton Mifflin Co., 1935. Pp. 326.
- Du Bois, William Edward Burghardt. Dark Princess. New York: Harcourt, Brace & Co., 1928. Pp. 311.
- Duffus, Robert Luther. Night between the Rivers. New York: Macmillan Co., 1937. Pp. 278.
- Eastman, Elizabeth. Sun on Their Shoulders. New York: William Morrow & Co., 1934. Pp. 316.
- Fairbank, Janet Ayer. Rich Man Poor Man. Boston: Houghton Mifflin Co., 1936. Pp. 626.
- Farrell, James T. Judgment Day. New York: Vanguard Press, 1935. Pp. 465.
- Ferber, Edna. Come and Get It. New York: Doubleday, Doran & Co., 1935. Pp. 518.

- Fisher, Dorothy Canfield. Bonfire. New York: Harcourt, Brace & Co., 1933. Pp. 408.
- Fisher, Dorothy Canfield. The Deepening Stream. New York: Harcourt, Brace and Company, 1930. Pp. 393.
- Fisher, Rudolph. Walls of Jericho. New York: Alfred A. Knopf, Inc., 1928. Pp. 307.
- Fisher, Vardis. Passions Spin the Plot. New York: Doubleday, Doran & Co., 1934. Pp. 428.
- Flannagan, Roy. Amber Satyr. New York: Doubleday, Doran & Co., 1932. Pp. 304.
- Fleming, Berry. Siesta. New York: Harcourt, Brace & Co., 1935. Pp. 345.
- Fuch, Daniel. Homage to Elenholt. New York: Vanguard Press, 1936. Pp. 302.
- Fuller, Margaret Witter. Her Son. New York: William Morrow & Co., 1929. Pp. 310.
- Gale, Zona. Papa La Fleur. New York: D. Appleton-Century Co., 1933. Pp. 155.
- 91 Glasgow, Ellen. The Sheltered Life. New York: Doubleday, Doran & Co., 1932. Pp. 395.
- 91 Glasgow, Ellen. They Stooped to Folly. New York: Doubleday, Doran & Co., 1929. Pp. 351.
- 81 Glasgow, Ellen. Vein of Iron. New York: Harcourt, Brace & Co., 1935. Pp. 462.
- Glaspell, Susan. Ambrose Holt and Family. New York: Frederick A. Stokes Company, 1931. Pp. 315.
- Glenn, Isa. Short History of Julia. New York: Albert A. Knopf, Inc., 1930. Pp. 318.

- Glenn, Isa. Southern Charm. New York: Alfred A. Knopf, Inc., 1928. Pp. 301.
- Goolden, Barbara. Waking Bird. New York: John Day Co., 1929. Pp. 306.
- Green, Paul. Laughing Pioneer. New York: Robert M. McBride & Co., 1932. Pp. 282.
- Green, Paul. This Body the Earth. New York: Harper & Brothers, 1935. Pp. 422.
- Grew, David. Migration. New York: Charles Scribner's Sons, 1928. Pp. 308.
- Hall, Leland. They Seldom Speak. New York: Harcourt, Brace & Co., 1936. Pp. 347.
- Halper, Albert. The Chute. New York: Viking Press, 1937. Pp. 558.
- Halper, Albert. The Foundry. New York: Viking Press, 1934. Pp. 499.
- Halper, Albert. Union Square. New York: Viking Press, 1933. Pp. 378.
- Hamill, Katherine. Swamp Shadow. New York: Alfred A. Knopf, Inc., 1936. Pp. 237.
- Hannum, Alberta Pierson. Thursday April. New York: Harper & Brothers, 1931. Pp. 285.
- Havinghurst, Walter. Pier Seventeen. New York: Macmillan Co., 1935. Pp. 260.
- Henderson, George Wylie. Ollie Miss. New York: Frederick A. Stokes Co., 1935. Pp. 276.
- Henderson, Nola. This Much is Mine! New York: Harrison Smith & Robert Hass, Inc., 1934. Pp. 328.
- Herbst, Josephine. The Executioner Waits. New York: Harcourt, Brace & Co., 1934. Pp. 371.

- Herbst, Josephine. Nothing Is Sacred. New York: Coward-McCann, 1928. Pp. 244.
- Hergesheimer, Joseph. Foolscape Rose. New York: Alfred A. Knopf, Inc., 1934. Pp. 312.
- Hess, Leonard. Tomorrow's Voyage. New York: Ives Washburn, Inc., 1929. Pp. 308.
- Heyward, Du Bose. Half Pint Flask. New York: Farrar & Rinehart, 1929. Pp. 55.
- Heyward, Du Bose. Mamba's Daughters. New York: Doubleday, Doran & Co., 1929. Pp. 311.
- Holden, Raymond Peckham. Chance Has a Whip. New York: Charles Scribner's Sons, 1935. Pp. 398.
- Hopkins, Stanley. The Ladies. New York: Harper & Brothers, 1933. Pp. 330.
- Horgan, Paul. The Fault of Angels. New York: Harper & Brothers, 1933. Pp. 349.
- Horgan, Paul. Main Line West. New York: Harper & Brothers, 1936. Pp. 306.
- Hull, Helen Rose. The Asking Price. New York: Coward-McCann, 1930. Pp. 370.
- Hull, Helen Rose. Candle Indoors. New York: Coward-McCann, 1936. Pp. 300.
- Hull, Helen Rose. Hardy Perennial. New York: Coward-McCann, 1933. Pp. 301.
- Hull, Helen Rose. Heat Lightning. New York: Grosset & Dunlap, 1932. Pp. 328.
- Hurst, Fannie. Five and Ten. New York: Harper & Brothers, 1929. Pp. 339.

- Hurst, Fannie. A President Is Born. New York: Harper & Brothers, 1928. Pp. 484.
- Hurston, Zora Neale. Their Eyes Were Watching God. Philadelphia: J. B. Lippincott Co., 1937. Pp. 286.
- Huston, McCready. Dear Senator. Indianapolis: Bobbs-Merrill Co., 1928. Pp. 333.
- Johnson, Alvin Saunders. Spring Storm. New York: Alfred A. Knopf, Inc., 1936. Pp. 351.
- Johnson, Josephine. Jordanstown. New York: Simon & Schuster, 1937. Pp. 259.
- Johnson, Josephine. Now in November. New York: Simon & Schuster, 1934. Pp. 231.
- Jones, Nard. Oregon Detour. New York: Brewer & Warren, 1930. Pp. 283.
- Kandel, Aben. City for Conquest. New York: Covici-Friede, Inc., 1936. Pp. 476.
- Kantor, Mackinlay. El Goes South. New York: Coward-McCann, 1930. Pp. 297.
- Kelley, Welbourn. Inchin' Along. New York: William Morrow & Co., 1932. Pp. 277.
- Kelley, Welbourn. So Fair a House. New York: William Morrow & Co., 1936. Pp. 310.
- Kelm, Karlton. The Cherry Bud. Indianapolis: Bobbs-Merrill Co., 1936. Pp. 358.
- Kennedy, Robert Emmet. Red Bean Row. New York: Dodd, Mead & Co., 1929. Pp. 297.
- La Farge, Oliver. Laughing Boy. Boston: Houghton Mifflin Company, 1929. Pp. 302.

- Laing, Alexander Kinnon. End of Roaming. New York: Farrar & Rinehart, 1930. Pp. 484.
- Lawrence, Josephine. If I Have Four Apples. New York: Frederick A. Stokes Co., 1935. Pp. 314.
- Lawrence, Josephine. The Sound of Running Feet. New York: Frederick A. Stokes Co., 1937. Pp. 307.
- Lawrence, Josephine. Years Are So Long. New York: Frederick A. Stokes Co., 1934. Pp. 309.
- Lee, Mary. 'It's a Great War.' Boston: Houghton Mifflin Co., 1929. Pp. viii / 575.
- Levin, Meyer. The Old Bunch. New York: Viking Press, 1937. Pp. 964.
- Lewis, Grace Livingstone. Half a Loaf. New York: Horace Liveright, Inc., 1931. Pp. 392.
- Lewis, Sinclair. Ann Vickers. New York: Doubleday, Doran & Co., 1933. Pp. 562.
- Lewis, Sinclair. It Can't Happen Here. New York: Doubleday, Doran & Company, 1936. Pp. 458.
- Lewisohn, Ludwig. The Island Within. New York: Harper & Brothers, 1928. Pp. 351.
- Lewisohn, Ludwig. Stephen Escott. New York: Harper & Brothers, 1930. Pp. 315.
- Lincoln, Victoria Endicott. February Hill. New York: Farrar & Rinehart, 1934. Pp. 337.
- Lumpkin, Grace. A Sign for Cain. New York: Lee Furman, Inc., 1935. Pp. 376.
- McClinchey, Florence E. Joe Pete. New York: Henry Holt & Co., 1929. Pp. 311.

- McIntyre, John C. Ferment. New York: Farrar & Rinehart, 1937. Pp. 403.
- Marquand, John P. The Late George Apley. Boston: Little, Brown, and Co., 1938. Pp. 354.
- Matson, Norman Haghejm. Day of Fortune. New York: Century Company, 1928. Pp. 356.
- Maxwell, William. They Came Like Swallows. New York: Harper & Brothers, 1937. Pp. 267.
- Milburn, George. Catalogue. New York: Harcourt, Brace & Co., 1936. Pp. 279.
- Millen, Gilmore. Sweet Man. New York: Viking Press, 1930. Pp. 299.
- Moody, Minnie Hite. Death Is a Little Man. New York: Julian Messner, Inc., 1936. Pp. 274.
- Moorehouse, Kathleen. Rain on the Just. New York: Lee Furman, Inc., 1936. Pp. 319.
- Nathan, Robert. The Bishop's Wife. Indianapolis: Bobbs-Merrill Co., 1928. Pp. 208.
- Nathan, Robert. One More Spring. New York: Alfred A. Knopf, 1933. Pp. 212.
- Newhouse, Edward. This Is Your Day. New York: Lee Furman, Inc., 1937. Pp. 313.
- Norris, Charles Gilman. Seed. New York: Doubleday, Doran & Co., 1930. Pp. 436.
- North, Stirling. Night Outlasts the Whipperwill. New York: Macmillan Co., 1936. Pp. 287.
- O'Donnell, Edwin P. Green Margins. Boston: Houghton Mifflin Co., 1936. Pp. 499.

- Odum, Howard Washington. Rainbow round My Shoulder. Indianapolis: Bobbs-Merrill Co., 1928. Pp. 322.
- Otense, Martha. The Waters under the Earth. New York: Dodd, Mead & Co., 1930. Pp. 319.
- Parrott, Katherine Ursula. The Tumult and the Shouting. New York: Longmans, Green & Co., 1933. Pp. 342.
- Peterkin, Julia. Bright Skin. Indianapolis: Bobbs-Merrill Co., 1932. Pp. 348.
- Peterkin, Julia. Scarlet Sister Mary. Indianapolis: Bobbs-Merrill Co., 1928. Pp. 345.
- Pound, Arthur. Once a Wilderness. New York: Reynald & Hitchcock, 1934. Pp. 399.
- Powell, Dawn. Dance Night. New York: Farrar & Rinehart, 1930. Pp. 298.
- Rawlings, Marjorie Kinnan. Golden Apples. New York: Charles Scribner's Sons, 1935. Pp. 352.
- Rawlings, Marjorie Kinnan. South Moon Under. New York: Charles Scribner's Sons, 1933. Pp. 334.
- Rogers, Samuel. Dusk at the Grove. Boston: Little, Brown & Co., 1934.
- Rollins, William. Shadow Before. New York: Robert M. McBride & Co., 1934. Pp. 389.
- Rolvaag, O. E. Peder Victorious. (trans. by Nora Solum) New York: Harper & Brothers, 1929. Pp. 350.
- Rylee, Robert. Deep Dark River. New York: Farrar & Rinehart, 1935. Pp. 308.

- Saxon, Lyle. Children of Strangers. Boston: Houghton Mifflin Co., 1937. Pp. 294.
- Scanlon, William T. God Have Mercy on Us. Boston: Houghton Mifflin Co., 1929. Pp. 338.
- Schindel, Bayard. Golden Pilgrimage. New York: Doubleday, Doran & Co., 1929. Pp. 324.
- Seaver, Edwin. The Company. New York: Macmillan Co., 1930. Pp. 209.
- Shelby, Gertrude and Stoney, Samuel Gaillard. Po' Buckra. New York: Macmillan Co., 1930. Pp. 426.
- Sinclair, Upton. Boston. New York: Albert & Charles Boni, 1928. Pp. x / 756.
- Sinclair, Upton. Mountain City. New York: Albert & Charles Boni, 1930. Pp. 399.
- Skidmore, Hubert. I Will Lift Up Mine Eyes. New York: Doubleday, Doran & Co., 1936. Pp. 305.
- Smart, Charles Allen. New England Holiday. New York: Norton & Co., 1931. Pp. 272.
- Smedley, Agnes. Daughter of Earth. New York: Coward-McCann, Inc., 1929. Pp. 344.
- Steinbeck, John. In Dubious Battle. New York: Covici-Friede, 1936. Pp. 349.
- Stewart, George. Reluctant Soil. Caldwell, Idaho: Caxton Printers, 1936. Pp. 363.
- Stong, Phil. Career. New York: Harcourt, Brace & Co., 1936. Pp. 302.

- Stong, Phil. State Fair. New York: Grosset & Dunlap, 1932. Pp. 266.
- Stong, Phil. Stranger's Return. New York: Harcourt, Brace & Co., 1933. Pp. 252.
- Stong, Phil. Village Tale. New York: Harcourt, Brace & Co., 1934. Pp. 300.
- Stribling, Thomas S. Bright Metal. New York: Doubleday, Doran & Co., 1928. Pp. 453.
- Stribling, Thomas S. The Sound Wagon. New York: Doubleday, Doran & Co., 1935. Pp. 404.
- Stribling, Thomas S. Unfinished Cathedral. New York: Doubleday, Doran & Co., 1934. Pp. 383.
- Suckow, Ruth. The Bonney Family. New York: Alfred A. Knopf, 1933. Pp. 295.
- Suckow, Ruth. The Folks. New York: Farrar & Rinehart, 1934. Pp. 727.
- Suckow, Ruth. The Kramer Girls. New York: Alfred A. Knopf, Inc., 1930. Pp. 273.
- Sykes, Hope Williams. Second Hoeing. New York: G. P. Putnam's Sons, 1935. Pp. 309.
- Tarkington, Booth. Mirthful Heaven. New York: Doubleday, Doran & Co., 1930. Pp. 319.
- Thomas, Dorothy. Home Place. New York: Albert A. Knopf, Inc., 1936. Pp. 237.
- Vorse, Mary Marvin. Strike! New York: Horace Liveright, Inc., 1930. Pp. 376.
- Walker, Mildred. Fireweed. New York: Harcourt, Brace & Co., 1934. Pp. 314.
- Weatherwax, Clara. Marching! Marching!! New York: Reynal & Hitchcock, 1935. Pp. 256.

- Weaver, John Van Alstyne. Her Knight Comes Riding. New York: Alfred A. Knopf, Inc., 1928. Pp. 291.
- Weller, George Anthony. Not to Eat, Not for Love. New York: Harrison Smith & Robert Haas, 1933. Pp. 412.
- Wharton, Edith. The Gods Arrive. New York: D. Appleton & Co., 1932. Pp. 432.
- Whitcomb, Robert. Talk United States! New York: Harrison Smith & Robert Haas, 1935. Pp. 303.
- White, Nella Gardner. Mrs. Green's Daughter-in-Law. New York: Frederick A. Stokes Co., 1932. Pp. 300.
- Whitlock, Brand. Big Matt. New York: D. Appleton & Co., 1928. Pp. 284.
- Whitney, Parkhurst. Time Exposure. New York: Farrar & Rinehart, 1931. Pp. 306.
- Wickenden, Dan. The Running of the Deer. New York: William Morrow & Co., 1937. Pp. 343.
- Wight, Frederick. South. New York: Farrar & Rinehart, 1935. Pp. 634.
- Wilder, Thornton. Heaven's My Destination. New York: Harper & Brothers, 1935. Pp. 304.
- Wiley, John. Queer Street. New York: Charles Scribner's Sons, 1928. Pp. 283.
- Williams, William Carlos. White Mule. Norfolk, Conn.: New Directions, 1937. Pp. 293.
- Williamson, Thames Ross. Woods Colt. New York: Harcourt, Brace & Co., 1933. Pp. 288.

- Wolfe, Thomas. Look Homeward, Angel. New York: Charles Scribner's Sons, 1929. Pp. 626.
- Young, Stark. River House. New York: Charles Scribner's Sons, 1929. Pp. 304.
- Young, Stark. The Torches Flare. New York: Charles Scribner's Sons, 1928. Pp. 381.
- Zugsmith, Leane. The Reckoning. Harrison Smith & Robert Hass, 1934. Pp. 365.
- Zugsmith, Leane. A Time to Remember. New York: Random House, 1936. Pp. 352.