in *Josh Gibson* falls below the level of that in the novel. Examples of poor style and other faults abound. Every sentence in a paragraph on page 60 begins the same: "He started... He added... He already... He then..." Brashler also wears out the word "awesome." Words are misused: hotels are "rancid" and offices "talk." More important, Brashler succumbs to "more importantly," an error that threatens to compete with "hopefully" and "like" (as in Shakespeare's *Like You Like It?*) in the lexicon of butchered English. Injections of current jargon occur — Greenlee's "financial input" and, later, his "personal input" — as do the fad words "feisty" and, twice, "gutsy." Sportswriters translate hits into "blasts" that batters "stroke" with "murderous" bats; they also "club" and "clout" home runs, and a throwing arm is called a "wing." In addition, for a book of this length too many typos intrude. Where was Harper's editor?

Finally, much of the book is plodding. Gibson as a man seldom comes through. For all his great ability as a player, Josh Gibson lacked color, and Brashler apparently needs colorful material for his craft. Perhaps he should concentrate on fiction, where he can bring his imagination into play and in which he excels.

*Asheville, North Carolina*  
   
   **HAROLD SEYMOUR**

BOOK NOTE


 Always intending upon retirement "to do my bit" by writing an article on the growing lax methods of teaching, Miss Lily Lee Nixon has come forth in a small book with the story of her life up to about 1960. As a teacher in the Pittsburgh public schools in the first half of the twentieth century, she showed a great love for history, and it is reflected in this book. Nixon has not only followed the changes in the schools, the methods of teaching, the students, and their backgrounds and disciplinary problems, but has noted the ever-changing world scene of important names and events, wars and politics, discoveries and inventions.

Beginning with life on a farm just fifteen miles from Pittsburgh, Nixon traces her schooling from a two-story red brick country school
to Slippery Rock Normal School. She enumerates the scholarships she had through the years from Chautauqua and the Frick Scholarship Fund that helped her to enter the University of Pittsburgh's School of Education with two years' credit. In 1928, she received her A.B. degree, and by 1929 was teaching in junior high school. By 1934, Nixon had won her Master of Arts degree, began teaching in Peabody High School, and worked on her thesis on a little-known colonial, Colonel James Burd, which was published in 1941.

Although interspersed with descriptions of some of her travels and sightseeing, concerts and plays she had attended, books she had read and art exhibits she had seen (Pittsburgh had the only International Art Exhibit in 1920), and always recording bits of history as she wrote, the book holds to Nixon's intention of showing the changes and laxness growing in the public schools. She mentions the platoon system, the departmental system, the project method, and the progressive education system. She lists a number of reasons for poorer students, among them television, broken homes, and tapering off of serious study and strict discipline. She herself never failed a child unless he was lazy, and "then the earlier the better."

To uphold the standards of our educational system, Nixon states, "We need people at the head of our schools who have the courage of their convictions and who have convictions." Of the student himself she says, "It is not one's abilities, but what one does with them that counts." And that this last statement applies to Miss Nixon herself one will see as her life unfolds in this little book.

*Pittsburgh*  
Margaret D. Jackson