

Other means of developing investigations are being promoted jointly with the General Education Board to improve research conditions in colleges.

The council's research information service is compiling a reference list of the research personnel of the country, including information concerning more than 300 American industrial research laboratories.

LAUDS LIFE OF THE TEACHER

Over the signature of Dr. William L. Ettinger, Superintendent of Schools, the Board of Education of the City of New York calls attention to the advantages of teaching as a profession, among them being: "Self-respect through elevation of occupation, public appreciation, freedom from worry, and opportunity for personal growth." The fact is cited that teaching is a career and, further, that it serves as a broad general training for other work for those who do not wish to make it a life work.

"Educational opportunity is a fundamental principle in American life," says Dr. Ettinger. "Teaching, an occupation vital to the country's welfare, is therefore elevating as a career." "Personal worth," says the Superintendent, "counts for more in teaching than in many other professions."

It is pointed out that freedom from worry is secured because teaching is not usually a seasonal occupation. Employment is at least annual, and becoming more and more protected by civil service regulations assuring tenure of office.

"Freedom from worry is an important asset in life, and especially so when it extends throughout one's career and when it will continue after retirement through pension provision," says Dr. Ettinger.

"No other work gives greater opportunity for personal growth. The teacher engaged in actual teaching not more than two hundred days in the year, has week-ends and vacations affording her leisure to cultivate personal tastes, or talents, to enjoy music and pictures, to be outdoors, to travel, to form enriching friendships."

It is pointed out that there is nothing of the temporary makeshift about teaching. Those who find it congenial may make it a

life work. "They may specialize and advance to increasingly responsible positions, gaining in salary and enjoying the greater challenge to their powers and abilities," the statement reads.

However, for those who do not wish to remain teachers, the advantage of teaching as a broad general training for other work is emphasized: "Once a teacher need not mean always a teacher. But 'once a teacher' has meant to former teachers, who responded to a call to perform some other kind of service, a foundation in outlook, executive ability, poise, and knowledge of human nature that has enabled them to outstrip their fellows in the new field."

VIII

BRIEF REVIEWS OF IMPORTANT RECENT BOOKS

SOCIALIZING THE THREE R'S, by Ruth Mary Weeks. New York: Macmillan. 1919. 182 pages. (\$1.12.)

This little book is bound to fill a unique place among the recent books on education. Despite the title, the contents include a careful analysis of present-day tendencies in this country, social, political, and industrial, which clearly mirrors the hope of our idealists of the latter part of the Great War period and which is profound and thought-provoking.

The author then proceeds to a careful but brief discussion of reading and writing, arithmetic, history, art, manual training, general science, and social play (music, drama, etc.), from the point of view of the necessity of their complete re-organization to meet the changed social demands of the present day. Her point of view may best be given by a quotation: "To teach the child the history of human civilization throughout its various stages, to lead him to understand the forces at work in the world today, and to fit him for his share in the common life—this is the function of education." The whole field of elementary education is therefore sketched in broad outlines with no effort to treat of detailed re-organization of curriculum or method. Appendices are added with valuable suggestions as to the teaching of social arithmetic and with lists of suitable books for reading to supplement the work of the elementary grades.

W. J. G.

THE NARCOTIC DRUG PROBLEM, by Ernest S. Bishop. New York: Macmillan. 1920. 165 pages.

The author believes that in solving the narcotic drug problem, more consideration must be given to the sufferings and struggles of the narcotic addict, and to the nature of the physical disease with which he is afflicted.

THE NURSERY-SCHOOL, by Margaret McMillan. New York: E. P. Dutton and Co. 1919. 356 pages. (\$4.00).

This book is the story of the great work achieved by Rachel and Margaret McMillan, who with the highest altruistic motives set out to prove—and proved—that every child who is given a fair chance of wholesome living can rise above any situation and disadvantage of heredity and environment. The Nursery-School is in a way a step in advance of the kindergarten, for it takes the very little child, places him in an environment where he can grow, and looks after his comforts in a detailed way.

The author points out the aims of the book very clearly by saying that the Nursery-School came into existence to offer nurture to children under eight years old and also to provide a place and a system whereby student teachers could learn to give this nurture in the most vital, sure, and effective way.

The students not only have free and daily contact with children and their nurture, but also are brought in close touch with trained observers and scientists. Miss McMillan realizes the importance of having in her student class the best and highest type of young womanhood. The training school is not large: the present number is thirty students and the maximum will be forty.

The Nursery-School, from which most of the illustrations in the book are taken was started in a very poor, crowded, district in the southeast of London. The workers of the place are largely casual and save for such training as is given in large factories for the making of boxes, tin cans, and the like, unskilled. There are a dozen public houses within a stone's throw of the school and some of the streets are quite dark and very noisy after dusk. All this makes the experiment more valuable; the work is as difficult as it can well be, and if success can be won here it can be won anywhere. The school is divided into three groups, the toddlers, the three and four-year-olds, and the seven-year-olds. Each group is housed according to its needs, plenty of sunshine and fresh air being fundamental. An interesting chapter is the one on the Plan of the Buildings. The second part of the book is devoted to the training of teachers which includes work in clinics, physical training, psychology, history, hand work and gardening.

We may not agree with the type of teaching which is done in these Nursery-Schools. To us it may be formal and somewhat mech-

anical, but we must look beyond that and realize that the great work to be done for the children of today is to make this world a better place for them to live in. The book is dedicated to Rachel McMillan, the founder of the Nursery-School, who gave her life in an air raid, during the war, while calming the fears of the little children. M. L. S.

THE JUNIOR HIGH SCHOOL, by Leonard V. Koos. New York: Harcourt, Brace and Howe. 1920. 179 pages.

This little volume, which one can easily slip in his pocket and read during a three-hour train journey or of an evening at home, is well worth every teacher's perusal. Mr. Koos holds no brief for the junior high school, but has given us an invaluable estimate of the present situation as regards this institution and has scientifically examined the various claims for and desirable features of this school. It is regrettable that both author and publisher have neglected two fundamental needs in a good text, namely the index and the bibliography. The former is partially atoned for by a very complete table of contents. Occasional foot-notes naming references actually used are also given.

The author's method of treatment of his problem is that of an inductive investigation of statements of public school officials in school documents and of educational leaders in current books and magazines. This study of "function" of the junior high school comprises about half the text and deals with such considerations as the retention of pupils in school, recognition of individual differences, vocational guidance, recognition of the nature of the adolescent child, etc. The second half of the book applies the principle that the text of the organization of the junior high school is its adaptation to the performance of these functions. In a unique graph (page 88), the author shows the probable relationship to the above functions of the program of studies, the admission requirements, the advisory system, departmentalization and other supposed essential features of junior high school organization. At all points he urges the need of more complete and more scientific data before a final decision is made.

The value of the text lies therefore, not alone in the facts and figures presented, but in the scientific spirit quite lacking in other recent pronouncements about the junior high school. It should rapidly find its way into our colleges and normal school courses which aim to prepare teachers and administrators for this type of schools. It is also to be hoped that students of the movement and teachers in these schools will get from it suggestions for definite researches and that another ten years will give us a body of accurate and usable information such that a desirable standardization of junior high schools will rapidly take place. W. J. G.

ARMY MENTAL TESTS, by C. S. Yoakum and R. M. Yerkes. New York: Henry Holt and Co. 1920. 303 pages.

This is the work of two former majors in the late United States Army, who were connected with the psychological staff of the Surgeon General's Office, and is published with the authorization of the War Department. It has the following chapters: Making the Tests, Methods and Results, The Examiner's Guide, Army Tests in S. A. T. C. and Colleges, Practical Applications, and Army Test Record Blanks and Forms. An introductory statement describes the wide use made of the tests during the Great War.

This record of a work which science literally forced on the War Department through the National Research Council, and which had to overcome the prejudice and suspicion of officer and soldier alike, but which made good and won the respect of all in the latter part of the war forms an invaluable contribution to the field of mental and social science. A large part of the tests is recorded together with detailed directions and the results in the army, the S. A. T. C., and a large number of colleges. It will not be used as a text, but should prove a great stimulus to the study of careful methods of testing and of interpreting the results of testing of intellectual ability. The day would appear to be definitely approaching when men and women, will be able to obtain a scientific rating of their abilities and a correspondingly scientific occupational placement. The school psychological clinic is bound to receive great impetus from this work and similar contributions now being made, and will follow rapidly upon the health clinics now being everywhere established.

W. J. G.

STORIES FOR TALKS TO BOYS, by F. H. Cheley. New York: Association Press, 347 Madison Avenue. 1920. 347 pages. (\$2.00).

A very copious and carefully garnered assortment of stories and epigrams, many of them as effective with adult audiences as with those composed of boys. But the compiler—a member of the Boys' Work Department, International Committee of the Y. M. C. A.—has had ample opportunity to test out the stories included here, and knows their worth in giving concrete form to the abstract terms in which too many speakers address boys.

The stories are classified under the heads of abstract qualities such as ambition, contentment, courtesy, habit, influence, selfishness, will power, and thus afford an abundance of illustrations. The compiler reminds prospective users of the book of Dr. Johnson's remark, "Give us as many anecdotes as you can"; and recalls the saying that "well-chosen illustrations are the stained glass windows of speech, through which radiant truth may be made to shine."

C. T. L.

FRYE-ATWOOD GEOGRAPHICAL SERIES. BOSTON: Ginn and Co. 1920. Book I, by Alexis Everett Frye. 272 pages. Book II, by Wallace W. Atwood. 320 pages. (\$2.12).

The authors have put into a text the principles that psychology has established for the correct teaching of geography. By the use of regions as the units of treatment there is avoided "scrappiness" and the repetition of facts. The material has been organized to further the plan of teaching by projects; and even in the map questions thought and not memory, principles and not details, are developed. The social phase is given prominence. The effects of the war are incorporated. The books are modern in both method and manner.

A remarkable collection and selection of pictures has been made, and these illustrations are all accompanied by very full legends; each view teaches some important fact. A large variety of skillfully colored maps show distribution, drainage, vegetation, etc. The books are an excellent example of the superior results obtained when the printer's art and the educator's science are merged.

E. S.

HOW TO USE CEMENT FOR CONCRETE CONSTRUCTION, by H. Colin Campbell. Chicago Stanton and VanVliet Co. 1920. 380 pages. (\$2.00).

A manual for concrete construction in town and on the farm. Detailed instructions are given as to the construction of forms, mixing of concrete, and reinforcing. The book is well illustrated with 250 cuts and drawings of concrete structures. Not the least interesting is the chapter on tree surgery.

G. W. C., JR.

ARE YOU A "MEMBER OF THE FAMILY"

Just so long as poor accommodations are to be had in the country, then just so long will good teacher timber consider life too short to spend part of it under such conditions.

A congenial boarding place should be provided not more than a mile from the school; the teacher should have a room of her own, preferably heated, or at least a quiet place where her work can be done without distraction. Being treated as "a member of the family" is not always desirable. Teachers are business and professional women and their work of teaching is important business and should be so regarded.

A. A. HALE

"Education—a debt due from present to future generations."—George Peabody.