FROM THE CURRENT MAGAZINES


The defeat of the party supposed to be pledged to the adoption of the League of Nations covenant by the United States does not alter the force of the arguments advanced by Mr. Cox in this thoughtful and broad-minded discussion.


The celebrations of 1920 in America and England make timely this sketch of the forward and westward march of the aggressive English pioneers, of interest to many beside the student of history.

"As Seen by an Old Maid Grundy," by Frances Matilda Abbott. North American Review

An entertaining parable, strongly infused with common sense, drawn between the ways and manners of the present and the past.


A strong argument for the creation of a national department of education in the United States—the only nation of first-class importance lacking such a department.


The cause of the increasing fame of this Virginia author, who stands almost alone among present-day writers in the unique character, the subtly ironic atmosphere, of his work, make an interesting study as pursued by Mr. Gunther in this article.


Suggestions for house plants and friendly flowers for the window garden all the winter; with a discussions of the problems of watering and feeding them; also the control of insect pests. Practical directions especially appropriate for schoolroom flowers.


Timely advice if there happens to be a garden-loving friend on one's list of those "to be remembered." "For there is probably no one in the world wants anything more fiercely than a gardener wants some coveted convenience or garden accessory."

"The American Ash;" "What a Tree Is and How It Grows;" "A Graded Course in Tree Study;" "Suggestions for Forestry Study in the English Grade or the First Year High School;" "Putting 'Pep' into the Field Trip;" and other similar articles form "The Tree Study Number" of The Nature Study Review; and make it a helpful textbook for teachers who like to use the Indian Summer days for out-door study.


An excellent statement of the need of skillful reading—selecting, evaluating, remembering, and reproducing what is read— together with valuable suggestions for attaining this objective; including a method of procedure in the seventh grade one day of every month of the school session, and an explanation of each requirement.

"Problem-Solving, or Practice in Thinking," by Samuel Chester Parker. The Elementary School Journal.

This is the second of a series of articles by this well-known writer on a subject whose importance will be acknowledged by every teacher who realizes the truth of a remark made by an English observer of American schools: "American students are the most accommodating in the world; they will do anything you ask them to do if only you do not ask them to think."


A summarization of the results of a questionnaire sent last year to all large cities of the United States, in regard to the problem forced upon the attention of teachers and
supervisors who find in every school a group of students who are capable of doing better work than the average. The replies to this questionnaire are helpful not only in giving information but in furnishing suggestions as to making satisfactory arrangements for the best development of such pupils.


Neither syntax nor citizenship is considered a field for the exercise of a sense of humor, yet Mr. Booker's article abounds in both wit and humor, made, however, to minister effectively to sound principles of life and education, and proving, to the satisfaction of many, that "Syntax is citizenship."

M. I. B.

XI

RECENT BOOKS THAT SHOULD INTEREST TEACHERS


The appearance of this volume reminds one of the time when he was rewarded for an exceedingly long wait at a country hotel by a correspondingly good dessert. The study is the report of the survey of the tax-supported normal schools of Missouri and was set in motion by a request of the governor of the state, July 18, 1914. It has been eagerly awaited by American educators. The delays are due in part to problems incident to the Great War.

Brief introductory chapters deal with a definition of the scope of the inquiry, a statement of modern educational principles and a review of the characteristics of physical and social Missouri. The body of the volume deals with the following problems: origin and growth of normal schools, government and control of Missouri normal schools, purpose of a state normal school, personnel of the Missouri normal schools, curricula of normal schools, operation of the normal schools, product of the normal school, and a summary of proposals or recommendations for the Missouri normal schools. In addition there is an appendix of 85 tables of statistical data, bearing upon such matters as the normal school population, the salary and experience of the teachers, and the results of standard tests in the training schools.

It is safe to say that the Foundation has done a signal service in thus financing and reporting the normal school situation in a more or less typical state. Weakness of administration, of curricula, of teaching, and of student programs are set forth with detail and with fidelity as are the strengths, and so concretely that the truth cannot but be borne home. On the other hand, generalizations of significance are frequently made where the data is full enough to allow, offering much material for comparative study. The work is of great value to those alike who have to do with the training and the hiring of teachers. Voluminous as is the report, the following conclusions are of interest and clearly stand out among other contributions: the recommendation that normal schools train teachers and not compete with high schools and colleges, the importance of linking up the normal schools with the state university into what might be called a system of higher education, the need of restricting the unlimited election of subjects allowed in some schools, the relative advantages of different types of practice teaching facilities, and the importance of the utilization of trained married women as teachers.


This monograph has the distinction of being number one in the George Peabody College for Teachers Contributions to Education. It is an intensive study of the causes of elimination in the first class county high schools of the state of Tennessee. It is unique, and therefore destined to prove very valuable, in that the boys and girls are called in to state the causes of their dissatisfaction. This necessitates the questionnaire method in securing the data for part of the study, but the questions were so definite that there was no temptation to draw upon the imagination in answering them. This definiteness also made it possible to tabulate the answers, and study them statistically with some exceedingly valuable results. The author investigated the occupations of the parents, and the vocational desires of the students, both "quitters" and graduates. A striking dissimilarity between the work the high schools were training for, and that which the students were doing, is shown. The value of each of the subjects taught in these high schools as seen by the students, "quitters" and graduates, is tabulated, as also the studies which each group would like to see added to the course. The significant thing here is that although the students leaned decidedly toward the purely cultural, the graduates and "quitters" united in wanting more emphasis on science and on vocational studies. The reasons for elimina-