maintained in one hundred Minnesota high schools.

6. "Teachers College" is distinct from "College of Education" at the University, and from the names of private colleges within the state.

7. Twenty-five states have already made the change and use the name "State Teachers College" for their teacher training institutions of college grade.

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X

PRINCIPLES OF EDUCATION

As a means of organizing systematically one's view of the educative process and its objectives and as a basis for judging and evaluating current ideas and practices, no subject in the field of educational studies is more important for the teacher than that of the principles or philosophy of education. However, it has been and still remains unfortunately a rather intangible field, because philosophers today as yesterday build their own systems of thought and an appropriate language and terminology for that thought. Today one no longer turns with satisfaction to the older philosophies of Rosenkranz, Kantor Herbert Spencer, because the researches of the educational historians and the modern educational scientists have changed the value of their work. There is therefore appearing a new crop of writers and writings in this field.

Coursault's The Principles of Education is divided into three fairly equal parts, entitled the Individual Process, the Social Process, and the Educational Process. In the first two the argument very briefly is as follows: the factors of the individual process or individual development are purposes and means of control, the patterns for which are found in the social process—for the former in history and the fine arts, for the latter in the sciences. These sections of the book are technical and relatively merged in direct implications for education. The third part deals with the aims, methods and curricula of the school and is thoroughly readable and valuable for any teacher. The splendid binding of the book is no less appealing than the effective helps with each chapter, consisting of (1) brief introductory summaries of contents, (2) concluding reference lists and (3) sets of suggestive practical problems.

In Turner's Essentials of Good Teaching, one expects to find a practical consideration of the methods of instruction and management, but finds a treatise which in point of view is midway between such a handbook and a philosophy of education. It, like Coursault's Principles of Education, gives the reviewer the feeling that here is an effective book in the hands of the author but one with a system so highly individualized that in text form it does not get over to the general reader easily. The author harks back to the McMurrays and the older psychology of James and Angell, using the newer educational psychology with relative ineffectiveness and making little place for the project method. Perhaps the best features of the book are the chapters on The Means of Generating Responsibility, The Value and Method of Comparison, and two chapters summarizing subjective and objective standards for the measurement of teaching results. The binding is good and a satisfactory index is added, although no teacher's or students' helps are given.

Dr. Kilpatrick's Syllabus was written expressly for students in graduate courses in the philosophy of education in Teachers College. It too is the outgrowth of years of experience in the field and is printed in limited editions so that frequent revisions may be made. It draws heavily upon the newer educational psychology of Thorndike and the newer educational philosophy of Dewey. The thirty topics include many of a rather abstract nature, but others such as Democracy and Education, The State and Education, Educational Aims, and Moral Education. There is a splendid selected list of books for references making a four-page bibliography. There are also chapter bibliographies and there is a list of 165 suitable topics for indi
sentences and paragraphs, which is most useful to students who have many notes to take and need to know how to get the gist of a paragraph or chapter and express it economically.

The book contains also a list of common errors which makes frequent reference to the preceding portions of the text, and which is arranged for easy use.

Especially to be commended is the choice of sentences, paragraphs and essays which serve as a basis for the study of sentence-making. These passages are all weighted with ideas; not one of them is an empty vessel.

C. T. LOGAN


There is a wide range of appeal in the ninety-five speeches gathered together in this volume. There are court room speeches, campaign speeches, nominating speeches, after-dinner speeches, eulogies, inaugurals, speeches of introduction, speeches of response, of welcome, of farewell, of presentation, of accop- tation, speeches in legislative bodies, sermons, lectures.

The compiler has undertaken to present these speeches in the exact words in which each was delivered, and without any omission. He has used, wherever possible, copies from stenographic reports in preference to edited manuscripts.

Aside from brief biographical notes of the speakers and short statements of the circumstances under which the speeches were delivered, the volume is not annotated. This conforms with Mr. O'Neill's purpose to make of it a "case-book" rather than a textbook.

One of the model speeches of introduction is that delivered by Shaler Matthews when Woodrow Wilson spoke before the Federated Council of Churches at Columbus in 1915. It follows: "Ladies and Gentlemen: The President." A model speech, indeed!

Included among the speeches of farewell is his "Farewell to the Class of 1920," by President Edwin A. Alderman of the University of Virginia.

C. T. LOGAN


"Learning by doing" is the maxim of many teachers of today. Doubtless in the past many teachers have worked books overtime, but it is equally true that many teachers of manual