

by social institutions. He is freed, within the factory, from private property, prices and the like, and no longer can behave as an irresponsible individual, as he does outside its doors.

A Scots philosopher has observed that "the history of intelligence is not so much a record of the progressive discovery of truth as of our gradual emancipation from error." This emancipation is the work of intelligence seeking to discover how things behave instead of accepting the prevailing ideas, conceptions and beliefs that form the staple of education. Within fairly recent years education has accepted, grudgingly and hesitatingly, the task of teaching the discoveries of the natural sciences. Yet within the past twenty years biologists have been threatened with dismissal for teaching the evolutionary hypothesis. In such topics as political or economic behaviour, where the institutional habits completely obtain, intelligence has scarcely begun to function. Accordingly we find that the educational efforts, even of our colleges and universities, in political or social "science," are concerned with inculcating "correct" opinions and ideas, not with the development of intelligent behaviour in social government and production and distribution.

As a group we are fearful of intelligent behaviour, and well we may be, for the bulk of our social institutions can not survive the test of intelligence. This is not to be taken as a condemnation of those institutions or a desire to abolish or subvert them, if that were possible. We are called upon solely to observe that they are unintelligent and confessedly so by the testimony of those who exclaim the loudest lest our remarks on that head disillusion the masses of the people, who are being educated to respect them.—L. K. FRANK in *The Freeman*.

VI

THE BOOK OF THE MONTH

GIFFORD'S PSYCHOLOGY SYLLABUS

To those interested in the training of two-year normal school graduates there is no more important problem than the course of-

ferred in psychology. All are agreed that psychology underlies so much of the science of education that along with sociology it is fundamental in the training of teachers. But when it comes to the nature of the course there is, alas, no such unanimity of opinion. In an earlier period in the training of American teachers a course in "moral philosophy", including much of the psychology of that day, was the usual solution. From that the movement has developed along two lines. In some cases an introductory course in general psychology is given. But although this survey course is generally given in the normal school student's first year, it was planned for senior college students, and the textbooks were written accordingly. Moreover these survey courses do not properly emphasize educational psychology.

The usual alternative to this general survey course has been educational psychology alone. By omitting certain less essential topics from the course time was secured for the emphasis of those more closely related to teaching. The content was more tangible and the student saw the application of psychological principles to education, but there was grave danger that in this beginning with an applied course he would fail to get a sweep of the science as a whole and that without this "sweep" he would have difficulty in orienting himself.

To add to the general discontent the psychology has quite often been the most poorly taught subject in the curriculum. All over the country teachers of psychology have taught the laws of learning in a course which by its method violated practically every one of them, and moreover failed to see the grim humor of the thing. For a decade or more certain members of the American Psychological Association have felt that this problem of psychology for teachers was one worthy of their best time and effort. They have felt that from their own number should come a complete reorganization of the course given so that it would embody a sufficient general survey, give emphasis to the topics concerning learning and human behavior, and proceed from the student's own experiences and observations supplying an experimental basis for the new facts acquired, in the meantime using this experimental basis so that the student should acquire these new facts by the problem method. In the last few years much

has been accomplished, the outstanding achievement being *An Introductory Psychology for Teachers* by Dr. Ed. K. Strong, Jr.

Realizing that much still remained to be done as far as the course for first year normal school students was concerned, the Normal School President's Section of the Superintendent's Conference of the N. E. A. conducted during the past year a contest for a syllabus for an introductory course in psychology. There were more than thirty contestants from all sections of the country, some of them authors of textbooks on psychology. The syllabus¹ reviewed here was given first award by the committee.

This syllabus meets the standards outlined above in a peculiarly satisfying way. From the very first lesson the student is set a definite problem to solve by a most carefully prepared set of questions. These questions really outline the topic, and in connection with each set is given a list of readings from standard texts to help the student in their solution, the plan being similar to that used by Professor W. H. Kilpatrick at Columbia University. From the very first the work is organized so that it is an illustration of the methods stressed in the laws of learning. Moreover the student is constantly taken into confidence; he knows where he is going, he sees the subject develop topic by topic, and realizes the use of economical methods of study. This syllabus is for the student's first quarter in normal school. A syllabus for a second quarter's work, now in preparation by the author, will deal more specifically with learning and human behavior. Yet in a most skillful manner Dr. Gifford has emphasized these topics in the present outline, at the same time giving a view of the science as a whole. There are a goodly number of experiments; some for class demonstrations and some formal experiments to be done in laboratory periods and written up. In addition to these experiments the problems set for the student, by their very nature, constantly demand introspection and observation. And not least, by any means, the introductory statement to each topic, as well as the questions themselves, are couched in such clear English that many of the pit-

falls for beginning students in psychology are removed at the very outset.

Dr. Gifford is a student of both education and psychology with wide experience in the teaching of both subjects. He has drawn freely from the best thought on the teaching of the subject, and with his thorough understanding of the situation, has been able to formulate a syllabus which is an original contribution to the problem of teacher training.

KATHERINE M. ANTHONY

VII

RELIEVING THE HOUSING SITUATION FOR THE BIRD FAMILY

One day toward the last of January a group of our Third Graders found a certain story in one of their readers which they asked to read aloud to the class. The name of the story is "Our Wren House," and it recites the experience of some children in building a wren house. Those who took part in the reading and the children to whom it was read enjoyed the story very much. Immediately after the story was read several boys said that their fathers could build bird houses. Then one boy told us there was an old bird house on their lot, but that it had no roof. He went on to say that he was going to get it down and try to put a new roof on it.

As soon as this boy had finished telling us his plan a number of boys said they believed they could make a whole wren house just like the one they had read about. I encouraged them to look around through our supplies and see whether they could find any material which they could use. They succeeded in finding some empty chalk-boxes. They borrowed a hammer, some nails, an auger and a pocket knife from the janitor. A committee was appointed by the class and they took the material and tools to the basement to work. They returned in half an hour with a wren house like the one about which their story had told them.

The entire class was most enthusiastic over the house. It was very plain to see that each child would have been delighted to carry it home and put it up where he could watch for "tenants." I told them I was sure that many birds would be looking for homes very soon and that if they wished to invite some to

¹"A Syllabus in an Introductory Course in Psychology," by W. J. Gifford. Harrisonburg, Va.: Published by the author. 1922.