

The geography of the children's own environment is strongly stressed in kindergarten work. The direction from the child's home to the school, the mail box, the store; talks about food, shelter material, and clothing, how they come to us by train, auto, or airplane; where fuel comes from; where birds go in winter; all arouse in the child a feeling of wonder about the the unfamiliar, as well as about people and things that are near them. A wise teacher is she who makes the most of this and tries to develop it into an active desire to find out more about the things which are strange and miraculous to the child.

Kindergarten gives the child experience and stimulates his interest in the subjects which are taken up as definite studies in the primary grades.

#### HEALTH PROMOTION IN A CONTINUATION SCHOOL

A school where parents and teachers work together for the good of the pupils, where children are educated beyond the narrow meaning of the term, where education is what it really should be—training for living—is described in the bulletin "Health Promotion in a Continuation School," just issued by the Department of the Interior through the Education Bureau.

The Girls' Continuation School of Fall River, Massachusetts, was established to comply with the law which requires children of school age in industry to attend school four hours each week, and also requires cities to make provision whereby these children may be enabled to comply with the law. In this textile city many boys and girls work in mills, and to meet the greatest needs of these children the boys' continuation school became a textile school, and the girls' school a home-making school, with emphasis on health.

The girls' school has a capacity of 1,600. Last year the daily attendance was 250. The equipment includes a large playground for the girls, a rest room, a lunch room with modern equipment where nourishing foods are served, a bath, and a laundry where the girls in the home-making department do laundry work for the nursing and infant-care classes. The roof of the building furnishes a good "clothes yard" where the clothes may be dried in the open air and sunshine. In addition to the classrooms for academic work there are classrooms for home nursing, infant and child care, cooking and sewing, and a home-making suite with dining room, living room, bedroom, bath, and laundry. In a smaller suite girls of subnormal type are taught. The course in civics is especially designed to further interest in health and general welfare of the community. An outline of lessons used in the school are given in the bulletin.

#### PRIZE CONTEST OPEN TO ALL HIGH SCHOOL STUDENTS FOR POSTERS ON HEALTH SUBJECTS

HYGEIA, a magazine of health published by the American Medical Association, offers a series of 49 prizes for posters on any health subject submitted before May 31, 1924. The Jury of award will be: Surgeon General Hugh S. Cumming, U. S. Public Health Service; Mr. John T. McCutcheon, Cartoon Artist for the Chicago Tribune; and President William B. Owen, Chicago Normal College, Ex-President of the National Education Association.

Full information concerning this contest, list of prizes, rules of the contest, etc., can be obtained by writing to the Poster Editor of Hygeia, in care of the American Medical Association, 535 North Dearborn Street, Chicago, Illinois.

#### CHICAGO INCREASES TEACHERS' SALARIES

Chicago put into effect at the beginning of the 1923-24 school year a new schedule for teachers and principals. The total cost of adjusting the new schedule to teachers in service was \$4,250,000. The schedule follows:

| Classification              | Min.    | Max.    | An'l Inc'e |
|-----------------------------|---------|---------|------------|
| Kindergarten teachers ..... | \$1,500 | \$2,500 | \$200      |
| Elementary teachers .....   | 1,500   | 2,500   | 200        |
| High School teachers .....  | 2,000   | 3,800   | 200        |
| C'mer'l and Trade (High)*   | 1,800   | 3,300   | 200        |
| Elementary Principals ....  | 2,500   | 4,200   | 200        |
|                             | 3,000   | 4,800   | 200        |
| High School Principals .... | 2,700   | 5,100   | 200        |

\*Without degrees

#### CURRENT EDUCATIONAL PUBLICATIONS

THE UNSTABLE CHILD, by Florence Mateer. New York: D. Appleton and Co. 1924. Pp. 471.

Miss Mateer has written her book largely around the thesis that what a child is depends not only upon how much mind he has, but upon how that mind functions. This will provoke a hearty "amen" from classroom teachers. For who among us has not struggled with the child who tests "high" but who does not fit. Either he "can't concentrate," or he is a "trouble maker," to use Miss Mateer's terminology, or else he is shiftless and lazy. Now this mental reliability and unreliability is somewhat an inherited tendency. But in that word *somewhat* lies the hope! For in our foggy state regarding mental pow-



er we have too often made this function identical with I. Q., entirely, or practically so, a matter of birth. But if this mental function is subject to training, whole vistas of possibilities open up to educational statesmen.

Aside from the thesis mentioned above and the clear analysis of the limits of mental testing, the book does not bear directly upon the problems of the classroom. Laymen who want to keep abreast in psychology will find in it not only comprehensive and careful handling of the historical development of the clinic, but also a constructive program. I was a bit disappointed that this program did not go farther and make definite suggestions for the unstable child in school. But when one gets a careful study of the clinical psychologist, a suggestive treatment of Binet testing, an experimental study of congenital syphilis, ample case material, all done in readable style, and with the wholesome attitude of the American psychologist who does not take Freud too seriously—well, what more can we ask at this stage of the game?

KATHERINE M. ANTHONY

HOW TO TEACH PHONICS, by Mary L. Dougherty. Boston: Houghton Mifflin Co. 1923. Pp. 89. \$1.20.

Teachers of the early elementary grades will find this book very usable because of its flexible material and its wealth of illustration. It is a very sane guide in that no set method of teaching sounds or of building words is given; but the suggestions are so arranged that they are applicable to the situations as they arise, and to the particular needs of the children. Throughout the discussion, the emphasis is on helping the child to become an independent and efficient reader.

The book is clearly and concisely written. In the first chapter, the aim and scope of the work are set forth; three chapters give specific aid in the development of thought-getting in the first three grades; finally, there are two chapters of illustrations and suggestive vocabulary.

MARIE ALEXANDER

THE NEW AGRICULTURE FOR HIGH SCHOOLS, by Kary C. Davis. Philadelphia: J. B. Lippincott Co. 1923. (Lippincott's School Project Series). Pp. 494.

It was in agriculture that the project method was first extensively used and in which it met its greatest success. There are on the market many excellent textbooks in secondary agriculture that are adapted to lecture, lab-

oratory, and reference work, but so far as has come to my observation this is the first textbook that has been written to meet the needs of the project method. This book, I believe, is destined to increase the number of other texts that will be placed in the reference class.

The book begins with the directions for the management of the project by the teacher and outlines the work that the student is expected to do. Each project takes up some phase of agriculture such as fertilizers, fruit-growing, corn, swine, dairy, etc. The discussion of the project in the text follows the same order that the student would naturally employ in studying and working out his particular assignment. Through class discussions, these are connected by the teacher into a complete course.

This book should be in the hands of every secondary school teacher of agriculture.

GEO. W. CHAPELEAR, JR.

#### PUBLIC SCHOOL FINANCE IN MASSACHUSETTS, NEW YORK AND NEW JERSEY

Volume II of a series *Studies in Public School Finance*, prepared under the direction of Professor Fletcher Harper Swift and published by the University of Minnesota in its series of *Research Publications*, is now ready for distribution. This second volume is devoted to *The East* and contains studies of public school finances in Massachusetts, New York, and New Jersey.

All research publications of the University of Minnesota are sold at actual cost. University regulations provide no funds for advertising. The price of the present volume is \$2.00. Orders should be addressed to the Librarian of the University of Minnesota.

#### OTHER BOOKS OF INTEREST

A FIRST BOOK IN ALGEBRA, by Howard B. Baker. New York: D. Appleton and Company. 1923. Pp. 298.

Strong in its abundant drill exercises in each fundamental principle.

A FIRST COURSE IN ALGEBRA, by Edward I. Edgerton and Perry A. Carpenter. Boston: Allyn and Bacon. 1923. Pp. 397. \$1.20.

Numerous oral exercises, constant emphasis on review, illustrative examples preceding each exercise, abundant use of formulae and graphs—these are distinctive features of the book. Correlation of geometry and algebra.

SANCHEZ PEREZ'S LEYANDAS ESPANOLAS, edited by Fannie Malone. Boston: Allyn and Bacon. 1924. Pp. 182. 80 cents.

Twenty Spanish legends, interestingly told, handsomely illustrated, with 16 pages of notes, 26 pages of exercises, and 45 pages of vocabulary.