

lems," "Solving Long Problems," and "Critical Thinking." Each type of thinking is selected and illustrated from everyday experience. Schoolroom procedure is then examined to see what provision has been made for training in this type of thinking. This is followed by suggestions of practical means of providing the required training in the regular school work. Each chapter closes with a group of thought questions based upon its subject-matter.

The book is written for teachers with little or no professional training but will be of value to all teachers who are interested in getting better results from their teaching. It is written from the practical rather than the theoretical point of view, but it touches a surprisingly large part of the material usually found in the professional literature of learning and thinking. The various types of thinking overlap widely; for instance, all of the types might be considered as a part of problem-solving, and yet the overlapping is probably no more serious than would be the drawing of too fine distinctions. The particular merit of the book consists in its attempt to reduce the literature of thinking to schoolroom applications.

ERNST E. WELLEMEYER

Children's selection of reading books.—Of the experimental studies in reading, some are concerned with the mental processes involved in learning to read, some with the problem of measuring results, some with the standardization of content material, and some with the mechanics of book construction. An investigation of the type last mentioned has recently appeared as one of the Johns Hopkins University Studies in Education. In this monograph¹ a report is given of the relationship between the physical appearance of a book and its selection by children.

In order to provide a suitable body of material for the experiment five stories were selected, each of which had appeared in five different editions which varied in respect to size, binding, type of illustrations, and amount of content. The stories used were: "Cinderella," "Sleeping Beauty," "Black Sambo," "Peter Rabbit," and "The Night before Christmas." The method of conducting the experiment was to have the teacher read a portion of the story, stopping at an interesting point. The pupils were then shown the five different editions containing the selection, from which they were to choose one for their own use in finishing the story. They were asked to make a choice on the basis of the external appearance of the books and later to make a second selection on the basis of the content of the different editions. The experiment was carried out with children selected from five schools representing different types of population. By combining the results from the five groups of children, it was possible to express quantitatively the effects of size, binding, illustrations, etc., as well as to note the sex and grade differences which appeared.

¹ FLORENCE EILAU BAMBERGER, *The Effect of the Physical Make-up of a Book upon Children's Selection*. Johns Hopkins University Studies in Education, No. 4. Baltimore: Johns Hopkins Press, 1922. Pp. viii+162. \$2.00.

On the basis of the data presented, the author draws a series of significant conclusions, of which the following are representative:

Size appears to be a factor in book selection. The small diminutive volume does not appeal as strongly as a larger book. The size most acceptable to the children in the primary grades appears to be about seven and one-half inches long by five inches wide and one inch thick. There needs to be further experimenting, however, to decide if a larger book would be more acceptable than this. These experiments had no book larger than the above. . . .

The internal arrangement of books also influences choices. (a) Numerous illustrations make a book acceptable to children. Twenty-five per cent of the book space seems the minimum amount of space to be devoted to pictures to make a book acceptable for little children. Large, full-paged pictures are preferred to smaller ones inserted irregularly in the text. (b) Colors preferred by the younger children are rather crude and elementary, having a high degree of saturation and a great deal of brightness. Older children gradually grow into a preference for softer tints and tones. (c) Humor and action in pictures make an appeal to primary children. (d) Pictures that have story-telling qualities have a high attraction. (e) A fair number of stories in a familiar field attract children to a book [p. 131].

The results of the investigation indicate clearly that the external appearance of books exerts a marked influence upon children's selection. In the light of this fact, the purchase by the school of editions which are most stimulating to the interests of a child becomes an important matter. In order to facilitate the selection of books which make a strong appeal to children, a score-card has been devised by which books may be rated as to physical make-up. Several sample ratings are given which make the use of the score-card clear to the reader.

From the standpoint of technique, the investigation has been carefully planned. The report is well organized and is well supported by graphic illustrations. The value of the pupils' choice might have been considered somewhat more fully. Their choice as to length of line, for example, is plainly to be subordinated to the requirements of the hygiene of eyesight. One raises the question as to whether there may not be similar conflicts in regard to the size and binding of the book. How significant is the pupil's choice? The factual evidence from the experiments is clearly and logically presented. A further elaboration of the interpretative discussion would be desirable.

G. T. BUSWELL

Community civics for the seventh and eighth grades.—The realization that much can be done in the elementary grades of the school in creating interest in social problems and in supplying knowledge of social activities and agencies has caused emphasis to be placed on civics instruction in these grades. This emphasis on civics instruction has resulted in a demand for material which can profitably be used in the work. The fault with many, if not most, of our elementary textbooks on civics is that they do not supply the pupils with interesting material and especially with material which is of vital concern to them.