SPECIAL REVIEWS

SOME RECENT BOOKS ON EDUCATIONAL PSYCHOLOGY

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Educational Problems. G. STANLEY HALL. New York: D. Appleton and Company, 1911. Pp., Vol. I., xiii+710, Vol. II., 714. \$7.50 net.

This monumental work is the sequel to the author's *Adolescence*. Many of the theories presented there, seven years ago, are here brought to bear upon specific problems of American education. A glance at the table of contents and sub-headings reveals a wealth of material both in the range of problems presented and in the many-sidedness of the treatment. It is a source-book on conservation and development in education from the point of view of the Clark School in psychology and education. The reviewer does not know of a work more calculated to create educational faith and enthusiasm than these mature opinions from President Hall. The reviewer can do no better than try to present a few of the leading thoughts from each chapter.

Introduction: Pedagogy has gradually become established as a full chair in universities and colleges, we have a seemingly very large educational budget and there are other points of advance, but our schools are not meeting our needs. The reader is called upon to decide which condition we approach more nearly, the ideal or the worst type of school. "Our destiny is at stake. America today needs a new educational dispensation. Our system is not fulfilling the purpose for which our fathers established it, nor is it molding men as it did in older days when it was simpler and cheaper, and in these volumes I have tried to point out in some detail, as best I could, why, as well as to suggest the needed cures as I see them."

The Pedagogy of the Kindergarten: "Oh, for one really ideal kindergarten in the world to demonstrate 'what education can be and do' to carping and incredulous pedagogues with their distorted and mean idea of children, and their dense ignorance of their deeper nature and their possibilities!" The kindergarten of America is in

many ways untrue to Froebel's spirit. For example, the doctrine of evolution and the recent advances in child study have not modified old practices. The kindergartners have been a sect of educational conservatives, given to the discussion of 'kindergarten principles' and suspicious of all others. The kindergarten "should cultivate children, not in pots, but in gardens." The author finds better conditions in Europe and thinks the tide to be turning in America.

The Educational Value of Dancing and Pantomime: Dancing is described as "the liberal, humanistic culture of the emotions by motions." It is not strange that in the history of play, war, religion, and love we find dancing and pantomime taking an important place, for all animal life in all its phases is predominantly expressive. What is strange is that we have been so ready to give over all this, classing it with the dance of the ball-room. The great wealth of folk dances should be saved to this generation. Every school should teach this new-old dancing, "even if it has to be open evenings for that purpose." Let them teach dancing of the face, arms and fingers, as well as of the lower limbs.

The Pedagogy of Music: Music is the speech of the "antique, half-buried racial soul," and through it "man may today dimly revive the most ancient elements and experiences in the history" of the race. As the child learns to speak before he reads, or studies grammar, so he should sing a wide range of songs before attention is given to notes and scales. Musical education "is to train the sentiments, to make children feel nature, religion, country, home, duty and the rest." There are many who do not have the natural ability to become musicians, but all should be trained to appreciate good music. To this end "a pianola in every high school and college" would be of great value.

The Religious Training of Children and the Sunday-School: In the teaching of religion the principle of psychogenesis should be applied. When religious instruction begins it should be largely through the stories of the Old Testament supplemented from non-Biblical sources. This will open up the mind for the life of Jesus, the New Testament and perhaps critical studies of other religions. The Sunday-school must see that while "religion represents the most vital part of the soul," "nothing so tends to lapse to formalism, routine and dogma."

Moral Education: "This is considered the most vital and the most difficult of all the many vast problems now before the American people. It is not for educators alone but for the nation to solve. It

is the problem in which all the deep questions touching the perpetuity of our race and people culminate, and one in which a great awakening seems by every sign to impend." If morals are to be taught, use should be made of "every source of personal, moral and religious enthusiasm" to which the child is capable of responding.

Children's Lies: Their Psychology and Pedagogy: Where the child's life is provided with that which will minister to a wide range of interests, where there are actual experiences in abundance, the tendency to lie has much less chance for harm.

The Pedagogy of Sex: This chapter deals with "the most difficult, delicate, and at the same time the most important part of moral education." The great body of sex thought in folk-lore is reviewed. Attention is given to the new epochs in sex psychology and pedagogy resulting from Freud's studies and the Mannheim conference. The topic is treated from the early sex life of the infant and child through to that of husband and wife, father and mother.

Industrial Education: The present vast waste of pubescents makes this the second question of importance. Few children have intellectual interests, while most of them are generally attracted by the actual things that the world is doing. Manual training as conceived and taught has failed to provide the point of contact between school and outside life; the natural interests in firearms, tops, kites, airships and the like have many unexplored possibilities. Present day vocational bureaus, business and trade schools and domestic training are discussed.

The Budding Girl: This period, between girlhood and young womanhood where nature begins to train and coach the female, is of peculiar interest and importance. It is the time when dress, freak appetites, secrets and affectations are prominent. School is accepted as a necessary evil, the boys are much more interesting.

Missionary Pedagogy: The missionary with his zeal to teach a message, with his desire to serve and willingness to undergo personal hardship and sacrifice, represents the ideal type of teacher. However, missionaries have usually failed to understand "what it means to fulfill rather than destroy." The spirit of the new missionary pedagogy may be represented by the question: "Is it needful for non-Christians to take the Christian name?"

Special Child-Welfare Agencies Outside the School; and Preventive and Constructive Movements: The many institutions and agencies which, though outside the school and church, are really for the education of children and adults, are considered in two groups: "the

first roughly comprising those whose object is more specifically relief and the palliation of evils already existing, and the second, those in which preventive and constructive work is the chief aim." These many agencies have been classified under the following titles or heads: defective children, delinquent children, dependent and needy children, hygienic agencies, moral and religious training, protective associations, recreation, child-welfare movements connected with schools, relief for sick children, and general welfare associations. These chapters are of special value to the social worker and the city teacher.

Sunday Observance: Sunday as a day of rest, recreation and meditation has a deep foundation in various phases of man's being. Suggestions are made regarding the Sunday use of libraries, museums, parks, school grounds and community playgrounds, also as to ideal evening meetings for interesting and enlightening laboring classes.

The German Teacher Teaches: There is a radical difference between the attitude and work of the German teacher who teaches, making "his own mind the source of most of the knowledge that the pupil gets," "and the American teacher who sets and hears lessons." Back of this there are differences in textbooks, illustrative apparatus and in educational conceptions.

A group of six chapters in pedagogy or methods in modern language, history, elementary mathematics, reading, drawing and geography form a most valuable section of the second volume. Every teacher who reads these chapters will be well repaid by a broadened view and a multitude of practical hints.

Pedagogy and the Press: The American press with its twenty-four thousands of publications in this country is an educational agency almost too vast to comprehend. Could not the teachers and editors get together? Why should not a large endowed educational institution publish a sample newspaper, free from sensationalism and suggested crime and vice? If the press would publicly discuss itself, many good results would follow.

Some Defects of Our Public Schools: School boards, the lack of professional training, teachers' salaries, coeducation, long vacations, length of daily school period, and kindred topics come in for a thorough criticism, and the chapter ends with the question, "Are we in earnest" to have our schools improved?

The American High School: This institution though new and lately established is thought to need remodeling in several respects. It should extend downward, perhaps to the sixth grade rather than upwards towards the college. The chasm between the two schools

should be bridged; for example, the reformed geography of the grades could continue with a new high-school dispensation of geology, chemistry, astronomy, and anthropology.

Civic Education: This final chapter is essentially one of hope and prophecy. The author sees much reason for encouragement in the present emphasis of service and civic righteousness. Here the school has an opportunity to be restored to its original social position in the state.

Educational Psychology. E. L. THORNDIKE. New York: Teachers College, 1910. Second edition, revised and enlarged. Pp. 248. \$1.50 net.

In this revised edition the author presents what is really a new work on educational psychology. The general range of topics discussed is much the same as that of the work published in 1903. The chapter on *The Influence of Special Training upon General Abilities* has been omitted. Many of the chapter headings have been changed, and their order of presentation rearranged. Moreover the work has been thoroughly rewritten, in many places greatly amplified, and each section made to take account of the latest advance.

Individual difference is the theme of the book. "There is an incoherent mass of facts about the differences between one human being and another and the respective shares which sex, age, 'race' or remote ancestry, 'family' or immediate ancestry, and the circumstances of life have in the causation of these differences. It is the aim of this volume to put this last group of facts at the service of students." This, the author points out, is one of the four natural fields of educational psychology.

"Exact knowledge of the nature and amount of individual difference in intellect, character and behavior is valuable to educational theory and practice for two reasons. The first is the general need of knowledge of what human beings are in order to choose the best means of changing them for the better. . . . The second reason is that by a study of the causes of these differences education may hope to learn about means of making all men more wise, skillful and efficient. The causes of the differences between one man and another, as things now are, will lead to knowledge of the causes whereby all men may be made to differ from their former selves" (p. 3).

Following this statement of general aim there is a chapter on the measurement of individual differences wherein the author pleads