BOOK REVIEWS

Principles of Education Applied to Practice. By W. FRANKLIN JONES, PH.D.,
Head of the Department of Theory and Practice in the Maryland State
Normal School, Baltimore, Maryland. New York: Macmillan, 1911.
Pp. xi+293. \$1.10.

The author states that he has a threefold aim: namely, "(1) to state the aim of education in a form at once suggestive and tangible to teachers; (2) to work out that aim in terms of actual schoolroom experiences; and (3) to give definite yet simple statements of a group of principles of education and to reveal them as they are to be found in concrete in the schoolroom."

In the aim of education the author recognizes a twofold function, i.e., to make the pupil *willing* and to make him *able* "to realize the ideal values of life." The values of life are defined as the ends that are good for everyone. Subject-matter is divided into experience resulting from contact with things, and experience resulting from contact with persons. Thus the curriculum is divided into (1) nature-studies (nature-study, geography, and the biological studies), (2) social studies (history and literature). A third group, the formal studies (language, grammar, reading, writing, arithmetic, and spelling), is recognized, but only as tools for acquiring and handling experiences and not as ends in themselves. Each of the studies is treated separately and its specific aim defined relative to the general aim of education.

Thus two of the author's purposes are disposed of in the first 75 pages. In the beginning it is pointed out that previous attempts to fix the aim of education have been criticized on the grounds that the definitions are not practical. Although Dr. Jones attempts to meet this criticism, he leaves much to be desired. The functions of the various studies are expressed in terms which convey little meaning to the average teacher. Besides, in the classroom, the teacher is not teaching geography, history, arithmetic, etc., but topics, or even small parts of topics, from the subjects. So that to define the aims of various subjects is only to take the first step toward working out the aim of education in terms of actual teaching experience. The remainder of the book is devoted to the topics of Motivation, Utilization of the Play Impulses, the Teacher as Influence, and Methods.

The immediate basis of interest (motive) is use, the ultimate basis is instinct. A list of 32 human instincts and 21 human reflexes is given. Each of the instincts is discussed, some of them with direct reference to their value in school work. Play is an appropriate and approved tool in teaching (especially in primary grades) so long as it remains an attractive end to the child. The teacher who commands the respect and confidence of her pupils is a very potent factor in their education. In the treatment of method, a distinction is made between methods of dealing with apperception, memory, imagination, reason, and the will, and the form of instruction. The entire chapter lacks concreteness for the average teacher.

The book was evidently written with the elementary school primarily in mind. For this purpose it lacks refinement of treatment. This is especially true of the aims set forth. The relativity of aim to the age and stage of development of the pupil is not considered. Besides, the book contains considerable material which does not pertain directly to the author's aim. Nevertheless Dr. Jones's point of view is commendable, and the book, especially the first chapters, are well worth reading.

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