

except by those who have done small tasks of a smiliar character. An enormous amount of material was studied in the analysis of the various sources of information. This material was organized and interpreted with rare skill. The monograph is, therefore, a substantial contribution, not only to the teaching of home economics, but to the technique of making a course of study in other subjects.

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ERNEST HORN

Methods of teaching history.—One is impressed with the serious and thorough treatment of the field which Dr. Tryon has outlined in his recent book¹ on the teaching of history. In twelve chapters, totaling 284 pages, he has considered a wide range of topics, dealt with them in a virile manner, and leaves one in no doubt as to what he thinks should be done and can be done. He is free from dogmatism and presents fairly both sides of all important disputed questions. Any beginning teacher of history will find much in this book, not only to enable him to start his work effectively, but to keep him healthily stimulated all along the way.

While the reviewer would have been glad to find in this volume a chapter devoted to the purposes of history instruction and also one on the geographical aspects of the teaching of history, comparable to the chapters on other subjects, and looking particularly to a more simplified, definite, and more satisfactory future application in the case of the average student, yet he agrees with the author's contention in the Preface "that there is a technic of teaching history in the junior and senior high schools that can be mastered by a teacher and actually applied in the daily classroom activities, regardless of the content of the course." That this technique gives one much food for thought this book amply shows.

The conviction of experienced teachers of history that history teaching is an exacting, many-sided task is fully confirmed in Dr. Tryon's treatise. The thirty pages devoted to "The History Recitation" in the initial chapter make an energetic attack upon the great problem of guiding student activities during the class period. Stimulating directions, specially significant for the young teacher, are given by the elucidation of such topics as "conditions necessary for a good recitation in history," "controlling aims," "forms and types of recitation," "directions for observing," and "standards of judging," the last named, with its illustrative score card, being specially important for prospective teachers in training.

Of no less interest and equally fundamental is the chapter on "Teaching Pupils to Study," which serves the double purpose of showing how meager has been, thus far, the development of this idea and of giving practical and detailed directions for students' self-help, notably in the direction of the much

¹ ROLLA MILTON TRYON, *The Teaching of History in Junior and Senior High Schools*. Boston: Ginn & Co., 1921. Pp. v+294. \$1.48.

discussed question of supervised study, in both its psychological and personal aspects.

In the following forty pages there is a discussion of five methods of conducting recitations: lecture, textbook, topical, source, and problem. The conclusion in regard to the lecture method seems to be, that, if regarded as a device rather than a method, "it becomes an effective tool for occasional use and for a specific purpose." Much more space is devoted to the use of the textbook, the most useful suggestion being the plan for gradation in modes of procedure in the use of the textbook in high-school history teaching, from grades seven through twelve, and the necessity for close word study and much drill.

As might be expected, less attention is given to the topical and source methods than to the as yet undeveloped problem method. As the author sees it, the problem method "consists in leading the student to see the problems which confronted people in the past and to solve them as they were solved by the people in the past." Most of the space allotted to this method is used in the elaboration of an example of the problem-solving method in the field of American history.

A strong case is made for written work, chiefly outside of class periods, under the captions "Written Work in High School History" and "The Theme Paper and Notebook," the former being well illustrated and the latter thoroughly outlined and discussed. The question of outside work is further elucidated in "Library and Collateral-Reading Problems," where the purposes, guiding principles, and means of testing this activity are set forth.

Assuming that the teaching of current events in connection with high-school history has come to stay, Dr. Tryon points out many fields for experimentation and discusses very much to the point the varied aspects of the many-sided topic.

In the chapter on "Planning the Course and the Lesson," the author, after frankly recognizing the fact that the objectives for history study have not been scientifically determined, attempts, under this handicap which devitalizes his work to a degree, the problem of getting the maximum of results from history instruction. Among other things he gives a time-saving and otherwise valuable tabular view of fifteen textbooks in American history for the senior high school, and a "Cross Section View of Colonial Life about 1763," with plentiful references and significant comments.

Those interested in the measuring of results of history teaching will find in the chapter on this subject a good description of the few tests that have been inaugurated. The accompanying discussion suggests the wonderful vitalization that is bound to come to history teaching from this study if conducted honestly, effectively, and in an unconventional manner. That it will result in an entirely new revaluation is foreshadowed in the most forward-looking statements of the chapter:

In reality the first step in the construction of adequate and comprehensive tests in history has never been taken by any of the investigators to date. This step is

scientifically to determine the particularized objectives of history teaching in each unit of instruction in the subject [p. 172].

The closing chapter on the "High School History Teacher," with its valuable statistical summaries concerning causes of failure among teachers, pupils' estimates of teachers, and the qualities which make an effective teacher, history teachers' equipment, etc., exhibits the same qualities of definiteness, completeness, and discrimination in selection of illustrative and biographical material that make the book as a whole well worth the careful attention of every teacher of history.

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An analysis of the reading process.—It is undoubtedly true that no phase of school learning has been so thoroughly and successfully analyzed by the experimental method as reading. Furthermore, the results of this analysis have been so significant and so fruitful in their applications that they furnish the best basis of optimism for the future of a science of education built upon the results of experimental methods. It is also true that the series of monographs, of which the volume¹ under review is one, constitutes the most complete and valuable single source of material on this subject that we have. This monograph, showing the relation of the eye to the voice in reading, together with its important contribution to the study of meaning, gives the series a degree of completeness which makes it invaluable to all students of education.

By an ingenious method of correlating a phonographic record of the voice with the photographic record of eye-movements in oral reading Buswell has secured definite quantitative results concerning the eye-voice span of fifty-four subjects, ranging from pupils of the second grade to college students. Some of these results are as follows:

1. The average eye-voice span is greater for good readers than for poor readers. Measured in letter spaces this span is 13.8 for the good readers and 8.7 for the poor readers of the elementary grades.
2. There is a general, though irregular, development of eye-voice span throughout the grades from the second to the seventh. High-school pupils exceed the pupils of the seventh grade in eye-voice span and college students exceed high-school pupils.
3. Variations in the span are more dependent on position in the sentence than on position in the line.
4. The span of good readers is wider at the beginning of the sentence, a little narrower within the sentence, and much narrower at the end of the sentence.

¹ GUY THOMAS BUSWELL, *An Experimental Study of the Eye-Voice Span in Reading*. "Supplementary Educational Monographs," No. 17. Chicago: Department of Education, University of Chicago, 1920. Pp. 104. \$1.00.