

BOOK REVIEWS AND NOTICES

The Means and Methods of Agricultural Education. By ALBERT H. LEAKE. Boston: Houghton Mifflin Co., 1915. 8vo, pp. xxiii+273. \$2.00.

In this volume Mr. Leake has made a contribution to the literature on popular education in rural communities which is comparable with his earlier book on *Industrial Education*, if not superior to it, in service rendered to the advancement of educational opportunities for those who dwell in the industrial centers of population. His philosophy is sound and is based on a familiarity with modern educational ideals and practices and, apparently, on knowledge of present-day rural conditions and opportunities.

He discusses the historical development of agricultural education from the earliest times down to the most recent developments in the United States and Canada. He points the lesson that progress in education is inevitably slow, especially in rural communities, and that all, therefore, must study intelligently the new social demands which twentieth-century conditions are making upon the public-school system.

Particularly enlightening is the varied material which the author presents regarding country life, the typical rural school, the characteristics of the rural-school teacher, and the recent efforts to improve the nature of rural education through the establishment of consolidated schools and the inauguration of systems of school credits for home farm work. For example, he estimates that upward of six and one-half million children, or about 37.6 per cent of the enrolment of all our public schools, receive their education in one-room, one-teacher schools. He says, furthermore, that "the vast majority of the teachers employed in rural schools are girls. . . . In the North Atlantic states 86 per cent of all the teachers are women, while in the Western states over 80 per cent are now women, compared with 55 per cent in 1870." He shows that the salaries are so low that they cannot attract well-prepared teachers. "As a result, most of the teachers found in these schools are beginners. . . . Seventy-five per cent of all rural school children face a new teacher every fall." Many of these teachers have had no training in normal schools, for, "If all these graduates [normal school] had begun teaching in the fall after their graduation, there would have been 60,000

vacancies, or more, to be filled by young teachers who had not had the educational and professional training given by a normal school." The direction and supervision of these schools are also open to criticism. He estimates that we have an army of 500,000 teachers, "managed by another army of 2,500,000 officers." "Under this system, each county has from twenty-five to two hundred and fifty entirely distinct school systems," often under the control of trustees who know little of the requirements of a good school system. "In the state of Illinois, about 40,000 trustees are required to control an expenditure of \$3,000,000, which is about one trustee for every \$75."

When one considers the difficulties of the problem of rural education, as shown by the author, it is encouraging to note that he is hopeful, rather than pessimistic, as to its ultimate and happy solution. He is no idle dreamer, however, and the program which he prescribes will make heavy demands on the combined intelligence, generosity, and perseverance of the rural population. It also calls for breadth of view on the part of those who administer state systems of education.

Discussing the inauguration of secondary agricultural education and the development of agricultural colleges, the author points out the inevitable struggle with educational conservatism and social shortsightedness. But he also describes some of the successful attempts which have been made to break down conservatism and to establish courses of study with a genuine social content nicely adjusted to the needs of an agricultural community. In this connection much suggestive detail is given, including advice as to the methods to be employed in arousing the rural inhabitants to an appreciation of their own educational needs and possibilities.

A chapter entitled "The Example of Denmark" is highly suggestive of possible lines of progress which the United States might well follow.

Mr. Leake's conclusion is that rural-school education does not demand the addition to an overcrowded curriculum of a new and elaborate "subject of instruction," namely, "agriculture." Rather the traditional school subjects, especially English, mathematics, and science, should be shot through and through with an agricultural interpretation, and the illustrative material employed should be drawn from the life common to the pupils themselves. In other words, agriculture must be made the basic school subject of which most of the other subjects are merely manifestations.

The book will be of practical and inspirational value to any rural-school teacher who reads it, and it should be carefully studied by all

those who prepare such teachers for service or who direct, as superintendents or as school trustees, the educational activities of rural life.

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A Standard Accident Table. By I. M. RUBINOW. New York: The Spectator Co., 1915. 12mo, pp. 63. \$1.50.

This little volume is offered as an aid in determining insurance rates under the American laws providing compensation for industrial accidents, the basis being the distribution of 100,000 accidents.

It has involved something of the spirit of the pioneer to undertake such a work in the absence of precedent as well as of readily available materials, there being not only an insufficient body of detailed data, but also a lack of uniformity in the reports that are in existence. Inasmuch as the undertaking originated in an endeavor to determine the proper differentials between the laws of Massachusetts and New York, the reports of the industrial accident board of Massachusetts were naturally adverted to, showing the results of 90,000 accidents during the first year of operation of the compensation law of that state. There were found to be defects in certain essential properties in the Massachusetts report, so that recourse was had to detailed figures of Austrian, German, and other European accident statistics, to the report of the Department of Commerce and Labor on the operations of the federal compensation law of 1908, and to the reports of the United States Census. The great difficulty in making joint use of these various classes of data, due to the varying definitions of an accident and the different treatment of statistics in account of the different ends in view under the various laws, would perhaps have dismayed a less bold and ingenious person. However, by means of adjustments, comparisons, corrections, and substitutions that are carefully explained and worked out in the text, a table is developed showing that on the occurrence of 100,000 industrial accidents there will be 932 fatal cases, 2,323 dismemberments, 2,442 cases of permanent partial disability without dismemberment, and 94,193 cases of temporary disability, of which above 37,000 last not more than one week and 214 extend beyond 26 weeks. The dismemberments are distributed among 36 classes, ranging from a loss of a left little finger to a loss of both eyes or both legs. It is not at all claimed that the distribution of accidents actually occurring will absolutely conform to the proportions indicated in the table, but the author is confident