

The author recognizes five principal stages of growth, limiting them as follows: (1) children from one to five years, (2) from five to seven years, (3) a transition stage covering the time from six and one-half to eight and one-half years, (4) from nine to twelve years, and, finally, (5) the adolescent period from twelve to sixteen years. The book in no sense falls into the error of assuming that certain subjects, such as imagination, are limited to one specific stage; rather it introduces a topic during the stage in which its relation to the rest of life is most clearly marked. The particular merit of the book lies in the fact that topics of psychology are presented, not by the usual method of logical analysis, but by beginning with actual experiences of children and leading from these experiences to their psychological explanations. The author has gathered together in the latter part of the book a considerable body of evidence and illustration taken from classic writings. This material is presented, not as proof, but as evidence of tendencies common to the experience of most individuals.

The book is sufficiently rich in detail to be of real service to the teacher who has not majored in psychology. This detailed manner of presentation, as illustrated by the discussion of "Nerve and Muscle" and "The Brain and Education," may prove somewhat tedious to the more mature student of psychology, but it is just this type of treatment which commends the book to the average teacher. The book is sound and modern in view, making a superior addition to the list of child-study books.

G. T. BUSWELL

A state survey.—The development of an index number, by which the efficiency of a state school system can be measured on a comparative basis, provides an added stimulus toward self-improvement among the various states. According to Dr. Ayres, the schools of Kentucky ranked thirty-fifth in 1890, thirty-sixth in 1900, fortieth in 1910, and forty-fifth in 1918. Kentucky is clearly falling behind in educational progress. Public interest has been aroused by this condition of affairs, and now many organizations throughout the state are demanding a better educational system. In 1920 the state legislature enacted a law providing for a state educational survey, to be conducted by experts brought in from without the state. The assistance of the General Education Board was secured, the survey¹ being conducted under the local direction of Dr. Frank P. Bachman.

The report is divided into two sections. Part I deals with the present condition of schools, while Part II takes up the needed improvements. In the first section particular attention is given to the organization of schools, both state and local. It is the opinion of the surveyors that the present "happy-go-lucky, do-as-you-please régime" must give way to an entirely new type of organization.

¹ *Public Education in Kentucky*. New York: General Education Board, 1921. Pp. ix+213.

The chapter dealing with teachers brings many interesting facts to light. Sixty-three per cent of the elementary teachers have less than a full high-school training, while 23 per cent have never gone beyond the elementary school. Of course, the bulk of the teachers with lack of training are to be found in the rural schools. Nevertheless, even in the cities, both the training and the salaries of teachers compare very unfavorably with those in other states. The survey recommends both better teacher training and a new system of certification.

Other topics are taken up, such as buildings, high schools, pupil progress and instruction, the course of study, and finances. For current expenditures, the city schools spend only about three-fourths of the average of the country at large, while for her rural schools she spends less than one-half of the general average. Kentucky is shirking her duty to her school system.

In Part II many needed improvements are proposed, followed by suggestions of methods of procedure.

The improvement of the schools of Kentucky requires better organization and administration, better trained teachers, larger schools, a longer school term, and more liberal financial support [p. 149].

The report is written in a clear, non-technical style, which can be read intelligently by the average citizen. Photographs of the various types of school buildings are scattered throughout the book, showing in a concrete manner the need of more attention to material equipment. The survey not only shows existing conditions but strives to awaken public sentiment in order to bring about a deeper appreciation of the scope and value of public education.

SHIRLEY HAMRIN

Practical language training.—The fundamental subject in the public schools is language. The particular phases of language training that have been most difficult to develop are those of oral and written expression. One of the chief difficulties has been lack of language and grammar books that are organized in keeping with the scientific principles of education which have been set up through carefully conducted experiments. It was to supply this lack of practical and yet scientifically organized language materials that a three-book series¹ of English texts was prepared by Potter, Jeschke, and Gillet.

The *Primary Book* is intended for the third and fourth grades. The fundamental idea around which the materials of this book are organized is well stated in the Preface:

It is the purpose of the present book to provide a series of schoolroom situations, so built up as to give pupils delightful experiences in speaking and writing good English. Since one can no more teach without the interest of the pupil than see without light, these situations have for their content the natural interests of children. They there-

¹ MILTON C. POTTER, H. JESCHKE, and HARRY O. GILLET, *Oral and Written English. Primary Book*, pp. 274+xxx; *Intermediate Book*, pp. viii+270+xxiii; *Complete Book*, pp. vi+418+xxxiv. BOSTON: Ginn & Co., 1921.