

DEMOCRACY'S HIGH SCHOOL. By William D. Lewis. Boston: Houghton, Mifflin Co.

A COURSE IN CITIZENSHIP. By Ella Lyman Cabot, Fannie Fern Andrews, Fanny E. Coe, Mabel Hill, Mary McSkimmon. Boston: Houghton, Mifflin Co.

THE TEACHING OF CIVICS. By Mabel Hill. Boston: Houghton, Mifflin Co.

MAKERS OF AMERICA. By Emma Lillian Dana. New York: Immigration Publication Society.

A PRIMER OF CIVICS. Issued by the Colonial Dames of Illinois.

FOREIGNERS' GUIDE TO ENGLISH. By Azniv Beshgeturian. New York: Immigration Publication Society.

CIVIL GOVERNMENT OF IDAHO. By C. E. Rose. Boise, Idaho: Syms-York Co.

The modern high school has come to be the *bête noir* of our educational system. In its inception a democratic offshoot of the English "public school" it is now attacked as one of the striking anomalies of our republic—an institution supported by the state and designed to turn out intelligent citizens, but whose only actual service is that of preparing students for college. Principal Lewis, as the head of one of our great metropolitan high schools, should be able to speak with authority, and through the one-hundred and twenty-five pages of his excellent monograph there is no uncertain note. Sympathy is extended to the "motor-minded" pupil whom the curriculum fails to interest, but not a grain of comfort is held out to any one else. The high school is indicted for failing to give its students practical knowledge; for permitting its students to harbor false ideals; for setting up un-democratic systems of discipline; for over-stressing mathematics and the dead languages; for demanding too much specialization of its teachers; for neglecting the health of the girls; and, lastly, and most important of all, for arranging its schedule to meet the requirements of college entrance.

There can be no question that the high

school as it is now constituted is a vulnerable spot. The dilettantism of its graduates has passed into a proverb. College and university authorities complain of poor preparation, yet the best thought and attention of the high school is given to this matter of training students for college. Too often only the indifferent students are urged to take the domestic science and manual training courses. Over-specialization is narrowing the horizon of many teachers both in the high school and in the college. To these criticisms many more might be added and Mr. Lewis does not pretend that he has exhausted his vocabulary of denunciatory adjectives. But as there is an "other hand" to every question so in the present case the defence is not without arguments. The high school as an evolution from the classical academy has not been in existence long enough to break away from its traditions, although signs are not wanting that the day of emancipation is not far distant. The problem of providing courses to suit the needs of all classes of students is no easy one and cannot be solved in a generation. Colleges will continue to dictate so long as the high schools cut their students to suit the Procrustian bed—and no longer. If Mr. Lewis should embody the constructive ideas he must possess into a definite program for high schools he would thereby perform an even greater service for the cause of education.

Books on citizenship are multiplying rapidly but it is not often that writers do more than deal in glittering generalities and stale truisms. A volume has recently appeared, the aim of which is to drill out of the American youth all anti-social predilections and thus create a race of Cincinnati. For this purpose the *Course in Citizenship* is arranged to fit all grades. The youngest pupils are to be taught what their duties are as members of a family; the second grade takes as its topic the school and the playground; the third, the neighborhood; the fourth, the town; the fifth, the nation; the sixth, American ideals; the seventh, the United States; the eighth, the world-family. Although treating the subjects somewhat idealistically there is every

reason for thinking the program as outlined could be profitably followed in all public schools.

Miss Hill's book is another attempt to meet the growing demand for citizen training. The Squeers method is suggested as the latest frill in civics teaching. The child should learn not only what the duties are which devolve upon citizens but should be required to put into training what he has learned. Among the topics to be discussed in the class-room (to be supplemented by personal observation) are the following: Community health, public highways, public education, immigration, rights of citizenship, postal service.

C. E. Rose in *Civil Government of Idaho* fills his little volume with information intended to give the students some knowledge of local, state, and national government. Designed to meet local needs, the general plan of this outline might well be followed by teachers of civics in every state.

Two valuable books have recently been put out by the Immigration Publication Society, and with them may be mentioned a small primer issued by the Colonial Dames of Illinois. In the *Makers of America* the lives of Franklin, Washington, Jefferson and Lincoln are recounted in simple but impressive language. The *Primer of Civics* is a compendium of information for the prospective citizen of foreign birth. The process of naturalization is described in detail; good advice is offered regarding the sacred duties of United States citizens; the operation of the national and the local governments is outlined. At the end a brief résumé of the history of the United States is given.

*The Foreigners' Guide to English* was written by a teacher in the Boston evening schools. The author (evidently not an American with McGuffian traditions) believes in reasoning from the known to the unknown. This reader is designed to meet the needs of the foreigner attacking the English language for the first time and is eminently practical. Mr. Beshgeturian will be pardoned for devoting a page to Boston describing it as one of our largest cities, with clean streets, busy factories,

pretty stores, good school-houses, etc., while passing by Philadelphia with the comment that it is also quite large and only an hour's run from New York.

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#### AMERICAN CHAMBERS OF COMMERCE.

By Kenneth Sturges. New York: Moffat, Yard & Co. \$2.00 net.

So far as this volume deals with the origin and history of boards of trade, chambers of commerce and kindred organizations in the United States, and so far as it surveys the functions of these bodies, it is to be highly commended as a careful piece of work. When the author comes to discuss such questions as "City government reform," "Co-operation with authorities," and "Civic improvement," he is less satisfying, due to the fact that the volume is an academic essay prepared when an undergraduate. It was submitted for and won the David A. Wells prize at Williams College.

As the author points out, in recent years business bodies have been recognized as important factors in the growth and welfare of our cities. His aim has been to show this development with particular reference to their modern functions as civic organizations. He properly selects the Cleveland chamber of commerce, which has been called by some "a chamber of citizenship," as the one organization worthy of careful study and extended treatment. In this he has done well because he establishes a norm which other organizations could follow with useful results.

In addition to the general discussion of the whole subject, the book contains the full text of the standardized by-laws for chambers of commerce recently approved by the National association of commercial organization secretaries, a brief but suggestive bibliography, and an excellent index. It is an interesting fact to note that Mr. Sturges, as a result of his work on this book, was made one of the assistant secretaries of the Cleveland chamber of commerce.