

of references on each topic discussed. This booklet, which can be purchased for a quarter, merits use in normal school and college classes and could be studied profitably by educational workers in general.

A. I. G.

5. *Psychology Coming into Its Own in the Making of Children's Books*.—If you were stranded with no books for children to read from and had to write your own, how would you go about it? Very likely you would let the children write the stories which would make up their reading books. You would put into the books the things to which children of the different ages give spontaneous attention. You would like to be with the children throughout their waking hours, constantly tabulating and interpreting what they did and said. You would answer their requests for stories by telling them some, trying first one kind and then another; and living close to the children, studying and recording what they like and demanded you would not go far wrong.

You would find, for example, that 3-year-olds simply revelled in the mere recital in story form of the, to them, exciting things of the day, but to us the humdrum routine of life. When they, themselves, are in the center of the stage they are consumingly interested in the daily tasks of getting up in the morning, dressing, eating, playing throughout the day and the like. And if you did write books for children this way and then studied critically the books which children now read in the primary schools, you would be impressed by the fact that someone had sold the primary pedagogues a good sized gold brick; for the said pedagogues have resorted thoroughly to Mother Goose, fairy stories, repetitional animal and similar stories.

Now, this very sort of thing is exactly what Mrs. Lucy Sprague Mitchell and her colleagues have learned by living with the children in the City and Country School of New York City. Mrs. Mitchell's *Here and Now Story Book*¹ is the result. Really, this book is quite revolutionary. No doubt, it will fearfully upset our writers of Primers and School Readers, 50-foot shelves of which are still being published each year. If they will only read Mrs. Mitchell's introduction, they will at least dimly see the why and wherefore of all the change, and then, if they will trail a little group of children for a few days—one would be quite enough—and concentrate very hard upon what the children really did and said, and use a good pinch of Woodworth's,

¹ E. P. Dutton & Co., New York, 1921, p. 360.

Thorndike's and Dewey's Psychology on it all—why they would, this reviewer humbly believes, go and do likewise. No teacher of primary children should fail to read the introduction to this book. And thousands of homes should turn to the stories in it to read to children: The Dinner Hour, The Grocery Man; The Journey; How the Engine Learned the Knowing Song; The Fog Boat Story; Hammer and Saw and Plane; The Skyscraper; Things that Loved the Lake, etc.

H. O. R.

A New Hand Book of Modern Education for Teachers.—In making a curriculum for school children one constantly needs to know the evidence which has been collected on mooted points of social needs, what children learn, what their interests are, what we know about their heredity, their intelligence and their growth. One of the essential tools of the progressive and experimentalist in school practice is an up-to-date, complete and described bibliography of what biology, psychology and sociology has to say about the nature of the child and the educative process. It would be still more helpful if liberal quotations were supplied of what our leaders of prestige have to say about these matters. Finally, the teacher needs definite suggestions concerning books and materials which she can use with children.

If I were a teacher with these needs I would get Miss Gertrude Hartman's new book *The Child and His School*.¹ It does those things and very well, indeed. *First*, it gives the teacher a good bibliography of books and materials (850 of them) that teachers can select from to be read by children in the lower and intermediate grades. These references are classified to fit: (I) Community study (food, shelter, clothing, transportation, communication, conservation of wealth, education, recreation, religion, government and primitive life); (II) National life (in general, its government, its history); (III) The study of other nations. True, many of the books listed are very poor readings for children, but, as we who are collecting and organizing reading materials know, they are all we have. This is an excellent list to have at hand.

Second, it does summarize, quote from and interpret for the teacher the scientific basis of education. This book is an example of what the Bureau of Educational Experiments (of New York City) is doing. It combines the use of a broad philosophic interest in child life and the

¹ E. P. Dutton & Co., New York, 1922, pp. XI + 248.