

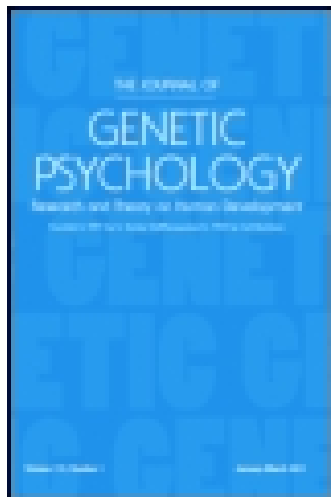
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Book Notes

Frederica F. Kraus

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BOOK NOTES

Drake and the Adventurer's Cup. By ISABEL HORNIBROOK. Bost., Little, Brown, 1922. 309 p.

In this story the author has written a thrilling tale with an extraordinarily vivid setting, a tale which trails a lively trio of Academy seniors, migrated South with the birds—for their winter term at Mosquito Inlet, Florida East Coast—into the very heart of the Big Cypress.

The Adventurers' Cup, a silver cup offered to the senior who could tell on Commencement Day the best story of Life, humorous, thrilling, or pathetic, in which he himself has figured, is the prize each senior ardently hopes to win; wherefore this Easter expedition into the heart of the Big Cypress in search of adventure worthy of the silver cup. Within the swamp every advance is hotly disputed by some denizen of the jungle—deadly "Cotton Mouth," bull-alligator, she-bear, panther, outlaw plume hunters. But it is to Drake, true scout and adventurer, that the coveted cup is finally awarded, because in his adventure he has served Life, with insight and with pluck, by capturing in his lonely lair at the heart of the Big Cypress, the "loco" nature wizard and uniting to him the nature-loving "Waif of the Curious Curves," his long-lost orphan grandson.

Every boy scout will want to read and own this book by Isabel Hornibrook, not only because of the excitement it affords for the moment but also because of its permanent value in the strengthening of his scout ideals of loyalty to all that is best in life, and in the accumulation of scientifically accurate nature lore in which this book is extraordinarily rich, the author having herself spent a winter in Florida and consulted the field notes of a resident ornithologist in order that her stage setting might be a truthful portrayal of that marvelous sub-tropical fairyland, Florida.

FREDERICA F. KRAUS.

Elements of Scientific Psychology. By KNIGHT DUNLAP. St. Louis, C. V. Mosby Co., 1922. 368 p.

This book by one of the leaders of American psychology is too important to be reviewed in these brief notes. "Psychology is today a science of the conscious responses of the organism and as such is called upon to furnish materials applicable to the problems of physical science, education, industry and the arts, and to social problems." Only the modern form of psychology can contribute to these effectively. "No one thinks today of asking aid in any problem of real life from the psychology, however named, which deals with the peculiar world of psychic objects, by the introspective method, or by any of its later substitutes." This book deals only with the general problems and leaves applications to other textbooks.

Introductory Psychology for Teachers. By E. K. STRONG, JR. Baltimore. Warwick and York, 1922. 255 p.

This is the third edition of a book that appeared in 1919 without much change. The two books treat, the first of thirty topics beginning with what is psychology, and the second with twenty-eight other topics. The aim of this course is radically different from that of preceding ones. The student is immediately introduced to the problem of behavior as a whole, and when he is a little at home in this he is given a psychological back-

ground. The scope of the book is broad, including both theory and practice, the style lucid; there is a good index, and a few curves, tables, and illustrations.

The Organization and Administration of Physical Education. By JESSE F. WILLIAMS. N. Y., Macmillan, 1922. 325 p.

The development of physical education in this country has been desultory; but there is a different temper today, and a great variety of work is offered. This book hopes to set standards, help state facts, suggest tests and guides, etc. After a general chapter and another on guiding principles in organization and administration, the work proceeds to discuss objects, contents, and material activities of gymnasias and playgrounds; organization of a department of physical education; teachers and supervisors; judging the work, administration, athletics, sports, games, contests, credits, attendance, roll taking, determination of the health of schools and efficacy, etc.

The Psychology of Singing. By DAVID C. TAYLOR. N. Y., Macmillan, 1922. 373 p.

There is a real gap between the accepted theoretical basis of instruction in singing and the actual methods of vocal teachers, and it is this that this book attempts to fill and to reduce theories to a satisfactory science of voice culture. Part I deals with modern methods of instruction in six chapters, Part II gives a critical analysis of them in five chapters, III is on the basis of a real science of voice in six chapters, and IV on vocal science and practical voice culture in nine chapters.

The Reading Process. By WILLIAM A. SMITH. N. Y., Macmillan, 1922. 267 p.

This book is not primarily a treatise on the methods of teaching reading but on the principles that underlie the method. It seeks to furnish a body of information psychological, philosophical, historical, and experimental which will enable the teacher to develop and use methods intelligently in place of accepting them blindly. Special attention is given to language, written and spoken; spelling; teaching beginners to read; analysis of the process; silent reading, content, and tests of measuring reading ability.

Acquiring Skill in Teaching. By JAMES R. GRANT. Boston, Silver, Burdett, 1922. 222 p.

The purpose of this book is to guide the reading, thinking, and practice of student teachers and teachers in service, each chapter being preceded by a number of short pedagogical statements.

The first chapter is general, on the teacher, the school, and the community; the second, principles of education and administration; then follow chapters on the technique of teaching, school hygiene, and human nature.

The Output of Professional Schools for Teachers. By CHARLES E. BENSON. Baltimore, Warwick and York, 1922. 88 p.

After a statement of the problem and source, Part II discusses results in (a) types of schools served, (b) the specific administrative, supervisory, and teaching positions filled by the graduates, (c) their distribution according to the curricula completed, length of service, etc., while Part III is devoted to interpretations, conclusions, and suggestions. The themes are illustrated by various charts and tables.

High Schools and Sex Education. Ed. by BENJAMIN C. GRUENBERG. Washington, Govt. Printing Office, 1922. 98 p.

In Part I are treated general aspects, including sex education in the high school, methods and supplementary devices, teacher preparation and co-operation. Part II discusses the subject in connection with other topics—biology, general science, physiology, physical education, economics, social studies, English, with an appendix on emergency devices and the outline of a summer-school course. The Introduction considers the subject in general.

A List of American Doctoral Dissertations Printed in 1920. Prepared by MARY W. MACNAIR. Washington, Govt. Printing Office, 1922. 179 p.

Supplementary lists were printed in 1912, 1916, 1918, and 1919. In many cases a few lines are given to indicate the drift of the various theses.

Textbook Selection. By R. H. FRANZEN and F. B. KNIGHT. Baltimore, Warwick and York, 1922. 94 p.

This work treats of the criteria for the selection of textbooks. Chapter 2 applies the condition of interest to high-school English literature texts, Chapter 3 to elementary geography. It would seem that this method should be extended to textbooks in other subjects.

The Modern Idea of the State. By H. KRABBE. Tr. by George H. Sabine. N. Y., Appleton, 1922. 281 p.

This remarkable work, with eighty-odd pages of introduction by the translator, describes the new conception of the state which is taking the place of the old idea of sovereignty which prevailed under monarchy. To the author the state is essentially a legal community or a law-creating personality subject to its own law, which expresses its collective interests, and nothing more.

Why Wars Come. By Rear Admiral A. P. NIBLACK. Boston, Stratford Co., 1922. 165 p.

This book is a serious attempt to analyze some of the most important causes of war with a view to avoiding the dangers which lurk in policies which are not altruistic and are not based on the Golden Rule. It is an interesting, well-printed, and timely little volume.

The Validity of American Ideals. By SHAILER MATHEWS. N. Y., Abingdon Press, 1922. 207 p.

The ideals are individuality, democracy, the written constitution, and co-operative sovereignty. But America itself is the highest of these ideals. The test of an ideal is whether it works well as an hypothesis. The problem of the melting pot is really at the root of all our problems now. To many who have lately come upon our shores this country is the synonym of the Holy Grail. But we are doing very little to inculcate anything more than an acquaintance with our language and with some bread-winning art. We must teach all to (1) recognize social responsibilities as the correlate of liberty; (2) law must be respected, although at the same time it is subject to change; (3) the agents of public opinion must be freed; (4) respect for personality must be seen to be the final goal of life; (5) public education must be in the hands of those who believe in Americanism; (6) while all members of a society cannot rank high on any scale, certain moral qualities must be maintained; (7) present imperfections must suggest betterment.

America has advanced hitherto by means of instinct and feeling rather than in response to hereditary leadership. If this mass movement is not intelligent and moral we are lost. We all outgrow Greenwich village.

Constitutional Government in China. By W. W. WILLOUGHBY. Washington, Publ. by Carnegie Endowment for International Peace, 1922. 61 p.

This booklet discusses present conditions and prospects, government since 1912, outline of events since 1911, the preparedness of the Chinese for republican government, and finally the present outlook, ending with the outline of the Consistorium.

Russia Today and Tomorrow. By PAUL MILIUKOV. N. Y., Macmillan, 1922. 302 p.

This is a reprint of the author's Lowell Lectures given in the fall of 1921, with material additions. It shows the inevitableness and the long pre-history of the Revolution, why the bolsheviks got the upper hand, their régime, relation to the nationalities, foreign policy, anti-bolshevik Russia, the decline of the movement, the famine, Russia's contribution to the world civilization, the best chapter perhaps being "Russia Tomorrow." While severely criticizing the bolshevik movement, the author believes it is a *fait accompli*, has come to stay, and that this fact should be recognized and the efforts of practical men bent to broadening its policy, which must be done before there can be any substantial affiliation between it and the peasants, whose interests will forever be dominant in that country.

The Vitamins. By H. C. SHERMAN and S. L. SMITH. N. Y., Chemical Catalog Co., 1922. 273 p.

It is often a reproach that the ultimate elements in the three vitamins cannot be analyzed so that we have no chemical formula of them. But this is true also of various toxin and other elements, the utility of which no one longer challenges. The authors hope in this book to stimulate quantitative research as distinguished from merely qualitative tests which have now largely served their purpose. There is a copious bibliography down to the end of 1921. After an historical sketch there is a special chapter devoted to the anti-scorbutic vitamin B; then follows one upon the same action of vitamin C. Chapter 4 discusses the fat-soluble vitamin A; and the fifth chapter, with which the reader is advised to begin, deals with vitamins and the problem of food supply, summarizing the nutritive requirements and the group of food material according to nutritional characteristics, giving also the relative richness of different foods in each of the vitamins and the place of each type of food in the diet.

The General Problems of Psychology. By ROBERT MACDOUGALL. New York University Press, 1922. 456 p.

This book, without a single diagram or a preface, and without the best kind of get-up, does not seem very attractive to the beginner in this subject, while the very general approach and standpoint of the author are not such as are calculated to stimulate great initial interest. The introductory chapter deals with the general problems of science, the next with the general task of intelligence. Then follow chapters on the abstractions of reflection, the approach to empirical truth, psychology and the system of knowledge, the self of intuition, the arts of life; the field of psychology, its limits, methods, data, and problems.

Texas the Marvellous. By N. O. WINTER. Bost., The Page Co., 1916. 343 p.

This elegant and expensive book gives us a comprehensive picture of the state with its history from the first Spanish settlement and the establishment of the Indian missions to the present time, with an account of those who have contributed most to the upbuilding of the state from LaSalle to Sam Houston. The type and paper are the best, and there are very many full-page illustrations, some of them colored.

Australasia, 1668-1911. By A. W. TILBY. Vol. 5 of *The English People Overseas* series. Lond., Constable and Co., 1912. 446 p.

This volume deals with the invasion of the Antipodes, the pacification of Australasia, the birth of the Australasian nation, the Pacific Ocean and the dominion of New Zealand. It deals also with the foundations of new English settlements by the old British stock. The author found great difficulty in old newspaper files and mildewed forgotten pamphlets and records of travelers. The work, however, although chiefly devoted to administrative aspects, contains much anthropological material of great interest.

Peru. By E. C. VIVIAN. South American Handbook series. N. Y., Appleton, 1921. 235 p.

It was an admirable and timely plan to project this series, and the volumes that have so far appeared in it are well calculated to give the rapidly increasing number of business men, scholars, and statesmen a better knowledge of Latin America than was accessible here before. Maps and illustrations add materially to its value.

A Sketch of Chinese History. By F. L. HAWKS-POTT. Shanghai, Kelly and Walsh, 1915. 215 p.

This is a most interesting epitome of Chinese history from 1122 B. C. on, the main divisions being the conquest of China by the Chinese, the first struggle with the Tartars, and finally the struggle between the Chinese and the Western European nations from A. D. 1662 to the present time. Five interesting maps elucidate the story, which comes down to the establishment of a parliament and which sets forth the chief problems now facing the country, viz., an ignorant electorate, national credit, the harmony between the provinces and central government, the avoidance of overpopulation, how to harmonize the new and the old, and how to leaven the country with religious and moral principles that will keep it from falling into the slough of materialism. The great misfortune of the republic is that it came to power just at the time when China was shrinking and threatened with loss of control in both Manchuria and Tibet.

The Evolution of Modern Medicine. By SIR WILLIAM OSLER. A series of six lectures at Yale, 1913. 213 p.

These lectures, very copiously illustrated with portraits, diagrams, title pages of old books, etc., were ready for publication directly after their delivery, but the war and the inability of the author to revise, and his final death, have caused this delay.

The author has read deeply in Greek and medieval medicine and tells in a very attractive way the story of the Renaissance and of the rise of anatomy and physiology and modern medicine, with a final chapter on preventive medicine. The whole theme is not only one of the most fascinating for both scientists and humanitarians but is one of the very best types of culture history.

The Theatre of Tomorrow. By KENNETH MACGOWAN. N. Y., Boni and Liveright, 1922. 302 p.

The first part treats of The New Stagecraft, with chapters on the twentieth century theater, the mechanician, electrician, painter, the plastic and the formal stage, the actor reanimated, etc. Part II, The New Playhouse, treats of the eternal theater, the movie, and the new theater. Part III, The New Play, discusses the theater without plays, the twilight of realism, the forum of the future, the content of the future, the drama of intimacy and of crowds, the theater of democracy.

Hawaii Past and Present. By W. R. CASTLE, JR. N. Y., Dodd, Mead, 1921. 260 p.

The author's design is first to tell those who stay at home something about the youngest of American territories and second to help those who are going there to plan their trip intelligently. He does not confine himself to any special phase of the subject but touches upon the people, the history, the army and navy in Hawaii, Honolulu and other towns, the volcanoes, and island life. The book has a number of interesting photographic illustrations.

The New Latin America. By J. WARSHAW. N. Y., Crowell, 1922. 415 p.

The author attempts here to give a general and comprehensive picture of Latin America. His chapter headings are fallacies, fancies, and facts; the end of isolation; changing industries; manufactures and labor; paramount foreign interests; the Monroe Doctrine; international rapprochement; the growth of nationalism; social development; public entertainments and education; cultural development; position of women; as Latin Americans see us.

The New Heavens. By GEORGE ELLERY HALE. N. Y., Scribner, 1922. 88 p.

These three articles are designed to give the layman some more or less definite ideas of the methods, instruments, and results of the study of modern astronomic research. It describes the millions of new stars which become visible with every increase in the power of the telescope, the stages of stellar evolution from the thinnest cosmic gas to dead suns whose light goes out in darkness, and gives rather an intelligent account of the new interference method of Michaelson which made it possible to determine within ever narrowing limits the diameter of stars, light from which takes many hundred thousands of years to reach us.

Some Qualities Associated with Success in the Christian Ministry. By MARY E. MOXCEY, Ph. D. N. Y., Columbia University Contributions to Education No. 122. 1922. 101 p.

Geology and astronomy, which are at the base of all views of the universe, should have some place in the training of ministers. Religion should give fullness of life, and we should know what life is; it is to save souls, and we should know what souls are. Modern languages are generally placed low in esteem, but it is a question whether it will not be more worth while for pastors to know these than the ancient languages. Social forces must, of course, be understood, and the minister should understand and be able to handle ideas as well as practical matters.

An Introduction to the History of History. By JAMES T. SHOTWELL. In Sources and Studies series of "Records of Civilization." N. Y., Columbia U. Press, 1922. 320 p.

Starting with myth, books, writing, etc., we have a section of five chapters devoted to Jewish history, the Pentateuch, formation of the Canon, etc., another five chapters to Greek history, Homer, Herodotus, Thucydides, Polybeus and later historians; to Roman history, Varro, Caesar, Cicero, Livy, Tacitus; Section 5 to Christianity and history, with a post-script on medieval and modern history and methods of interpretation.

American Indian Life. Ed. by ELSIE CLEWS PARSONS. N. Y., 1922. 419 p.

This imposing quarto is composed of treatises by a score or two of experts whose work is divided as follows: 4 write on the plain tribes, 3 those of the middle West, 4 on the Eastern, 6 on the South-West, 4 on the Mexican, 3 on the Pacific, and 2 on the northern Athabaskan tribes, with a final article on the Eskimo winter by Franz Boas. Nothing we know gives a more human aspect to or better summarizes the very many studies of Indian life that have been made in this country in the last half century. It is a valuable volume.

The New German Constitution. By RENE BRUNET. N. Y., 1922. 339 p.

Some Problems of Reconstruction. By ANNIE M. MACLEAN, Ph. D. Chicago, McClurg, 1921. 150 p.

Problems in Pan-Americanism. By SAMUEL GUY INMAN. N. Y., Doran, 1922. 415 p.

Silent Reading: A study of the various types. By CHARLES H. JUDD and GUY T. BUSWELL. U. of Chicago Press, 1922. 160 p.

Studies in Observational Learning. By W. F. BOOK, ALICE S. BEARD, and O. R. CHAMBERS. Repr., Bulletin of the Extension Division, Indiana U., August, 1922. 132 p.

Mood in Religion to Performance. By ELIZABETH T. SULLIVAN. Archives of Psychology, No. 53. N. Y., May, 1922. 71 p.

The Influence of Incentive and Punishment upon Reaction-Time. By ALBERT M. JOHANSON. Archives of Psychology, No. 54. N. Y., May, 1922. 53 p.

Some Well-Known Mental Tests Evaluated and Compared. By DOROTHY R. MORGENTHAU. Archives of Psychology, No. 52. N. Y., May, 1922. 51 p.

The Return of Arthur. By IRVINE GRAFF. Boston, The Stratford Co., 1922. 19 p.

John Bascom, Prophet. By SANFORD ROBINSON. N. Y., Putnam, 1922. 53 p.

Michelet's Jeanne d'Arc. Ed. by PHILIP W. HARRY. Boston, Stratford, 1922. 212 p.

Malnutrition and School Feeding. By JOHN C. GEBHART. Wash., Govt. Printing Office, 1922. Bull. 37. 39 p.

Die Münchener Eignungsprüfung für Buchdrucker und Schriftsetzer. By ALBERT HUTH. Leipzig, Barth, 1922. 28 p.

Vergleichend-psychologische Untersuchungen über Kindliche Definitionsleistungen. By HANS P. ROLOFF. Leipzig, Barth, 1922. 168 p.

Annual Report of the Commissioner of Mental Diseases, Massachusetts. Boston, Wright and Potter, 1922. 264 p.

Proceedings of the Society for Psychical Research. Glasgow, Maclehose and Co., 1922. 438 p.

A Life Unveiled. By A Child of the Drumlins. N. Y., Doubleday, Page, 1922. 335 p.

John Burroughs, in his introduction to this book, well characterizes it as the natural history of an American girl in the last quarter of the nineteenth century. Herein we see pictured a typical and representative condition in individuals which contributed to the development of a dreamy, aspiring girl into a woman of serious purpose and substantial achievement in a strenuous and useful career. It seems to be a spontaneous unveiling of memories with entire absence of literary consciousness.

The Dream Problem. By RAM NARAYANA. Delhi, India, 1922. 588 p.

This is the second volume, to which it would seem the first is largely introductory. It is based on conversations between the Sage and the Dreamer, apparently illustrative of the Vedanta philosophy. The book does not aim to found a new religion or divert from other lines, but its dictum is "goal is one for all; the paths that lead thereto are many." "We believe in absolute truth reached by the great silence symbolized by sleep," etc. There are various portraits and biographies of great interpreters, Yogi and others, Orientals and Westerners.

The Psychological and Ethical Aspects of Mormon Group Life. By EPHRAIM E. ERICKSEN. U. of Chicago Press, 1922. 101 p.

This is a remarkably candid discussion of the present conditions of Mormon life and of its conflicts with surroundings, external, political, social, and religious influences, and also of the internal discords between the various sections of the cult.

Spirit. By E. P. S. H. N. Y., Dutton, 1922. 54 p.

Dr. R. C. Cabot thinks this book embodies "a great deal of important truth" with no serious errors of statement. It attempts to prescribe for a long list of mental worries in our nervous age.

An Introduction to Social Ethics: The Social Conscience in a Democracy. By JOHN M. MECKLIN, PH.D. Harcourt, Brace & Co., 1921. 446 p.

Democracy is not negative or a body of rights to be safeguarded rather than utilized. Evolution shows when a land is dynamic rather than static. It becomes real and achieves a place in history by virtue of what it does rather than what it is; just as an individual's own achievement rather than his heredity determines his own place. There is a self-conscious democracy that grasps its ends and conscientiously tries to realize them; it reserves

the right to change its mind or modify its law when the better attainment of these laws makes it necessary. It feels responsible for jeopardizing national integrity by changing its mind, and this is its peculiar virtue. "Law-made" democracy and conscience must pass like childish things which must be put away when we become adults. Democracy is not ultimate, but is a means to an end. It is only one of the many solutions of the basal problems of civilization. It is true not because it reflects an external order, but because of its practical results. The whole body of sentiment must be reorganized and self-conscious.

Education and World Citizenship: An Essay toward a Science of Education.
By JAMES C. MAXWELL GARNETT. Cambridge University Press, 1922.
515 p.

This author attempts to interpret the whole psychology of education in neurological terms, and he believes that its end is to bring the individual into *rapport* with the entire cosmos. He advocates a single wide interest and says that "the value of any given expenditure of effort either by teacher or taught or by both, decreases rapidly with the number of separate subjects upon which that effort is expended." "Thus the value of any new subject is in proportion to the square of the time during which the study is continued, inversely proportional to the number of separate subjects into which that branch of knowledge is subdivided."

The Rural Mind and Social Welfare. By ERNEST R. GROVES. Chicago, Ill. 205 p.

This is a capital study of such topics as social contribution of Primitive Agriculture, City Drift, Country Life and Herd Instinct, Instinct of Self-Assertion, The Parental and the Sex Instincts, Fear, Pugnacity, Curiosity, Workmanship, Acquisition, Play, Country Church and the Rural Mind, the Psychology of Rural Organization.

The Social History of the Western World. By HARRY ELMER BARNES. N. Y., D. Appleton & Co., 1921. 126 p.

This syllabus seeks to organize material dealing with the history of western society according to one of the possible lines of attack which may be made by the so-called "new history." Its six parts are: I. Prolegomena to Social History; II. Progress in the Pre-Literary Period; III. The Social History of the Near Orient; IV. Classical Society and Material Culture; V. The Social History of Western Europe During the Middle Ages; VI. The Social History of Modern Times. No American author is more competent or more widely read. Such a manual is most timely, but no even extended review can do justice to it.

Einführung in Die Ethik auf Grundlage der Erfahrung. By DR. G. HEYMANS. Leipzig, 1922. 323 p.

After discussing the problem and method and answering various objections, the author proceeds to treat of the moral judgments in general, their content, object, the psychology of the will, the conditions of the moral judgment, international duty, virtue and merit. In the next part he takes up the criticism of moral judgment, discussing virtues and vices, the ethical wrong way, the hypothesis of general criteria, teleologic criteria, individual and universal hedonism, utilitarianism, the intuitive hypothesis, theories of duty, aesthetic and logical and objective theories. Part 3 discusses the applications to life or ethical practice. The judgment of others, one's own cause, self-education and that of others and finally the self-education in the race.

Die Intelligenz der Kinder und Jugendlichen und die Methoden ihrer Untersuchung. By WILLIAM STERN. Leipzig, 1920. 935 p.

The author first gives an account of the development of intelligence, its idea, conditions, etc. Part II begins with a discussion of methods of investigation, and there are no less than twenty-one chapters on the methods of testing individual functions and six upon the method of proving the accuracy of results. The third part is devoted to the application of results, especially in the school. The social conditions of intelligence are in four sections and the psychological methods of analysis are in four, while eleven sections are devoted to a general survey of tests of writing. This is the best historical account we have. This work really ought to be translated into English. It approaches the subject by methods sufficiently diverse from those we are accustomed to in this country, and its findings and valuations are independent.

The Little Corner Never Conquered: The Story of the American Red Cross War Work for Belgium. By JOHN VAN SCHAIK, JR. N. Y., 1922. 282 p.

This is a story of the American Red Cross war work for Belgium. There are a number of illustrations. The book well sets forth the monumental work of the Red Cross war work. Nowhere was better work done than in Belgium.

The Political Institutions and Theories of the Hindus; A Study in Comparative Politics. By BENOY KUMAR SARKAR. Leipzig, 1922. 242 p.

The learned author starts with a view of comparative politics from Hindu data, their development, the Hindu constitution, its development, property and woman in private law, public law of the Hindus, their machinery of Imperial Nationalism, their Republics. Part II deals with the concepts of Hindu politics, the literature on the subject, theory of the constitution in Hindu political philosophy, property, law and social order and international relations, etc.

The Force of Intercession. By CONRAD H. GOODWIN. Boston. 182 p.

This is a study of the nature and psychology of prayer and answers to it. The importance of the spirit of intercession is that it should be united, that we should think of the solidarity of the race, pray for our enemies and have faith according to reason, etc.

Graded List of Books for Children. Prepared by the Elementary School Library Committee of the National Education Association. Chicago, 1922. 235 p.

This bibliography is by grade from one to nine inclusive. It is followed by a chapter on Reference Books, Out of Print List, Directory of Publishers and Index. It is a descriptive bibliography. Nothing could be more important or more timely than such a publication.

The Call of Education, Vol. I. By J. H. DOYLE. Hammond, Ind. 289 p.

This is Volume I of a promised series, and its sub-title is Biological Integrity. This material seems to be given primarily in form of lectures and discusses the purpose of education, its Genetic Aspects, its Physical Effects, its Relation to Childhood, the Views of Plato, Courage and Cowardice, Introversion, Psychic Re-Education. The purpose concept dominates everything, and its goal is to guarantee biological integrity of individuals. Education must place man far above the popular current standards.

The author's point of view gives this volume a distinctive uplifting character. Even if we cannot agree with the publisher's statement that this is "the book of the century, the first and only book in all history to bring us out of the haze and the maze of the ages," etc., it is a book of rare interest.

La Methode Decroly Amelie Hamaide. Paris. 208 p.

This method has been in operation in Brussels since 1900. A brief account is given of the author, with his portrait and fifty-six illustrations. This method, which is highly indorsed by so high an authority, as Dr. Ed. Claparede attempts to get into closer *rapproch* with child nature in primary grades in order to bring the child into touch with life without as well as within school. Perhaps its best results are shown in the creative activity of children's imagination.

Organization for Visual Instruction. By W. H. DUDLEY. Bulletin 1921, No. 7, Department of the Interior Bureau of Education. Washington, D. C. 24 p.

Review of Educational Legislation, 1919 and 1920. By WILLIAM R. HOOD. Bulletin 1922, No. 13, Department of the Interior, Bureau of Education. Washington, D. C. 30 p.

The Mortality of Foreign Race Stocks. By LOUIS I. DUBLIN, PH. D. Reprinted from the *Scientific Monthly*, January, 1922. 103 p.

Preparation of Teachers of the Social Studies for the Secondary Schools. By EDGAR DAWSON, PH. D. Bulletin 1922, No. 3, Department of the Interior, Bureau of Education. Washington, D. C., 1922. 24 p.

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No. 19, May, 1922. *The Selective Character of American Secondary Education.* By GEORGE SYLVESTER COUNTS. 162 p.

No. 20, June, 1922. *Curriculum-Making in Los Angeles.* By FRANKLIN ROBBITT. 106 p.

No. 21, June, 1922. *Fundamental Reading Habits: A Study of Their Development.* By GUY THOMAS BUSWELL. 150 p.

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- Das Psychologische Laboratorium der Hamburgischen Universitat.* By PROF. WILLIAM STERN, Director. 1922. 40 p.
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- Das Kohler-Wertheimer's Gestaltenprinzip und die moderne Tierpsychologie.* By PROF. H. DEXLER. Prag, 1922. 227 p.
- Algunos Aspectos de la Psicología del Niño.* By HONORIO F. DELGADO with introduction by William A. White. Lima, 1922. 82 p.
- The Indiana Survey of Religious Education.* By WALTER S. ATHEARN. 39 p.
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NOTE

At a Congress held in Munich on December 8 to 10 devoted to comparative individual psychology Dr. Alfred Adler discussed the meaning of personality in present-day psychology, individual psychology and the right of punishment, judges for juveniles, individual psychology and philosophy, the rôle of sensuality in the neuroses, Shakespeare's knowledge of mankind, individual psychology and romantic poetry, nervous and cyclothymic inhibitions of breath, Socrates as a forerunner and prototype of individual psychology, and inhibitions in life and in the neuroses, etc.

ERRATUM

"The Evolution of an Infant's Walking," by Garry C. Myers, in the September issue of this journal is a complete study by itself and not a part of "Infants' Inhibitions: A Genetic Study" as the arrangement would seem to indicate.