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which every man owes his utmost political effort, must be now this nascent Federal World-State to which human necessities point. Our true God now is the God of all men. Nationalism as a God must follow the tribal gods to limbo. Our true nationality is mankind.” Or when he comments as follows on the League of Nations in its present form: “The League is at present a mere partial league of governments and states. It emphasizes nationalities; it defers to sovereignty. What the world needs is not such a league of nations as this, nor even a mere league of peoples, but a world-league of men. The world perishes unless sovereignty is merged and nationality subordinated. And for that the minds of men must first be prepared by experience and knowledge and thought. The supreme task before men at the present time is political education.”

The fact that this large and somewhat expensive work has been in the non-fiction list of best sellers at the book stores and in great demand at the public libraries for several weeks evidences the trend of public interest in the field of general literature. People want to read history. They crave the kind of history Mr. Wells portrays, and more especially is this true when the story is so attractively written as the one found in these two volumes. High-school history teachers and students will read the work with profit. In fact the two volumes, if the price were not prohibitive, would make excellent texts for a course in world or general history. They certainly come more nearly being world-history than any previous work in the field.

Democratizing the recitation.—An attractive one-hundred page booklet¹ by Dr. C. L. Robbins of the University of Iowa discusses the place of the socialized recitation, its possibilities and limitations, together with something of the technique in its use. A cursory examination will suffice to convince the hesitant that the recitation of Dr. Robbins’ conception is capable of realization without the necessity of radical external changes or bizarre innovations in classroom method. It is indeed not far removed from the ideal class of most good teachers’ dreams, the object being essentially that of directing into productive channels those social impulses and that spirit of solidarity too often manifested in the past only in the scholastic warfare of pupil group against teacher. As contrasted with the “intellectual sabotage” engendered by the monarchic administration of the ordinary recitation, the more democratic form may be expected to produce a genuine co-operation and a feeling of joint responsibility calculated to insure, not merely more rapid and thorough mastery of subject-matter, but an entire crop of social virtues in addition.

These aims in the way of character development and civic training are treated at considerable length, with many practical hints and accompanying warnings of the difficulties to be met and pitfalls to be avoided by the venture-some instructor. That all, for example, may be free to contribute to the

discussion without either repression or disorder, calls for some carefully devised form of control. On the other hand, a cut and dried mode of procedure will assuredly rob this method of most of its peculiar advantages. The author distinguishes three stages or levels of organization, any one of which may be regarded as permissible: "First, the co-operative group in which each participates as he will, little or no conscious division of labor or choice of leaders or servants being noticeable; second, the group organized in imitation of some institution found in the world outside the school; third, the formation of a type of co-operation society designed to meet the needs of the occasion, without conscious imitation of any form of organization in school or out" (p. 29). Each type is discussed in turn, but the superior advantages of the last named are emphasized. The possibilities in the creation of such class officers as summarizer, critic, and recorder are also pointed out.

By way of illustration the reader is given the stenographic reports of two complete recitations of the socialized type. The first is that of an eleventh-grade class in American history, the second a sixth-grade class in geography. The teacher in the former instance appears as little more than presiding officer, but in the latter case, as might be expected with younger pupils, takes a somewhat more active lead.

While the discussion of specific methods might well have been amplified, the book is on the whole a stimulating, sympathetic, and yet fair-minded presentation of a subject and its problems which should be familiar to every teacher in the grammar- or high-school years.

Practical arithmetic for girls.—On the theory that the instruction which girls receive in mathematics in the junior and senior high schools does not train them in the solution of problems arising in connection with home life, the authors of a new text in arithmetic have based the content of this course on the subject-matter of home economics.

The beginning chapter of the book relates to the principles of budget-making. Such topics as annual income, budget divisions, economy in purchasing, household and personal accounts, are first defined and explained in brief, simple statements, then illustrated by a series of practical exercises. A section of the text is also devoted to each of the five commonly accepted divisions of the family budget, viz., food, shelter, clothing, operation, and higher life. The method of treatment of each section follows the same general plan as that of the chapter on budget-making, the exercises being based upon practical activities of home life. For example, the section dealing with the problems of shelter includes these topics: the cost of shelter, taxes, fire insurance, expense of owning a home, drawings for repair work, repairs, painting, flooring, and papering. The illustrative exercises are all of a practical sort.