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takes the view that American universities are attempting to bear too large a part of the burden of education, and that they would do well to confine their efforts more closely to the carrying on of advanced work. He says:

The high school does not carry the general education of the citizen sufficiently far. He wants more, and he goes to college for it. His tastes and needs may easily demand more than four years of secondary schooling can give him. The college, then, is forced to occupy itself with a good deal of secondary work. It constitutes whole classes for students who, except in point of age, should be at school for the work they are doing. It teaches them at enormous expense. They also impose upon it enormous burdens of administration. In particular, class-records of a school-like character have to be kept; and the teachers must be responsible for each pupil's progress and for his stimulation and correction, greatly after the methods used in schools [pp. 25—26].

In the administrative control of our higher institutions the author sees the reflection of American business organization. After a description of the staff of executives required by a large university he says:

Perhaps there is too much administrative machinery in America. Certainly some of it appears over-valued. To pay a professional dean more than a professor is to weaken the vital principle that teaching and the increase of knowledge are what a university exists for. To tempt good scholars out of professorships into administrative work, by means of apparently higher positions and actually higher salary, is surely bad policy. American academic critics are right when they claim that all deans should be elected by the teaching staff, and not merely appointed on nomination of the president, as is now the case [p. 45].

Professor Holme further adds:

I am quite satisfied that the American presidency ought not to be imported into any Australian university, however unsatisfactory the system now in operation [p. 46].

The concluding chapter discusses some of the precedents which would be of value for Australia to adopt. Among these are listed the dormitory, federal aid, some aspects of administration, graduate schools, and financial self-help.

The book will prove stimulating to any graduate of an American university. Its discussion of the relationship of the university to the lower schools will be of interest to public-school administrators.

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*The project as a basis of the elementary-school curriculum.*—Progress in the science of education is largely dependent upon experimental work in the classroom. Laboratory theories must be put to the test of the real situation in the school and the results carefully evaluated before one can draw conclusions. Hence, accounts of experimental teaching will always be valuable. A new book<sup>1</sup> has recently been added to Lippincott's "School Project Series" dealing exclusively with a description of experimental teaching by the project method, which develops one of the many interpretations of the project.

<sup>1</sup> MARGARET ELIZABETH WELLS, *A Project Curriculum*. Philadelphia: J. B. Lippincott Co., 1921. Pp. ix+338.

The book tells how a major project was selected, for each grade of the elementary school, large enough to provide a basis for most of the work of that grade throughout the entire year. Minor projects arising within each major project provided the immediate daily activities in the respective grades. By following such a plan of organization the author gives in detail the full work as actually taught in the first three grades, which is indicative of tentative outlines of work for the fourth, fifth, and sixth grades. In order to check up the outcomes of the work as developed, the subject-matter of each project is given in terms of the subject-matter as usually organized under the conventional curriculum. "Measured by this form of checking, there seems to be quite as much of arithmetic, geography, reading, writing, and other regular subjects covered as under the regular organization" (p. vii).

The volume is divided into four sections. Sections 1 and 4 deal with the curriculum itself and the outcomes of the curriculum, while sections 2 and 3 discuss the theses underlying the project curriculum and the guiding principles in curriculum-making. The eight theses underlying this project curriculum are each evaluated and defended in terms of carefully selected references from the most progressive educational literature of today. "These principles lay stress upon the more significant psychological and social aspects of education, and endeavor to combine them by consistent unification in applications that are practicable" (p. viii). The play activity in children is given a large amount of emphasis. A medium ground between formalism and freedom is attempted, while the social and psychological approaches are harmonized in part.

The Appendix contains specimens of the work done by the children and completes the data which a teacher would need in attempting to repeat the experiment. The conditions under which the experiment was carried on were far from ideal, and the results were not checked in terms of modern scientific measurement. However, this book should help to direct interest to the needs and possibilities of socializing the formal organization of the school subjects. Miss Wells's experiment should be repeated, and elementary-school teachers will find in her work a point of departure which should be carefully considered before a similar project is undertaken.

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*Hawaiian education.*—The American public-school system, transplanted to the islands of Hawaii, has for some years been working out its salvation under peculiarly difficult circumstances. It would be expected that problems would arise such as are not to be found elsewhere, and that they would be particularly trying to a system which had not evolved with and out of them. The report of the commission<sup>1</sup> appointed to survey the educational conditions in the islands serves to state with remarkable clearness the nature of these

<sup>1</sup>"A Survey of Education in Hawaii," *Bureau of Education Bulletin No. 16, 1920*. Washington: Department of the Interior. Pp. 408.