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short, a house that is healthful because it satisfies the demand of hygienic and aesthetic sense alike."

It is a book which should be interesting both to the students of household sanitation and house planning. It is a good book for occasional reference. There is considerable repetition of material. The discussion of the psychological effect of color is interesting.

DYER, WALTER A. *Creators of Decorative Style*. Garden City, N.Y.: Doubleday, Page & Co., 1917.

A valuable reference book because of its clear descriptions of types and its beautiful illustrations. Its organization is extremely clear and simple from the collector's viewpoint. As to its content, the material is very full and well arranged. It has a very good combination of architecture and furniture of French and English contemporary styles and shows clearly the development of one style from another.

Its illustrations are very beautiful, clear, and abundant.

GREEN, WILLIAM BAYLISS. *The Effective Small House*. New York: Robert McBride & Co., 1917.

This book is planned for the layman and is therefore popular in its style.

The content is good and complete in general, but too much emphasis is sometimes placed upon ingenious makeshifts of a purely personal nature.

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## II. COMMENT ON EDUCATIONAL WRITINGS

ADAMS, HENRY C. *Description of Industry*. An Introduction to Economics. New York: Henry Holt & Co., 1918. Pp. x+270.

The author of this book wrote it to provide a means for the correction of what to him is a vital defect in the vocational training courses as they are now taught in this country. Of these courses, he says: "Much of the vocational training in this country, whether in high schools, special commerce schools or universities, has no adequate historical or descriptive background, and on that account loses, in a large measure, its educational value." Professor Adams feels that some adequate historical and descriptive ground should precede or parallel courses in vocational training. He has presented such a background in this book in the form of a description of the world of business so as "to lead the student to an intelligent appreciation of the forces that control in the business world and to stimulate his faculty for observation by frequent reference to familiar material."

The book is made up of fifteen chapters, the discussion in each being grouped about a few big topics which are numbered consecutively throughout the volume and printed in bold-face type. The subtopics under each main topic are numbered and italicized, thus making the organization of the book stand out very clearly. The reader is never lost in the discussion, for there is an abundance of guideposts to prevent him from going astray.

The author has produced a simple and concrete description of the structure of the modern business world. In doing this he has made slight use of technical nomenclature. His work is inductive rather than deductive. The principles of the science of economics are permitted to clarify themselves through description of the industrial process. Such a treatment makes the book a valuable adjunct to courses in vocational guidance and current problems.

HANUS, PAUL H., AND OTHERS. *The Teaching of Economics in Harvard University*. A Report presented by the Division of Education at the request of the Department of Economics. Cambridge: Harvard University Press, 1917. Pp. xiii+238.

For one department in a university to be surveyed by another department in the same university is by no means a common occurrence. To the writer's knowledge, there has been in the history of university instruction but one such case. A few years ago at its own request the department of economics in Harvard University was elaborately surveyed by the division of education. The results of this survey have been given to the public under the foregoing title. The work certainly marks an important milestone in the history of university teaching.

The enumeration of the chapter titles which follows will give the reader an idea of the scope of the survey: "The Inspection as a Whole," "Aims in the Teaching of Economics," "Quantitative Studies from Students' Records," "Minor Studies and Proposals for Experiment," "The Questionnaires," "Method," "Marking," "Summary of Conclusions and Recommendations." Some interesting material is also included under the term "Supplements."

The limits of this review do not permit of an exposition of the contents of the foregoing chapters. It should be said, however, that the report contains at least one chapter which deserves much consideration from all college and university instructors and one chapter which deserves special consideration from teachers of economics. These chapters are the one on "Method" and the one on "The Questionnaires." The former contains a list of factors in college teaching, and the latter reports what 164 professional men, 102 business men, 9 agriculturists, 8 journalists, and 42 individuals in various other occupations think of the value of their courses in economics which they took in Harvard during their undergraduate days. These replies should be of great service to departments of economics in all colleges and universities.

The report is thoroughly scientific and will be of great value to individuals conducting similar subsequent surveys.

INGLIS, ALEXANDER. *Principles of Secondary Education*. Boston: Houghton Mifflin Co., 1918. Pp. xvi+741. \$2.75.

Professor Inglis in his Preface points out that there are two methods by which a book on the *Principles of Secondary Education* can be constructed. These two methods are: the collaboration of a number of specialists in the construction of the book and the writing of the entire work by a single individual. Examples of books produced by the first method are Johnson's *The Modern*