

of Ten on Secondary School Studies of the National Education Association is a case in point. Most of the reports of these special study groups are open to the fundamental criticism that their formulators were too much inclined to defend the place of their special subject in a scheme of education and too little inclined to regard their subject as something to be used in the attainment of definite and worthy social objectives. In default of definite social goals to guide and give point to their deliberations the formulators of these reports could do nothing more than propose the old familiar formulas in terms of so many units of this and that study spread over the various years of the school course.

The Commission with whose report this review is concerned is prepared to offer an unbiased and balanced program of social studies, for it has no vested interest in terms of any particular social study to serve and defend. It is primarily and solely concerned in developing a program of social studies that will eventuate in giving students "a well-rounded view of what it means to live together in organized society" (p. 40).

Some idea of the value of the report may be gained from the way in which the Commission essayed its task. Briefly, the plan of procedure is as follows: (1) the formulation of a set of principles to guide curriculum proposals in general and in the field of social science in particular; (2) the determination of the definite social objectives to be attained through the study of the social sciences; and (3) the selection of social science materials in keeping with these principles and objectives.

While the work of the Commission was undertaken with special reference to business education, the report has great significance for liberal education. The program of social studies suggested in the report is intended for the junior high school years.

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*Elementary history of the world-war.*—Since the close of the world-war few books have been written on the four years' struggle between the Entente and Allied armies which may be read and understood by children of elementary-school age. While it is not necessary that books dealing primarily with warfare be placed in the hands of children, it does seem important that the children who were too young to follow the war in 1914-17 know the causes of the war, the general course which it took, the valorous deeds of the men in the armies and the people at home, and the lessons taught by the war.

A recent writer<sup>1</sup> has presented one of the most interesting volumes which has thus far appeared. His purpose in writing the book has been to present in simple language and interesting style the causes and outcome of the war. The book is primarily intended for young people, yet the adult will find it very interesting.

<sup>1</sup> LOUIS P. BENEZET, *Young People's History of the World War*. New York: Macmillan Co., 1922. Pp. vii+481.

The content of the book is organized into seventeen chapters, three of which deal with the causes of the war, while the remaining chapters discuss its course and outcome. In the first chapter the author takes up the development of militaristic Prussia, laying special emphasis on the Junker party and its influence in shaping the destinies of Germany and Prussia. He shows very plainly that the world-war was not the result of a single event but rather the climax of a series of events which took place in Europe during the nineteenth century. Chapter ii is devoted to a discussion of "The Middle Europe Scheme." In this chapter the author's main discussion is centered around the activities of Germany in securing and trying to secure concessions from the Central European powers. The remainder of the book is devoted to the prosecution of the war. In describing the course of the war the author discusses the main movements of the Entente and Allied armies and navies, their successes and defeats, and brings out at every opportunity "the mailed fist act" and the utter disregard which the Germans displayed for treaties and international rules. In the discussion of the final battles of the war and the beginning of the end, one fact impresses the reader, namely, that the Allies were determined to carry on the war until the Germans realized their responsibility for the war and were ready to conform to civilized rules and to concede everything in order to gain peace.

The book is written in simple and interesting language. It will be useful supplementary material for the upper grades of the elementary school.

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*Religious training through drama.*—Religious education is becoming a matter of more than passing interest at the present time. At the recent meeting of the North Central Association a whole course of religious education was presented by a committee and approved by this body without discussion. The right of religious education to a place along with English and mathematics in the report of the Committee on Unit Courses and Curricula seemed to be generally conceded. The question of religious education, then, is no longer one of whether it shall be given, but resolves itself into how it shall be accomplished.

Churches and church organizations have always been more or less interested in this phase of education, but they are beginning to realize how inefficient and faulty have been their attempts to administer successfully this important branch of education. They are now searching for a means of correcting or atoning for their shortcomings. Their question, like that of the educators, is how to provide this work. They have bethought themselves of their former handmaiden, the drama, discarded many years ago, and have used it widely with more or less success in individual church organizations.

In a recent book<sup>1</sup> the author reviews the available material for this class of work and many of the cases where successful performance has been reported,

<sup>1</sup> WILLIAM V. MEREDITH, *Pageantry and Dramatics in Religious Education*. New York: Abingdon Press, 1921. Pp. 212.