

THE COMMUNITY AND THE CITIZEN.

[By Arthur W. Dunn. Two hundred and sixty-eight pages. Boston, D. C. Heath & Co. 1907.]

A new system of teaching civics has been in process of development in Indianapolis public schools for several years past. A half-year course is now given in the latter part of the eighth grade, and the same or longer period may be given to it in the high schools. With the cooperation and direction of the superintendent of schools, Mr. C. N. Kendall, the work of developing the course of study has been carried on largely by Mr. Arthur W. Dunn, head of the Department of History and Civics in Shortridge High School. "The Community and the Citizen" represents the fairly complete results of Mr. Dunn's effort to construct a line of study at once simple and vital, and unless the reviewer is mistaken, will be instrumental in marking an epoch in this line of work in our public schools.

It is interesting to note that the present conception of the subject is quite different from the idea of civil government which formerly prevailed in the schools. The latter treated only of the organization of local, State and national government, together with instruction upon such subjects as qualification of voters, United States constitution and party politics. The present book treats of all the interests of community life. It is essentially a sort of elementary sociology. Among the chapter headings noted are "The Site of a Community," "The Family," "How the Community Aids the Citizen to Satisfy His Desire for Health," "How the Community Aids the Citizen in Transportation and Communication," "How the Community Aids the Citizen to Satisfy His Desire for Knowledge," "How the Citizens of a Community Govern Themselves," "Some Defects in the Self-Government of Our Communities," "How the Expenses of Government Are Met."

Another notable advance that Mr. Dunn has made is that the pupil is interested in a practical way from the very first in his own immediate surroundings, the water supply, the schools, the city parks, etc., and his further study is made to consist largely of finding out how these things are brought about, and how

they may be improved. It is a trite maxim of teaching that instruction should proceed from the known to the unknown, from the immediate to the remote, but nowhere else has the reviewer found this point of view really carried out in the study of civics. To begin with local government, proceed to State and then to national government, as many text-books of civics do, is not of itself sufficient, for the intricacies of city government, the details of its organization are actually as remote from the pupil, and from the average citizen, alas, as are the agencies of government at Washington. One of the means Mr. Dunn used in the development of his method is local history. To quote the preface:

"A feature of the book is the use made of local history. It is believed that a contribution is made toward the solution of the problem of how to employ local history effectively in the schools. Few local communities have a history that touches the main stream of national history in an intimate way, so that it is difficult to make use of local developments in connection with the history of the United States. Still, every community has a history that may be made instructive."

As can be readily seen, there are difficulties in the way of the new civics. It can not be learned and taught all from the book. A separate text can scarcely be printed for every city and town. And so the Dunn's "Community and the Citizen" can only give an order of developing the subject, general principles, suggestions and illustrations, and the teachers of each city must work out the subject for their own community for and with their pupils. This requires energy and intelligence, requirements that the old method of teaching civics do not usually make. But the work should prove interesting and if thoroughly carried out should prove the most valuable work that can be done in any of our city schools.

The book is copiously illustrated by reproductions of photographs which bring out most excellently points made in the text. Pictures of neat and of slovenly residences, of good and bad streets, of river banks used for dumping grounds contrasted with pictures of river banks made beautiful by roadways and parks tell a very impressive story. Supplemented as they could easily be by photographs made or collected by any teacher in

her own locality, these pictures will enforce a lesson which it is to be hoped will make the American citizen of the future more public spirited and our communities better places to live in than we now enjoy.

C. B. COLEMAN.

GENERAL JOHN TIPTON.

Mr. M. M. Pershing, editor of the *Tipton Advocate*, has recently written and published a sketch of General John Tipton. He briefly summarizes the career of Tipton as soldier, senator and citizen. The description of the march from Corydon to the battlefield of Tippecanoe and the account of the battle itself are enlivened by extracts from Tipton's journal, bad spelling and all. The bitter hatred of Tipton against the Indians is clearly pointed out.

Tipton was a member of the commission which selected the site for the capital of the State. He was afterward a member of the United States Senate (1831-'38), and a leader in the development of the commonwealth.

It is a matter of congratulation that some were thoughtful enough to commemorate him by naming a county Tipton.

Mr. Pershing deserves credit for this work on early Indiana history. (Printed for private circulation.)

Beginnings of Indianapolis School System.—A contribution to educational history that is worthy of especial note is a series of articles by Prof. A. C. Shortridge on the beginnings of the present Indianapolis school system appearing in the *Indianapolis News* under date of March 14, 21 and 28, and April 4 and 11, 1908. Professor Shortridge, now superannuated and long since out of active school work, may fairly be regarded as the father of certain features that make the Indianapolis schools to-day among the best in the country. He became superintendent of the public schools of the city in 1863, and served in that capacity for eleven years, during which the high school, the public library, the Teachers' Training School and education for the negroes were all developed as parts of a growing system. This was at a time when public sentiment was not educated as it is to-day, and it required strenuous and persistent effort to