

A Text-Book in the History of Education.

By Paul Monroe. The MacMillan Company. New York. 1905.

This volume, by Prof. Monroe. of Columbia University, has 759 pages, and is a very valuable contribution to its subject. The discussion is comprehensive and clear and as thorough as the nature of the case would allow. A vast amount of ground is covered in a most satisfactory way. Prof. Monroe begins with primitive education, which he describes as non-progressive adjustment. The next chapter is devoted to Oriental education, which conceived of education as recapitulation. Next he discusses Greek education, which was progressive adjustment, and in Chapter IV., Roman education, which was conceived of as practical training. In Chapter V., education as discipline is discussed. Then comes a discussion of humanistic education, and that of the Reformation and counter-Reformation, which involved the religious ideal in education. In Chapter VIII., he discusses realistic education. In Chapter IX., the disciplinary conception of education is set forth, with John Locke as representative. Next, Rousseau's ideal of education is set forth. Chapters XI., XII. and XIII. give a very illuminating and helpful discussion of the three great tendencies in modern education—the psychological, the scientific and the sociological. These three tendencies are the most pronounced in modern education. Under the first, the author outlines the influence of Pestalozzi, Herbart and of Froebel. The psychological tendency in education relates chiefly to method. It conceives of education as the natural development of the mind and follows psychological laws. The three writers mentioned above gave special attention to this aspect of education. The scientific movement in education lays special stress upon the inductive method and upon the study of nature, its facts and phenomena. The sociological tendency in education chiefly puts emphasis upon the institutions of society and the mission of the individual to society. Chapter XIV. gives a conclusion and

summary, and discusses in a telling way the present eclectic tendency in education. Under this head the author shows that the present educational activity aims to secure the harmonious co-operation of the psychological, scientific and sociological tendencies; that is to say, to incorporate into our educational ideals and methods all the good features of all the tendencies of the past. He also makes the point that the highest aim of modern education is the production of character.

As the title indicates, the book is eminently adapted for text-book purposes. The analysis is entirely clear, the arrangement is progressive, the argument is cumulative. There is an excellent index, and the table of contents is sufficiently full to indicate without difficulty the various stages of the discussion in the text itself. The bibliography is full and very valuable. A great deal is done to aid the student in finding the sources and material in the history of education. Of course no reviewer will agree with all the positions maintained by the author of this book, but I do not hesitate to say it is one of the most valuable contributions to the subject in recent years. Every pastor and every teacher in the land should possess a copy.

E. Y. MULLINS.

The Christian Doctrine of Salvation.

By George Barker Stevens, Ph. D., D.D., LL.D., Dwight Professor of Systematic Theology in Yale University. New York. Charles Scribner's Sons. 1905.

It is saddening to reflect, on taking up this book, that it is the author's last contribution to theological learning. In June, 1906, his days were numbered and his earthly work ended. It is, consequently, his last as well as first book in the field of dogmatics, which he had been teaching for some years. It may also be said, if in view of the author's earlier work any should be surprised at his latest conclusions, that the reviewer is informed that this work is the result of a fresh and, so far as possible, independent and impartial investigation of its theme.

Of a work with which so many personal considerations