gain a conception of the evolution of education, to understand the 'genesis and nature of existing institutions, principles and methods.' To my mind, this is just what the student should gain from a course in the history of education; but I cannot see how Mr. Kemp's book is adapted to this end, unless it be supplemented by a great deal of work on the part of the lecturer. The book does not show us how educational principles have come to be what they now are; not a single institution or principle or method is traced down through the ages. Certain facts about each country are presented, and when the chapter is closed we hear no more about it; it is left for good. We have here a chronological record of events, but we learn absolutely nothing respecting their causal connections. No developmental ordering and interpretation of facts is anywhere apparent. The average student will certainly be unable to trace the genesis of our own complex institutions and methods from the isolated materials presented in this book.

It is time we had a history of education, or some phase thereof, written in the spirit of modern evolutionary science, which this book lacks altogether. Teachers need to be got into the genetic attitude. They should be led to see what our present system was in its primitive beginnings, and how our curricula and our methods of teaching and organization have grown up. As it is, they are required to learn by heart what particular men have said about teaching, and what was done in special epochs, but their learning throws no light upon the natural history of the system which they are called upon to administer, and either to conserve in its present form, or to modify in accordance with some sort of educational ideal.

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Ueber Farbenkenntnis bei Schulkindern. MARX LOBSIEN. *Zeitschrift f. Psychol. u. Physiol. d. Sinn.*, 1904, XXXIV., 29-47.

Lobsien made experiments with female children for the purpose of ascertaining differences in their knowledge of color names and in their color preferences. Only the seven rainbow colors were used.

Large colored disks were set up before a white background and at these the children were allowed to look for ten seconds and then to rest from one to one and one-half minutes before another test. The experiments were always made at the same time of day and with clear sunshine.

In the first part of the experiment the children were to write the name of each color presented. They all named red correctly every

time and made very few mistakes with blue. They named yellow and green correctly a great many times but made a large number of mistakes with orange, violet and indigo. The following table shows for each color the failures in per cents:

R	B	Y	G	V	I	O
0	0	4	6	56	85	85

With regard to orange, violet and indigo, there was a decided increase with age in the ability to name these colors, and an increase in the attempt at naming. In their erroneous attempts they usually called the color a tint or shade of the adjacent fundamental color.

In the next part of the experiment the children were asked to state their preference for one of two color disks shown simultaneously. Red was preferred the most and orange the least frequently. The relative number of times each color was preferred in comparison with the rest is indicated in the following table:

R	B	G	Y	V	I	O
409	379	378	299	214	155	141

In the next part of the experiment the children made a choice between two color disks, each of which was composed of two colors in equal proportions. The results were as follows: (1) The children always preferred one combination or the other. (2) The smallest differences in the preferences were between the combinations Y-G and B-I, O-B and Y-I, Y-I and Y-O; the greatest were between O-B and R-B, Y-B and B-V. (3) No single color combination was preferred in every case. (4) The so-called harmonious color combinations R-G, O-B, Y-V, were not so generally preferred as might have been expected.

In conclusion we may note that no comparison is made with other literature on the subject and that the terms used (p. 36) suggest the training rather of the artist than of the psychologist, as red, yellow and blue are spoken of as fundamental colors while green seems to be treated as one of the intermediate.

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Immediate Memory in School Children. W. H. WINCH. Brit. J. of Psychology, 1904, I., 127-134.

The method employed in this series of experiments was to expose to the view of a class of school children a set of twelve consonants arranged at random on a card in three lines of four letters each. The card was exposed for 25 seconds and the children were then required