self-inflicted injuries of rage. M. Malapert maintains that in motor activity and in painful impressions the subject is instinctively seeking distraction from the cause of irritation rather than the reestablishment in a state of lowered sensibility of the normal flow of sensations.

The writer believes that nervous instability is the primary factor in producing passionate children. This state is often hereditary, but may be induced by bad management. Since every abnormally violent discharge decreases the stability of the nerve-centers, a child may be rendered more passionate either by an exasperating severity or by finding that he gains his point when he flies into a rage. The example of an irascible parent is rather the pattern of the child's behavior when angry than the initial cause of his irritability.

In his third and last section, M. Malapert presents his pedagogical conclusions. Parents and teachers should study the temperament and state of health of each individual. Hygienic measures should precede moral measures, but in both the educator should beware of exacting the same things from all children, or from any one child the same things at all times and in all circumstances. When a fit of anger has actually set in, the emotion can be checked only by some inhibitive experience vivid enough to counteract it. Although M. Malapert admits that corporal punishment is sometimes effective, yet he ranges himself decidedly with the advocates of the 'appeal to reason.' He strikes, moreover, the keynote of modern pedagogical thought in maintaining that the child is to be taught self-control rather than submission to another. To this end, perfect regularity of life is necessary, and most important of all is quiet firmness on the part of parent and teacher.

MABEL B. WOODBURY.

WELLESLEY COLLEGE.

Les jeux des enfants. FR. QUEYRAT. Paris, Félix Alcan, 1905. Pp. 158.

This little volume opens with a brief but interesting discussion of the character of imagination in children. The author then takes up the well-known theories of play and concludes with Gross that play is essentially based upon instinct. The psychology of play is then discussed. Pleasure and illusion are said to be its psychic accompaniments. Plays are then classified as to origin and end. With reference to origin, plays are due either to heredity, imitation, or imagination. As to ends served, plays may have educative value for movement, sense, intellect, emotions, will and artistic sense. The book closes with a discussion of the psychology of play with dolls, and some practical suggestions as to toys.

IRVING KING.

PRATT INSTITUTE.