psychological methods to the problems of the delinquent. The tests involve a series which admits of a very fair analysis of a large variety of mental capacities and characteristics. The need for an exact duplication of the method of conducting the tests and for a trained experimenter to apply them is clearly insisted upon. The account of these tests, as first published in *Tests for Practical Mental Classification*, by Healy and Fernald, cited the record of but a single individual in the way of resultant scores. The present volume adds much desired norms and indicates the range of variation of the group as a whole. Need for standardization of the tests upon normal individuals is emphasized, and the volume cites in brief such standards as have already been set by Dr. Clara Schmitt, one of the Institute's former assistant psychologists.¹ Even yet the records of the court cases in the mental tests as presented in this volume do not do full justice to the amount of data in the files, the further analysis and presentation of which would be of so much value as to merit an early publication in greater detail.

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Education through Play. By HENRY S. CURTIS. New York: Macmillan, 1915. Pp. xix+355. \$1.50.

America's growing appreciation of organized play has not as yet found expression in our public-school systems. It is the aim of this book to hasten the adoption of an adequate play policy within the schools; and to this end the English and German methods, and that in force in Gary, Indiana, are attractively presented. The thoroughness of treatment is based upon the author's initial preparation, his extensive observation in Europe and America, his practical administrative work in the field, his lecture courses on the subject, and the six years spent in writing the volume.

Within the field treated the argument is uniformly convincing, but from a sociological point of view the whole tendency toward centralized and congregate play has yet to reckon with the rights of the home.

As matters now stand, the home has a grievance which the play movement cannot ignore. In the first place, if large provision for public

¹ A more detailed account of Dr. Schmitt's investigation has since been published: Clara Schmitt, *Standardization of Tests for Defective Children*, The Psychological Monographs, Vol. XIX, No. 3.

play condones the present industrial aggression whereby the home area is made less and less adequate to the proper rearing of children, if it transfers the happiness and loyalty of children from the normal home center and the wholesome family group to any secondary institution whatsoever, a net loss will result. Also if public play tends to allay just agitation for childhood and family rights as against ignorant and greedy real-estate methods, so that we have a form of public philanthropy rather than the reality of public justice, the result will be a net loss.

Again, it is a fair question as to how far public measures should supplant parental responsibility. There must be some limit to the temptation to parental indifference or laziness in turning children over almost wholly to school and playground. The home must not be robbed of its legitimate functions, and the play of parents with their own children in their own homes ought to be encouraged.

However, the author does not set out to consider this phase of the subject, and it is quite probable that a proper and generous play program in the schools will ultimately diffuse its benefits to all the homes concerned. The need of enriching the family experience as such is even greater than the demand that play be institutionalized.

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The History of Melanesian Society. By W. H. R. RIVERS. Cambridge: The University Press, 1914. 2 vols. Pp. xii+400; 610.

Dr. Rivers is one of those students, fairly numerous in England, who have been seduced from their original fields of research by the superior charms of anthropology. His earlier interest lay in the field of physiological psychology, and it was in the capacity of psychologist that he went to Torres Straits as a member of the Cambridge Expedition, which investigated so exhaustively the natives of this region. He won his scholastic spurs by the publication in 1906 of *The Todas*, a work distinguished by an almost meticulous devotion to the niceties of scientific method. In 1911 he was president of Section H at the British Association meeting in Portsmouth, where the writer of this review had the pleasure of listening to his noteworthy address on "The Ethnological Analysis of Culture." During the last few years he has published a small but valuable volume, *Kinship and Social Organization* (1914),