

But the author's metaphysical application of his thesis is by no means what the theologian might have anticipated or wished. So far is he from supporting the idea of vitalistic evolution as against mechanistic that he actually uses his conclusion as a basis for excluding "vitalism," vigorously. He places the vital, teleological, factor in evolution prior to the origin of the process and concludes that for the scientist the mechanical interpretation of nature is complete and exclusive. And he claims Bergson in support of the principle for which he pleads. At the point of departure from science to metaphysics we may part company with the author and use his valuable data in support of "vitalism."

W. O. CARVER.

**Man a Machine:** By Julien Offray de la Mettrie. French-English; Including Frederick the Great's "Eulogy" on La Mettrie, and Extracts from La Mettrie's "The Natural History of the Soul." Philosophical and Historical Notes by Gertrude Carman Bussey, M.A., Wellesley College, Chicago. The Open Court Publishing Co., 1912. 216 pages.

This work from the first half of the eighteenth century is presented here in perhaps the best French edition with a good English translation. The extracts from "the Natural History of the Soul" are fittingly combined with the argument for the nature of man as a physical mechanism. This voice, anticipating by a hundred years much that was so popular last century is interesting and the editorial notes show insight and research.

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#### V.—MISCELLANEOUS.

**Problems in Modern Education.** Addresses and Essays by W. S. Sutton, Department of Education, University of Texas. Boston: Sherman, French & Co., 1913. \$1.35 net.

The twelve addresses and essays contained in this volume discuss vital problems in the field of modern education. From the nature of the case there can be no unifying principle in the several discussions, unless it be that of "concrete idealism." We

note only a few of the most discriminating and suggestive addresses. "Some contributions of the nineteenth century to educational progress," is a topic that the author considers in a vital comprehensive way. The most important contributions are the democratic ideal, the sanity of method based on psychological principles, the professional education of teachers, the universal education under state control, and the development of industrial and professional education. "The organization of the department of education in colleges and universities" is a chapter revealing the wide-spread interest both in Europe and America in the science of educational theory and the art of teaching. In discussing the "Significance of Christian education in the twentieth century," the author shows the fundamental importance of Christian principles in all educational institutions if our schools are to send forth the best equipped men to lead in public thought and worthy citizenship. Some wise and practical things are said on the application of the principle of education to the work of the Sunday-school and the education of the southern negro. The author has one eye open to defects in the Sunday-school and in the development of the negro, but with the other eye he beholds the dawning of a better day. Some interesting items in the educational history of the southern negro are given in a straightforward manner and show the author's acquaintance with the subject and his appreciation of both the present ignorance and commendable progress of "the ebony race."

B. H. DEMENT.

**True Wealth, or What Is He Worth?** By J. S. Wallace, M.A. The Griffith & Rowland Press, Philadelphia. 50c, postpaid.

Those who have been perplexed when asked to recommend a neat, bright and inspiring little volume to youths whose ideals are being created and habits confirmed, will gladly welcome *True Wealth* from the pen of Prof. Wallace. The thirteen short chapters deal with such topics as Prosperity, Luxury, Risks, Opportunity, Taking Stock, The Price, and The Silent Partner in a most direct and refreshing manner. The volume is replete