be evident from the fact that between 1777 and 1851 nearly one thousand acts dealing with education were passed by the legislature of New York. Of these nearly eight hundred were concentrated in the thirty-year period, 1820 to 1850. Among the important ones are the act creating the University (Board of Regents) in 1784; the act of 1795 appropriating 20,000 pounds annually for a period of five years for the support of common schools; the act of 1812 providing a permanent common-school fund and a State Superintendent of Common Schools; the act of 1844 establishing a normal school, and the free-school act of 1849.

The defects of the monograph seem to be due to the attempt to analyze this whole body of legislation in 179 pages of text. It is difficult for the reader to get from the welter of detail a clear idea of the progress made during this period toward the establishment of a system of education. A much more complete summary than that provided in chapter VIII would have been helpful. Aside from this somewhat confusing and burdensome detail the monograph is well written and should serve a useful purpose in developing a comprehensive history of American education.

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Recreation for Teachers. By HENRY S. CURTIS. New York: Macmillan Co., 1918. Pp. xvi+228. \$1.60.

This, like other volumes on recreation by the same author, is not an exposition of recreation theory. It has a value, however, not confined to the group indicated in the title, but for all students of the recreation movement.

After discussing the peculiar needs for recreation that inhere in the teaching profession, the bulk of the volume is devoted to a criticism of the present use that public-school teachers make of their leisure time, and to a constructive presentation of the more desirable forms of play, adapted to the needs of teachers and to the leisure time which they have available. The author maintains his reputation for a wide and intimate acquaintance with the practical details involved in the various possible forms of recreation. Detailed practical description is given for the use of time after school, evenings, week-ends, short and long vacations. There are some excellent suggestions for the reconstruction of the anomalous and time-wasting teacher's institute, as well as for profitable summer occupation for young women teachers.

The argument that teachers should have reduced rates on the railroads is not conclusive. Such substitution of perquisites for adequate salary for any occupational group is not liable to promote its ultimate best interests, or its standing in the community.

For the general student of the practical conduct of play, it is interesting to note that the principal conclusions that may be derived from this concrete study of one particular group bear out those reached with reference to the whole field of recreation, namely: that the possession of leisure by any group carries with it very little value unless that leisure is properly utilized; that actual play in America at present has much too little of sports and other active forms; that play of the right sort will not, under present conditions, arise spontaneously, but that it requires a definite, thought-out plan; that there must be some person with skill and vision to give his time to the business of leadership and organization.

While there is much in this volume that is valuable for other groups than teachers, it is desirable that there should be studies of a similar nature for other occupational and age groups. The time has come in the recreation movement for a much more specialized attention to the needs of different sections of the population.

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Crime and Criminals. The Jurisprudence of Crime, Medical, Biological and Psychological. By CHARLES MERCIER. With an Introduction by SIR BRYAN DONKIN. New York: Henry Holt & Co., 1919. Pp. xvii+290. \$2.50.

Past theories of crime and criminals—in so far as they are not based on an assumption of free-will—have frequently run to one of two extremes. Either they have tried to state everything in terms of the make-up of the offender himself or they have ascribed all to environment. Thus we have on the one hand Lombroso's theory of the "born criminal" and Dr. Hickson's statement that "delinquency and defectiveness are practically synonymous." Over against these is the implication of Bonger that "society and not the criminal is responsible." Mercier sees the impossibility of solving the problem as stated, viz.: Is heredity *or* environment accountable for crime? He is seeking for a restatement of the problem and for a hypothesis which will include *both* of these apparently conflicting ideas. He is trying to put the whole matter on a new basis. He is endeavoring to relate the