At the present time, tests are valuable in vocational guidance not as a means for determining choice of occupation but rather as an indication of mental ability suitable for successful pursuit of a given employment. The importance of "conservation of talent" is emphasized and the burden of educational guidance is placed on the teacher.

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Experimental Education. R. R. RUSK. New York: Longmans, Green, 1919. Pp. 342.

This volume is a new edition, completely revised and rewritten, of the author's *Introduction to Experimental Education*. Like its predecessor it is admittedly based upon Meumann's *Vorlesungen zur Einführung in die Experimentelle Pädagogik* although many references are made to our best American investigators. The work has been enlarged by the addition of three chapters including modern tendencies in considering the higher mental processes in children, the economy and technique of learning, and the psychology of additional school subjects.

That the books typify different periods in the history of experimental education is shown by brief statements from the respective editions. "This work (1914) seeks to make accessible in convenient form for English readers the main results of investigations in the *new subject* of experimental education." The author then proceeds, throughout his book, to *justify* the experimental method in studying educational problems in apparent anticipation of a somewhat general distrust of it. But with assurance he states in the last edition that "experimental education has within a brief period established its claim to be regarded as an independent science. . . . 'We have now reached a point in educational enlightenment where opposition to the scientific method must be frankly pronounced a prejudice.'"

In general the book may be divided into three divisions: (a) The purposes and methodology of experimental education, (b) general physical and mental development of the child, and (c) the psychology and pedagogy of the school subjects.

The author states that "in the future we shall . . . have to talk less of the teaching process and more of the learning process, and for guidance in method we shall have to depend on the psychology of learning instead of on 'formal steps' and the logical analyses of knowledge."

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