PSYCHOLOGICAL LITERATURE.

CHILD PSYCHOLOGY.

Mind in the Making. EDGAR JAMES SWIFT. New York, Charles Scribner's Sons, pp. 329.

While Professor Swift's *Mind in the Making* like most other genetic treatises tends at times to underestimate the value and the potency of non-subjective factors in the educational process, it on the whole constitutes one of the most stimulating books on education recently published. The first chapter demonstrates from the apparent dullness of many celebrities during school life that failure to master the conventional educational content in the customary way can never indicate more than the absence of 'a certain specialized ability' and may occasionally indicate the presence of exceptional possibilities. "Childhood is the period of racial inheritance. For this reason every young child must be regarded as a possible genius. The function of the educator then, while elaborating to the fullest extent the basal racial characteristics, is to enter so completely into the lives in his charge that he may discover each new variation at its emergence" (p. 32). Here and in the final chapter on the 'Reconstruction of Nature' the mutation theory of DeVries is given, so far as I know, for the first time, its educational application in formal treatise.

Tendencies commonly called criminal, being also racial, are common to the whole mass of children. Every young child is therefore not only a possible genius but a possible criminal. "The remedy is not so much Froebel's substitution of one process for another, as it is the substitution of a new purpose for the old one in the same process. It is the recognition of the right of race instincts to exist" (p. 93). For this, as for the discovery of variations and the recognition and amelioration of the nervous irritants and physical defects, impressively exemplified in chapters III. to V., the expert education of the mass of teachers becomes necessary (pp. 32, 143, 168). If teachers are to become thus expert, 'the effective scientific method must replace the expensive method of following unorganized experience.' While the experiments and investigations cited in chapters VI. and VIII. are highly suggestive, I cannot but believe that it is the fragmentary and unsystematic nature of such educational research rather than the 'School-

mastering Education,' described in chapter IX., that is responsible for the delay in educational reform. It is not a too exacting supervision, but a non-expert supervision; not the feeling on the part of teachers that inherited schoolroom methods (p. 299) are 'a part of themselves' (p. 294), but the absence of methods universally valid that prevents them from performing a function that must be in part, it is true, individualistic, but on that account none the less dependent upon methods effective with the mass of pupils.

Against the scientific determination of such methods, the extreme of individualism, which insists upon each teacher's following the plan of work best suited to her personality and teaching each child in a different fashion, has been by no means the least formidable obstacle.

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The Child's Mind; Its Growth and Education. W. E. URWICK.
London, Edward Arnold; New York, Longmans, Green & Co.,
1907. Pp. xi + 269.

Most English books on the theory of education and mental development have been written from the view-point of philosophy, or formal logic, or Herbartian or Froebelian psychology. But the book before us abandons almost entirely the philosophical attitude and method, and attacks the subject in the spirit of contemporary science. It is apparent that the author is in sympathy with the conceptions of human nature suggested by the general principles of evolution; and he is familiar with the theory of mental function given us by present-day biological psychology. His point of view, and most of his conclusions, are quite in harmony with the prevailing tendencies among educationists on this side of the Atlantic. American educators are coming more and more largely to place their hopes for a workable theory of educational aims, values, and processes in the adoption of the methods of the naturalist in treating education. They have become profoundly distrustful of the philosophical and logical methods in discussing problems of either educational theory or practice; and Mr. Urwick seems also to have lost faith in these methods.

The general character of the book may be inferred from the fact that it conceives of education as the process of equipping the individual with means so that he may the more effectively adjust himself to his environments. Subjects of study and methods of teaching are evaluated in view of their service in aiding the pupil to attain the supreme end of life — adaptation. The child is taken from the beginning, and