

Monroe, Paul. (Ed.). *Cyclopedia of Education*. Vol. II. Pp. xi, 726. Price, \$5.00. New York: Macmillan Company, 1911.

The present volume illustrates the difference between the philosopher who has thought out the relations of his subject to education, and the philosopher who has not. In a seventeen-column article on "Ethics and Education," Professor Woodbridge, of Columbia, has written a sketch of the development of Ethics. There is little in the article to warrant the words "and education." They should have been omitted. True, there is a gentle bias towards education, and the word is twice used with respect in the body of the essay, once in the case of the Sophists, the other in connection with Plato's *Republic*. Near the close, the author mentions some ethical bearings on education that it would have been well to show, but which have been left to the reader's inference. With the slight exceptions mentioned, any sketch of the history of Ethics would have done as well. Thus, in this work one of the most important aspects of education remains a blank. Far different is the case with what John Dewey of the same university has written in this volume. Nothing is touched that is not made to illuminate the field of education upon which it impinges. Had this educational philosopher written the article on Ethics, we should have had an ethical chart for sailing on all seas. For example, in a few lines, he asks, what are the ends of education? Do they lie within or without the subject? Reflection shows that things which might be ends for education find their own ends in education quite as much. In the discussion on "Freedom of Will," Dewey shows that education has these three functions to perform: (1) To keep plasticity of mind alive—"Even a good habit must be flexible;" (2) To confirm preferences—"Nothing is more fatal than indifference;" (3) To make preferences reasonable. Other articles by Dewey are: Environment and Organism, Effort, Education, Democracy and Education, Definition, Deduction, Culture-Epoch, Theory, Course of Study, Control, Comparison, etc., etc. That this *Cyclopedia* is indispensable to the progressive teacher is due to this scholarly application of the fundamental sciences to the problems of education as illustrated in the contributions of Dr. Dewey and the great majority of his colleagues.

Among the contributors are found the names of Angell, Compayré, Goddard, Hibben, Jastrow, Jenks, Judd, Lodge, Pillsbury, Sadler, Sargent, D. E. Smith, Suzzallo, Turner. These are random selections from the one hundred nineteen contributors to this volume.

Nobody has tried to interpret education as a whole from the economic standpoint.

CHARLES DEGARMO.

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Perkins, J. B. *France in the American Revolution*. Pp. xix, 544. Price \$2.00. Boston: Houghton, Mifflin Company, 1911.

When Mr. Perkins died in 1910 this book had been nearly completed. The work of final revision and preparation for the press was done by Mrs. Perkins, with the help of Dr. J. Franklin Jameson of the Carnegie Institu-