

writer. It reads more like a German book on philosophy, or like some of the books on education which were published in our country thirty or forty years ago when the philosophic spirit was dominant among the few educational writers of that period. The book has little in common with those written from the standpoint of modern educational or child psychology. The author seemingly does not think highly of the contributions which have been made by contemporary science to the whole problem of educational aims, values, and methods. His quotations are mainly from the classic philosophers, or from books on education which are for the most part not much read now in America. This is not to say that the point of view of this book is a profitless one; but it is not in accord with the trend in American education. The present reviewer thinks the book is suited only to those rare individuals who have a speculative and philosophical interest in problems of life and of education. The point involved here may be illustrated by a quotation taken at random (p. 301):

"The logical process traces the absolute intelligence in its movement to self-consciousness, separating itself from itself and returning to itself in order to know and understand itself. The cosmic process reveals the mind principle in nature and unfolds the process by which nature loses its identity and becomes spirit. The spiritual process explains how this estrangement is removed, how spirit identifies itself with itself and how it attains its formal essence, freedom. . . . The primal activity of spirit is to assert itself in contradistinction to the not-self, to separate itself from itself, and to return from this estrangement to itself, enriched and enlarged."

M. V. O'S.

Class Room Management. Its Principles and Technique. WILLIAM CHANDLER BAGLEY. New York, Macmillan, 1907. Pp. 322.

For certain purposes this is probably the best book on class room management that has been published. It is written by one who has had much experience in practical school work in various situations, and who is also well prepared by theoretical study to recognize the larger principles of psychology and pedagogy involved in detailed rules and devices. Part I. treats of routine factors of class room management, giving considerable space to the discussion of routine as related to habits of the individual, economy of energy, rules of the school, arrangement of program, attendance, hygienic conditions and discipline. Part II. treats of judgment in class room management,

discussing problems of attention, technique of class instruction, individual instruction, the testing of results, disposition of the teacher's time, and the teacher's relation to others.

In the appendix are some excellent suggestions for teachers and for those who are observing preparatory to teaching. References to standard educational literature are given at the close of each chapter.

The author has done his work well, describing what should be done and why so clearly that there seems to be little use for a teacher to supplement the text. Its greatest usefulness will therefore probably be found in teachers' reading circles and by teachers who are studying by themselves, and as a reference guide in all training schools for teachers.

Text-book of School and Class Management, Theory and Practice.

FELIX ARNOLD. New York, Macmillan, 1908. Pp. 409.

This volume in many respects may well be contrasted with the one by Bagley. In the latter book practice leads and theory explains and justifies, while in Arnold's theory leads and is related to practice chiefly by formal classifications.

The author has read widely both ancient and modern writers on sociology, ethics, psychology and education, but the rules of practice seem to have been derived in part at least from a type of school that is not the ideal of modern writers that he most freely quotes. The formal, systematic character of the book will be indicated by the chapter headings of Part I., 'Principal and Teacher: the Principal;' 'Coöperation between Principal and Teacher: Instruction;' 'Coöperation between Principal and Teacher: Discipline;' 'Coöperation between Principal and Teacher: Supervision.' Topics are usually introduced by a general definition, *e. g.*, the chapter on 'Coöperation between Principal and Teacher' has a formal definition and a half page quotation from Gidding's Sociology on the nature of coöperation. There are many good things said by the author and in quotations, but it seems to the reviewer that there are in the book many things that are obvious or inappropriate.

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