

apprehension and on the production of visual impressions (this JOURNAL, May, 1910, and January, 1911).

On the qualitative side, practice operates "to further differentiate and particularize the responses by increasing the readiness with which the subject's entire vocabulary becomes available for the purpose of such response," to render the responses more superficial and to decrease the emotive value of the experiment.

C. J. ROGERS.

W. A. LAY. *Die Tatschule. Eine natur- und kulturgemässe Schulreform.* Leipzig: A. W. Zickfeldt, 1911. Pp. xi, 227.

"Die Tatschule" is one of a number of books that have appeared in recent years expressing great dissatisfaction with present-day educational methods and practices and suggesting a new program for the future.

The book deals largely with the educational situation in Germany today. It is characterized as one of fermentation. Uncertainty, restlessness and varied innumerable struggles for reform show themselves everywhere. More and more the schools are being subjected to a caustic criticism by the public. This censure is based on indisputable facts. Illness in the second school year is twice as prevalent as in the first year. In the higher school 70 per cent. of the pupils are affected. The growth in the height and weight of children in school is below that of children who do not attend. Myopia, stuttering and unfitness for military duty increase in proportion to the number of years spent in school. The large number of suicides of school pupils does not suggest a healthy and happy condition of the pupil mind. The barren results of the best methods of teaching and the inability often of those trained in the schools to apply that training in life—all such facts lead to a definite conclusion: the new age demands a new kind of school. There is need of a unified point of view and co-operative effort.

Dr. Lay believes that the causes of the inefficiency of the schools are to be found in the instruction and organization of the schools. Both are opposed to life instead of being in harmony with it. The child physiologically and psychologically is intended for action. He is literally driven to action by the various stimuli that play upon him. His self-instruction in play is through free activity, usually in some kind of social group. On entering school all this is changed. The

child enters a realm remote from an intelligent sympathy for childhood. Activity and keenness of interest and perception die a painful death. The child is cramped into a seat and is forced to learn words. The *Sitzschule* and *Wortschule*, unnatural, unhealthful and fatal to the development of broad, human interests, reign. Play life, with its opportunity for initiative, leadership and many-sided activities, gives way to an absolute monarchy in which the teacher is supreme. The author says that it is not to be wondered at that some of the world's famous men as schoolboys were misunderstood and pronounced dull.

The author believes that the secret of instruction, interest and attention lies in activity. (P. 77.) While he believes that the introduction of manual arts into the schools is a step in the right direction, it does not solve the great problem. He shows how fundamental activity is in the getting of clear ideas, and maintains that the *principle of activity* should underlie every phase of school work. This activity should always be closely associated with perception and the thought processes. This means that the teacher should make a special study of native reactions in order to direct them according to the ideals of education. He believes that children should work in groups. The teacher is not to act as a policeman, but, as far as possible, is to become a natural member of the group. Education for life through life will then be possible.

The author does not aim to give a systematic and complete plan for school reform, but rather to state principles. His book shows a comprehensive study of educational literature. He believes that the problems of education are to be solved in the clear light of science, and not in the twilight of emotionalism. Throughout the book he shows the need for experimental pedagogy and investigation.

Dr. Lay has written with clearness and vigor. He has avoided the platitudes so current in our educational literature of today. His book is destined to promote much valuable discussion and thinking.

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