

mechanics. Mrs. S. W. Stevenson illustrates a phase of primitive thought by tracing an ancient Egyptian rite; and Miss Alice C. Fletcher presents some Omaha love songs, showing that this sentiment is also one of those which are primitive. Two of the articles are in German, which is quite appropriate in an 'international' volume.

It is to be regretted that psychology proper did not find a place among the subjects discussed, or at least not among the papers printed. The science of anthropology is not a science when psychology is omitted, and the sooner its commanding position in the study of man is recognized the more rapid will be the progress of a sound knowledge of the species.

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EDUCATIONAL AND CHILD PSYCHOLOGY.

The Proceedings of the International Congress of Education of the World's Columbian Exhibition. Held in Chicago, July 25-28, 1893. New York, National Educational Association, 1894. Pp. XVIII. + 1005.

The extended series of volumes representing the proceedings of the National Educational Association since its formation, in 1857, is certainly one of the dreariest collections of pedagogical words and phrases to be found in our language. The volumes will in no way stand comparison with the proceedings of the American Institute of Instruction. The present thick volume of more than a thousand pages goes far, however, toward redeeming the whole series. It gives an encyclopedic view of the educational theories of to-day as presented by some thousands of representative men and women from all over the world in a three days' educational congress. It is not generally understood that there were in Chicago during the summer of 1893 two educational congresses meeting in the same rooms on successive weeks, and each divided into a score of sections covering essentially the same ground. The first congress, July 17th to 25th, was under the direction of the Woman's Branch of the World's Congress Auxiliary, and its proceedings have never been published. The second congress was under the direction of the National Educational Association, July 25th to 28th, and the present volume gives most of the papers presented, with brief notes on the discussions.

One is struck in reading this volume, as in reading all the teachers' literature of the day, with the fact that hardly any of the papers deal with what has been, or with what is; they all struggle with the

question : What ought to be? The exceptions are to be found in the papers of some of the foreign delegates who describe work actually being done in their own countries, and in the work of the psychological sections. It would seem that on a great historical occasion like that which drew the congresses together it might have been expected that some effort would be made to gather up the results of our past pedagogic experience, and then from the historical point of view forecast the probable future. There are very few papers written from this point of view, but most of the discussions are purely theoretical.

The work of the section in Rational Psychology fills some thirty pages, and includes studies by such representative men as Dr. McCosh, Prof. Royce and President Schurman. Cynics who charge us pedagogues with being men of narrow intellectual interests will find sufficient breadth of view in this section to reverse the charge.

Of most interest to readers of this review will be the seventy pages devoted to the work of the Congress of Experimental Psychology in Education. Two years before, at its meeting in Toronto, in 1891, the N. E. A. had given some attention to this line of study through two round-table conferences, presided over by G. Stanley Hall, though they were not recognized as a part of the regular association work. Again, in 1892, at Saratoga, two round-table meetings dealt with experimental psychology, but the meeting in Chicago was really the first great educational meeting in America where any considerable time was set aside for the direct study of the original stuff with which all educational theory deals. The papers at Chicago present special studies on physical development, stuttering, imagination in childhood, children's language, children's theology, eye and ear-mindedness, the psychology of reading and spelling, reports on work being done in different parts of the world, with several more general studies showing the relation of this sort of work to educational theory and practice. Such well-known men are represented as G. Stanley Hall, Wm. Burnham, James Sully, E. M. Hartwell, Francis Warner, and Wm. Bryan. There is no other single place where so much material has been brought together bearing on the study of children as in this volume, with the exception of the files of the Pedagogical Seminary.

The volume must prove to be a valuable and permanent reference book for students interested in educational theory and the beginnings of educational psychology.

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