

PSYCHOLOGICAL LITERATURE.

Studies of Childhood. JAMES SULLY. D. Appleton & Co., New York. 1896.

The name of this veteran psychologist assures a courteous reception among us, for all his work. Nevertheless, one may fear that this contribution to the psychology of childhood is likely to be undervalued. If the author had proposed a perfect interlocking system of anthropogenesis, or new and daring suggestions toward such a system, if he had covered his pages with comprehensive or with suggestive tables of statistics, or if finally he had written just the book that lies before us twenty years ago—in any of these cases, his work would have been received as an event of first-rate importance. In twenty years, however, a great deal has happened. One thing at any rate has happened and that is differentiation in points of view and in the methods which go along with them. If Mr. Sully belonged more distinctly to some altogether modern group, his book, strong as it undoubtedly is, would be met with the kind of applause and of attack which mean so much more than mere courtesy to a professional colleague. But Mr. Sully's book does none of the things indicated above. It has no closed philosophy of anthropogenesis. It has no startling new theory. It has no statistics. So far as the spirit and method of the book are concerned (much of the *material* is entirely modern) it *might* have been written twenty years ago. And, therefore, instead of applause or attack, the book is likely in many libraries to be placed respectfully upon the shelf with the books of its era.

The reviewer sincerely hopes that this melancholy prediction will prove false. Mr. Sully's book deserves no such fate. On the contrary, it deserves not only from the laity, for whom it was primarily written, but also from professional psychologists, attentive consideration. Mr. Sully has not written the sort of book upon child study which many of us would like to see, but perhaps many of us fail to recognize the independent and permanent value of the kind of book which he has written. The intimate personal, natural history study of children of which the work is composed, was indeed possible as long ago as there were children and thoughtful men to study them, but in all probability, such study of children will never cease to be

necessary. The reviewer believes in the future of a more systematic child study, but the discriminating observations of one who sees with a trained mind, and indeed of a mind trained to be more faithful to fact than to any theory, are invaluable at every date.

Mr. Sully tells what he proposes to do in the following words: "The following studies are not a complete treatise on child psychology, but merely deal with certain aspects of children's minds which happen to have come under my notice and to have had a special interest for me. In preparing them I have tried to combine with the needed measure of exactness a manner of presentation which should attract other readers than students of psychology, more particularly parents and young teachers."

In the introduction, the author discusses critically though moderately, the various methods of child study now current, concluding with the opinion that 'what is wanted is careful studies of individual children as they may be approached in the nursery.'

The author has made a large collection, or perhaps he would prefer to say, selection of observations upon children. A primary rule of selection has been to take observations in which the child with its surrounding circumstances were well known to the observer. Many of the observations were made by the author himself. Others were contributed by his friends and correspondents. Still others were taken from scientific and general literature.

The author has grouped this material about certain main chapters in Psychology (Imagination, Reason, Language, Fear, Morals, Art, &c.). He has written under each head the conclusions or impressions arrived at, supporting these by quotations from the 'observations.'

As an example of the characters of the book I shall give a resumé of the section entitled, 'Germs of Altruism,' (pp. 242-251). The various forms of primitive egoism having been considered in the preceding section, it is now pointed out that children are instinctively attachable and sociable, craving human and animal companionship and miserable when left alone (one case). This primitive form of feeling is not sympathy in the higher sense but a kind of imitation. Thus a dog answers the howl of another dog and a child cries when its parents pretend to cry (case at nine months). Out of such imitation springs the germ of a higher sympathy (two cases in proof of this transition). Later comes a distinct sympathetic apprehension of the other's trouble (case at fourteen months). Early exhibitions of sympathy (case at three years). Consolation (case at two and a half years: case showing more thoughtful sympathy at five years). Helpfulness (case at

twenty-five months). Attempts to give pleasure (case at forty months). Love for animals supplanting fear of them (two cases, one at fifteen months). Sympathy for inanimate objects, dolls, &c. Dread of artistic representations of cruelty (case under four years). Dislike of sad stories. "It appears to me incontestable that in this spontaneous out-going of fellow feeling toward other creatures, human and animal, the child manifests something of true moral quality."

This brief example which is characteristic of the book will show why it is necessary to cut short this review. There is no way to summarize these refined commentaries shading each into the next from page to page. Just for this reason, however, the book will be valuable to intelligent amateurs who wish help in the observations of their own children.

WM. L. BRYAN.

UNIVERSITY OF INDIANA.

The Psychology of Number and its Applications to Methods of Teaching Arithmetic. By JAMES A. McLELLAN and JOHN DEWEY. New York, Appleton. 1895. 12mo., 16 and 310 pp. (International education series, Vol. 33.)

No more useful work could be imagined than the application of the results of modern psychology to the improvement of the methods of teaching arithmetic. On the whole, this task is admirably accomplished by the authors of this work. Every intelligent teacher of arithmetic will read the book with profit. The first half is devoted to a careful psychological analysis of the origin of the idea of number as it appears in the fundamental operations of arithmetic. The latter half constitutes a kind of teacher's guide in which the successive stages in the ordinary grammar school course are separately discussed, and specific directions are given about the methods to be followed in teaching. The main fault of the book would seem to be diffuseness and somewhat wearisome repetition; the essential principles and their application might be set forth in a book of less than half the size. But perhaps the authors know their public better than does the reviewer.

The leading thought of the whole work is the demand that, in teaching elementary arithmetic, the idea of measurement should be introduced from the beginning and insisted upon throughout, that continuous quantity, in preference to discrete objects, should be used for illustration, that number should be regarded as a means of valuation, and counting as a particular kind of measuring.

It is doubtless true that, to the mathematician, such a view of num-