

is too brief and limited fully to justify the author's position. This subject deserves more thorough treatment. At the end of the book are appended two chapters on "The Psychological Bases of Education," a topic not included in the author's statement of the content of the principles of education. They are little more than the ordinary discussions of topics in psychology, and do not make clear the principles of education or teaching dependent thereon.

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CHARLES A. ELLWOOD. *Sociology and Modern Social Problems*. New York: The American Book Company, 1910. Pp. 331.

Professor Ellwood's recent book, *Sociology and Modern Social Problems*, is distinctly an advance. One finds in it more of fact and less of fiction, more science and less theory than one usually sees in works in sociology. We have no right, as a psychologist, to review a book in another field, and shall not attempt it. The reader must go to the journals of sociology for a critical review; but it will not be out of place here to call attention to what the book contains that bears on the problems of the teacher. Besides the final chapter on education and social progress, those of most interest to the teacher are concerned with the family, its origin, historical development, function, forms and problems. The dependence of civilization and its development on the family is carefully worked out, and that the continued development of civilization depends on our maintaining the integrity of the family is made perfectly clear. These are facts that none should know better than the school teacher, in these modern times, when so many dangerous doctrines are put forth.

In his last chapter, Professor Ellwood discusses education and social progress. Education is defined in terms of adjustment; it "exists to adapt individuals to their social life;" its function "is to guide and control the formation of habit and character on the part of the individual, as well as to develop his capacities and powers, so that he will become an efficient member of society." The education of the nineteenth century is criticised as being commercialistic and anti-social; it "aimed at developing largely power and capacity in the individual as such; its implicit, and often its avowed, aim was individual success." This sort of education, we are told, failed to produce the good citizen, and often produced the "cultured freebooter." We should have, Ellwood says, a socialized education,

producing the good citizen before the good lawyer, engineer or physician or any other professional type. This means "good fathers and mothers and good neighbors." In some way or other, our public schools, from the kindergarten up, must make a place for social and ethical instruction. Our higher education should put to the front the ideal, not of individual power and success, but of social service.

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W. H. PYLE.

DR. JOS. VATTIER, avocat, membre de la Société de Législation Comparée et de la Ligue du Coin de Terre et du Foyer. *Le Bien de Famille insaisissable*. Préface de M. l'abbé J. Lemire, député du Nord. (Collections de Réformes Sociales). Paris: Librairie Générale de Droit et Jurisprudence, 1910. Pp. xli, 426. 5 fr.

This scholarly work is a study, from an economic, judicial and social point of view, of legislation for the protection of the small land holder. Thanks to the original data collected by the author from most reliable sources, the book contains much interesting information regarding the American "Homestead Laws," the German "Heimstätten," the Swiss "Asiles de Famille," and the Belgian "Bien de Famille." The French institution of the "inalienable family right" (Law of July 12-13, 1909, and Decree of March 26, 1910) is examined in detail and with great legal acumen. The book is enriched by a complete bibliography of the subject of homestead rights, and is presented to the reader by M. Lemire, "the father of the new law." In a word, it is a book which should be read by all who are interested in "Social Reforms."

C. B. DAVENPORT. *Eugenics: The Science of Human Improvement by Better Breeding*. New York: Henry Holt & Co., 1910. Pp. 35. 50 cents.

The first section of this book, entitled "Fit and Unfit Matings," sets forth our present knowledge of inheritance, with particular reference to the cardinal Mendelian principals, independent unit characters, the determiner of the germ-plasm and the segregation of determiners. Brief and clear explanations and illustrations are given of simplex and duplex and of positive and negative characters, and an account is given of the principles governing the inheritance of a number of simple characters, such as eye color, hair color, brachydactyly, imbecility, albinism, deafmutism and hereditary