

the societary standpoint,' 'Reading, language and literature'), which constitute the chief part of the work. Here the author states his special message most clearly and convincingly. By a description of 'cases' of groups of children voluntarily organizing for the satisfaction of particular interests and the solution of special problems, which were tried in various schools in Illinois, Colorado and Massachusetts, it is shown how 'social education' can be developed in 'the average grade school of the times.' Pupil coöperation is to be introduced to a limited extent only, and does not threaten a complete revolution of the school procedure or the elimination of the teacher. It is impossible to summarize here the narratives of these school experiences, which should be read in detail, both by teacher and psychologist. In this part of the work the author very properly forgets the rather extreme consequences of his theoretical discussions which would seem in part to demand that the teacher and the course of study should disappear, and education be turned over to the self-organizing instincts of pupils.

Further application of the social point of view in school work is theoretically presented in the fourth and last group of chapters ('Manual arts: industrial and constructive work,' 'Fine art,' 'The education of the conscience'). The philosophy underlying the general treatment is pragmatism, which seems to be accepted without either defense or apology except that which inheres in the generic demand that education should be serviceable and full of immediate satisfactions (pp. 173, 202, 247, 254). The strictures above noted do not blind us to the special value of the work, which taken as a whole, makes a contribution to the school theory and practice of to-day. The author writes with an attractive and compelling style and sustains the interest to the end.

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Linguistic Development and Education. M. V. O'SHEA. New York, Macmillan, 1907. Pp. xviii + 346.

This book will be welcomed by all who are interested in the problem of language learning from the beginning of speech to the completion of the university course. To those, however, who are interested only in the narrower problem of the science of language development or in the rules of procedure to be followed in teaching, the book will not be satisfactory. The book contains little that is radically new, but it brings together the facts and principles of physiology, psychology, child study and pedagogy in such a way as to show their

bearing upon every stage of language learning more completely than any other book known to the writer.

The author is familiar with the literature concerning the development of language in children, and with scientific studies of the processes of reading and is acquainted at first hand with these processes as they are carried on at home and at school. One therefore feels that he is speaking not from a theoretical point of view but from that of the experienced parent and teacher.

Part I. treats of the 'Non-reflective Processes in Linguistic Development' and includes chapters on prelinguistic expression, early reaction upon conventional language, parts of speech in early linguistic activity, inflection and word order, and development of meaning for verbal symbols. Part II. on 'Reflective Processes in Linguistic Development' treats of acquisition of word ideas in reading, acquisition of graphic words, development of meaning for word ideas in reading, development of efficiency in oral expression, processes in graphic expression, development of efficiency in graphic composition, and acquisition of a foreign tongue. Each chapter is followed by a summary and at the close of the book is a very good bibliography and index.

Space will not admit of detailed exposition of the many points discussed by the writer. The strong feature of the book is that it shows clearly language learning as a process of habit formation. The author also recognizes the complexity of the processes involved in the understanding and use of language and the necessity of these processes being properly coördinated. All teachers of language from the primary grade to the university should read this book and thus be made to realize that their business is not merely to teach facts of language but to assist in a process of continuous development of language habits.

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EDUCATIONAL THEORY.

Principles of Secondary Education. Vol. II. Processes of Instruction. CHARLES DE GARMO. New York, Macmillan, 1908. Pp. xi + 200.

Since the universities are generally coming to recognize the need of professional training for secondary teachers, and to hold themselves responsible for it, a series like that of Professor De Garmo is a decided contribution. It may well serve as a groundwork for the embryo