

ABSTRACTS AND REVIEWS.

Enzyklopädisches Handbuch der Kinderschutz und der Jugendfürsorge. Edited, with the co-operation of prominent experts, by DRs. TH. HELLER, FR. SCHILLER AND M. TAUBE. Leipzig: Wilhelm Engelmann, 1911. 2 Vols. Pp. viii, 371 and 416. Mk. 34.

The field of child welfare has greatly broadened during the past two decades. Public and private philanthropy has become organized and systematized. Provision for delinquent, dependent and defective children has been accepted as a social obligation. Furthermore, we have recognized that the larger social problems set for us by the child cannot be solved by philanthropic measures alone. Modern educational investigation and modern child study have yielded a new and larger conception of the need for conserving the normal child and ensuring his optimal development. This field is now so extensive that no one person can hope to keep abreast of the developments in its numerous sections.

The editors of this encyclopedic handbook have therefore sought, with characteristic German thoroughness, to provide a manual in which every topic germane to this field shall be authoritatively discussed by an expert. The volumes are designed to provide a conspectus of the whole situation, to show what needs to be done and what needs to be known, as well as what has been done and what is known.

In all, 116 experts contribute signed articles. Our readers will recognize such names as Stern, Kemsies, Gutzmann, Maennel, Eulen-berg, Burgerstein and other Continental authorities.

Some idea of the scope and nature of the work may be given by citing the following topics taken at random: Juvenile crime, handwriting, school physicians, alcoholism, Sunday-schools, deafness, vagabondage, sex enlightenment, American juvenile courts, hypnotism, coeducation, speech defects, disciplinary classes, children's testimony, scoliosis, school baths, the family, the kindergarten, infectious diseases, art education, clothing, examinations, infant mortality. The treatment of each topic is sufficiently extended to serve the needs of the ordinary reader—juvenile crime, for instance, has six pages; sleep nearly eight pages (with five charts and several tables)—and is supplemented in nearly every instance by reference to the literature.

While, for the most part, European conditions are described, and European, especially German, literature is drawn upon, the handbook is worth adding to the libraries of schools of education, teachers of education, and of institutions and specialists who are concerned with child protection and child welfare. G. M. W.

J. WELTON, M.A. *The Psychology of Education*. New York and London: Macmillan & Co., 1911. Pp. xxi, 507. \$2.40 net.

This stout and attractive-looking volume is in some respects profound and in others superficial. It is profound by the grace of God through the gift to the author of a genial and well-poised personality. He writes in a cheerful vein, usually with an artist's touch, and generally with real insight into his theme. The student who has kept in intimate touch with the scholarly development of psychology and education will be somewhat disappointed that the work does not sufficiently incorporate the letter and spirit of these sciences. Both subjects have been making rapid progress in many lines of experimental research and controlled observation. They have approximated the dignity of sciences. Psycho-physics, genetic psychology and child study are particularly fertile in studies which are illuminating for education. There is almost no reference in the entire volume to any researches in these fields, and there is too marked an indisposition to profit by them.

Besides its literary excellence, there are many commendable features of the work. It is comprehensive—more so than would be indicated by the chapter headings. Psychologically, it adopts entirely the genetic viewpoint. It has outgrown the slavery of intellectualistic psychology, and prefers the "actual play of forces in real human life." "The influence of intellectualistic adult psychology is everywhere to be seen in education and is everywhere unfortunate" (p. 8). Pedagogically, too, the points of view and treatment are wholesome. The author is uncompromisingly severe with the dead formalism of educational practice. "Nothing is worth learning which is not in some sense worthy to be a permanent possession" (p. 368). He is wholly in sympathy with the vocational and occupational aspects of education. Throughout the volume it is evident that education centers in the vital intercourse of healthy personalities.

The seeming ignorance of the author of the scientific phases of psychology and pedagogy is wilful. He has a chronic aversion to the