

through instruction in the biological sciences. The subjective phases should not be considered prior to adolescence, and enlightenment here is much better given by the parent than by the teacher. Reference to the danger of venereal infection should be postponed until later. The grave mental disorders that may arise from a morbid conscientiousness regarding normal or inevitable sex phenomena are frequently recurred to by the author, and constitute a part of the discussion that all parents and teachers would do well to read.

W. C. B.

W. PEPPER. *Jugendpsychologie*. Leipzig and Berlin: B. C. Teubner, 1912. Pp. VI, 181. Ten Illustrations.

This book is designed by the author as the first introduction to psychology and child study. The pedagogical instruction of the first year, he believes, should have as its chief problem the awakening of an understanding and love for the developing child. The book is especially designed for normal schools (*Seminaren*) and similar institutions. Since it grew out of the author's work as a teacher, he hopes that it may be of practical pedagogical value (*Vorwort*).

The text is divided into four parts, entitled: (1) *Das Kind im Elternhause*; (2) *Die Eroberung der Welt in Schauen und Schaffen*; (3) *Das Kind in der Schule*, and (4) *Eigenart und werdende Persönlichkeit*. Each part is subdivided into a number of chapters. Many of the chapters are preceded by short quotations from various authors. References are also found at the beginning of each chapter. These references are, as a rule, not to standard writers on psychology, but rather to writers on literature. Chapter XVIII, on "*Das Gedächtniss des Kindes*," might be regarded as a typical chapter. The references are: "Schloz Voncourt" von Chamisso; Voge, *Das Erkennen*; Uhland; Eberhards *Weissdorn*; Chamisso, *Salas Gomez*; *Iphigenie*; *Tells Monolog*; *Johannes zweiter Monolog*; Keller, *Der grüne Heinrich*.

A number of questions designed to lead the pupil to a thoughtful consideration of the text and a professional point of view in observing children is found at the end of many chapters.

Dr. Peper has written one of the most comprehensive and readable books on educational psychology that the reviewer has read.

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