

The notes and bibliographical apparatus, which are appended separate from the text, furnish in themselves a remarkably full and helpful guide to the literature on all questions treated in the body of the book. Needless to say, they are carefully selected and are as up to date as the text itself. There is an index.

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*The Normal Child and Primary Education.* ARNOLD L. GESELL and BEATRICE CHANDLER GESELL. New York: Ginn and Company, 1912. Pp. 340.

Too little is known of the characteristics and powers of the normal child and of the best methods of developing them. Especially is this true of the primary child, hence he is "far below his possibilities, and is ripe for unguessed avenues of activity and attainment." Just fresh from the home or the kindergarten, with many traits akin to the adolescent, he is often subjected to the same rigidity of rule and inflexibility of program that characterize the upper grammar grades. The subject-matter of most importance for him is still, in the minds of many teachers, the three R's. In contrast to this point of view the authors of this book hold up to us the primary child as a little animal, governed largely by instinct and possessing such habits as have resulted in pleasure. Full of life, full of activity—demanding, questioning, investigating—with desire and action as the keynotes of his conduct.

The book is written in four parts: Part I. is an historical introduction, tracing the development of the present point of view in education; Part II. deals with the genetic background of the child, stressing instincts; Part III. treats of the pedagogy of the various primary-school subjects; Part IV. offers some brief suggestions as to the conservation of child life. In the opinion of the reviewer much of Parts I. and II. could be easily dispensed with, for although the topics treated form the scientific basis for the method suggested, as presented, they are too technical and too loosely connected with the rest of the book to be of much value to teachers. Part III., however, is very suggestive, rich in concrete material, and alive with a very real interest in children. In it the authors take the various primary-school subjects and by suggestion and criticism show how they may satisfy the needs of the developing child and also lead to future social efficiency. Although the treatment of some of the topics is plausibly idealistic, any teacher who reads Part III. of this book will not only gain definite suggestions for work with school-room subjects, but will be inspired with a truer appreciation of the active, lovable child nature with which she has to deal.

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### JOURNALS AND NEW BOOKS

REVUE DE PHILOSOPHIE. August, 1912. *L'Univocité scotiste* (second article) (pp. 113-127): S. BELMONT.—The concept *univocité* as

developed by Duns Scotus is of theoretical importance and also of great practical value. It makes possible our escape from agnosticism. *Nérvose et Mysticisme. Sainte Térèse relève-t-elle de la pathologie?* (second article) (pp. 128-154): A. HUC. — An examination of the Saint's powers of memory, imagination, introspection, and judgment, and of her intellectual activity and personality shows her to have been normal or better than normal in them all. Her will power as little as her intellectual faculties can be classed as pathological. She carried out a great reformatory enterprise against tremendous obstacles. *Théorie des Emotions* (pp. 155-178): E. PEILLAUBE. — Emotions are reactions which by encouraging or retarding actions aid in the bodily and spiritual struggle for existence. While no emotion is without expression, James is unfortunate in viewing the relation as a causal one with expression as the prior element. *La nouvelle organisation de l'enseignement philosophique à l'Institut catholique de Paris. Sujets de dissertations philosophiques proposés aux examens du baccalauréat (juillet 1912). Analyses et Comptes rendus.* J. LUBAC, *La valeur du spiritualisme*: J. MARITAIN. R. Müller-Freienfels, *Psychologie der Kunst*: R. JEAUNIÈRE. R. P. Schwalm, *Leçons de Philosophie sociale, Tome II. Le Patronat et les Associations.*—*La Société politique*; W. Nernst, *Traité de Chimie générale*: J. BULLIOT. P. Sollier, *Moral et Moralité*; R. Eucken, *Le sens et la valeur de la vie, Können wir noch christen sein?*; Th. Flournoy, *La Philosophie de William James*; S. Gagnebin, *La Philosophie de l'Intuition. Essai sur les idées de M. Edouard Le Roy. Notes Bibliographique. Recension des Revues et Chronique.*

REVUE PHILOSOPHIQUE. August, 1912. *L'idéalisme des valeurs et la doctrine de Spir* (pp. 113-139): J. SEGOND. — A constructive criticism of Spir's vigorous dualism of the real and the illusory. *Les conditions biologiques de la timidité* (pp. 140-160): L. DUPUIS. — The description, etiology, and effect of the crisis on consciousness in the case of timidity are adequately set forth in M. Hartenburg's "Les timides et la timidité." The present article is devoted to the pathogenesis of the crisis. *La réalité sociale* (pp. 161-171): W. M. KOZLOWSKI. — Social reality has its basis in the social bond of psychic nature which is realized in individual consciousness, but which surpasses them by its content and its duration. *Variétés. L'œuvre philosophique de V. Brochard*: L. ROBIN. *Analyses et comptes rendus.* H. Berr, *La synthèse en histoire*: DR. S. JANKÉLÉVITCH. *Turro, Ursprung der Erkenntnis*: J. DAGNAN-BOUVERET. S. Gagnebin, *La philosophie de l'intuition*: A. JOUSSAIN. W. Vogel, *La religion de l'évolutionisme*: A. JOUSSAIN. V. Lee and C. A. Thomson, *Beauty and Ugliness*: L. ARRÉAT. *Notices bibliographiques. Revue des périodiques.*

Todd, John Welhoff. *Reaction to Multiple Stimuli.* Archives of Psychology, Number 25. New York: The Science Press. 1912. Pp. iii + 65.

Vincent, Stella B. *The Function of the Vibrissæ in the Behavior of the White Rat.* Behavior Monographs. Vol. I., No. 5. New York: Henry Holt and Company. Pp. 81.

Watson, John. *The Interpretation of Religious Experience*. The Gifford Lectures for 1910-1912. 2 Vols. Glasgow: James Maclehose and Sons. New York: The Macmillan Company. 1912. Pp. xiv + 375 and x + 342. \$6.00.

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### NOTES AND NEWS

THE New York Branch of the American Psychological Association will hold its next meeting, in conjunction with the Section of Anthropology and Psychology of the New York Academy of Sciences, on Monday, February 24. The following papers will be read: "Psychology As the Behaviorist Views It," Professor John B. Watson, of Johns Hopkins University, non-resident lecturer in Columbia University; "Illusions and Hallucinations in Insanity," Mr. D. O. Lyon; "A Note on the Retention of Practise," Dr. F. Lyman Wells; "Painting and the Learning Process," Mr. C. M. Sax; (1) "Methods of Orientation and Imaginary Maps" and (2) "The Probable Explanation of Certain Flock Formations of Birds," Professor C. C. Trowbridge.

At the last meeting of the New York Branch on January 27, the following papers were read: "The Natural Sciences as the Basis of the Social Sciences," Professor A. G. Keller; "Paleolithic Environment in Europe," Professor George Grant MacCurdy; "Race Characteristics vs. Natural Environment in Commercial Success," Professor Bishop; "Climatic Influences in Human Activity," Professor Ellsworth Huntington; "Culture and Environment," Dr. Clark Wissler; "The Physiographic Environment of the Machiganga Indians of Peru," Professor Isaiah Bowman.

PROFESSOR EDWARD L. THORNDIKE, of Teachers College, Columbia University, will give the psychology lectures on the Ichabod Spencer Lecture Foundation at Union College in February and March of this year. The general subject of the lectures will be "The Springs of Conduct," and the special topics will include "Human Instincts: A General View," "The Social Instincts," "The Original Roots of Wants, Interests, and Motives," and "The Value and Use of Human Instincts."

PROFESSOR J. MARK BALDWIN has returned from the South, where he lectured in the University of South Carolina and the Columbia College for women. He sailed on February 1 for Paris to lecture for the Comité France-Amérique on "French and American Ideals."

HENRI BERGSON, professor of philosophy in the University of Paris and visiting French professor at Columbia University for the year 1912-13, delivered his first lecture at Columbia University on February 3.

PROFESSOR JAMES HAYDEN TUFTS, head of the department of philosophy in the University of Chicago, has been made chairman of the Illinois Committee on Social Legislation.

PROFESSOR WILLIAM P. MONTAGUE, of Columbia University, who was away on leave of absence during the first half year, returned from Europe on February 3.