Present Educational Tendencies.*

The two main trends in education to-day in the United States seem to be the importation of German ideas and the application of physiological and psychological science to child study and pedagogic theory. Hegel and Herbart among German philosophers are especially studied, and three of the books on our present list directly concern them. At least five others show the influence of the second trend.

Dr. F. L. Luqueer, in "Hegel as Educator," deals with his subject in two parts, Part I. showing Hegel as student and teacher, and Part II. being a translation of Hegel's thoughts on education, mainly extracted from Thaulow: Hegel's *Ansichten über Erziehung*. Part I., of about a hundred pages, is practically a popular life of Hegel, but a very carefully studied, though not very original, presentation. The second part, of about the same number of pages, gives many of Hegel's most suggestive thoughts on education, and is preceded by a short but interesting introduction.

Dr. W. M. Bryant's little book on "Hegel's Educational Ideas" is a far slighter contribution to the subject than the one just noticed, yet it shows a certain originality and suggestiveness. Though the essay is an attempt to interpret Hegel's theory with direct reference to the educational needs of our own times, it is too general and indefinite to be of much service to practical teachers. The Hegelianism is somewhat too florid, and there is constant overemphasis, as evidenced by the profuse italicizing.

In Herbart's "A B C of Sense Perception" we have a more definite contribution to pedagogy than in the case of the two previous volumes. Here Herbart expounds with some fulness his views of sense perception, and his mathematical methods of training it,— that is by "the apperception of form through concepts," of which the triangle is the master one. This developing percept through concept is rather a reversal of the common method nowa days, which appeals solely to percepts to guide to concepts. Among the minor works translated in this volume the most interesting and important is doubtless "The Æsthetic Presentation of the Universe the Chief Office of Education," in which Herbart sets forth his ideal of education as the coördinate developing of Cognition and Sympathy toward the highest point, where the universal ethical and æsthetic significance is fully comprehended and acted on. Those who wish to attempt Herbart at first hand have in this book their opportunity. The translation appears to be well done by an enthusiastic Herbartian, Dr. W. J. Eckoff, who has added prefaces and introductions and an exhaustive analysis.

To the second trend of educational tendencies, the psychological, belongs the volume on "Child Observations." This book consists of a bare record of rather commonplace observations, preceded by an Introduction by Principal E. H. Russell. We are there told that these records are "not a scientific study of children, in the interest of psychology, but an attempt to bring our future teachers into closer and more sympathetic relations with them as individuals." We do not think this attempt to divorce

* Hegel as Educator. By Frederic Ludlow Luqueer, Ph.D. New York: The Macmillan Co.

Hegel's Educational Ideas. By William M. Bryant, M.A., LL.D. Chicago: Werner School Book Co.

Herbart's A B C of Sense-Perception, and Minor Pedagogical Works. Translated by William J. Eckoff. New York: D. Appleton & Co.

Child Observations. First Series: Imitation and Allied Activities. Edited by Miss Ellen M. Haskell, with an Introduction by E. H. Russell. Boston: D. C. Heath & Co.

The Intellectual and Moral Development of the Child. Part I., Containing the Chapters on Perception, Emotion, Memory, Imagination, and Consciousness. By Gabriel Compayré. Translated from the French by Mary E. Wilson. New York: D. Appleton & Co.

Kindergarten Principles and Practice. By Kate Douglas Wiggin and Nora Archibald Smith. Boston: Houghton, Mifflin & Co.

Principles and Practice of Teaching. By James Johonnot. Revised by Sarah Evans Johonnot. New York: D. Appleton & Co.

A New Manual of Method. By A. H. Garlick, B.A. New York: Longmans, Green, & Co.

The Education of Children at Rome. By George Clarke, Ph.D. New York: The Macmillan Co.

The Education of the Central Nervous System. A Study of Foundations, Especially of Sensory and Motor Training. By Reuben Post Halleck, M.A. New York: The Macmillan Co.

The Care and Culture of Men. A Series of Addresses on the Higher Education. By David Starr Jordan. San Francisco: The Whitaker & Ray Co.

sympathy and knowledge is very successful. Knowledge is necessary to sympathy, and sympathy to knowledge. All real insight quickens sympathy, and all sympathy quickens insight, which must be scientific to be true. As the physician and professional nurse study cases in the light of pure science, so must the educator do for his pupils. It is somewhat singular that Mr. Russell, after so vigorously declaiming against the selfishness of making child-life "material" for science, should yet (p. xxxiii.) consider the "highest ideal" of such study as helping the observer to a full enjoyment of the varying phases of childhood. Mr. Russell (p. xxix.) makes far too sharp a distinction between the child and the adult. In short, the introduction is quite too one-sided; and the main body of the book, as a record of facts, shows too little insight by the observers, though it may impress some teachers with the power and scope of the mimetic tendency in children.

In striking contrast with this rather crude work is Compayré's "Intellectual and Moral Development of the Child," which is an extremely careful and thorough, yet sympathetic, summary of infant psychology. It is a clear and on the whole candid *résumé* of the psychology of the first few months of the child's life, as illustrating perception, emotion, memory, imagination, and attention. Professor Compayré often writes both clearly and forcibly, as when he says: "While in the adult the expression falls short of the reality, in childhood it exceeds it. The child's embraces are in excess of his love; he cries more than he suffers; he laughs more than he is amused; and when he has learned to talk, he will talk more than he thinks." It will certainly occur to many that talking more than one thinks is not wholly confined to children. The book would be improved by the addition of an index, and of a tabular outline of the growth of mind; or at least these features should be incorporated in Part II., which we are glad to note is to follow this volume.

The third volume in the "Republic of Childhood" series, coming after the volumes on "Froebel's Gifts" and "Froebel's Occupations," is now before us with the title "Kindergarten Principles and Practice." It treats, in a very clear and lively way, and yet with discriminating enthusiasm, of such topics as Nature-Study, Moral Training, and Kindergarten Play. As an interpretation and application of Froebel, it will be of great value to parents and teachers who wish an introduction to his system. Froebel, indeed, studied the child mainly through sympathy, but yet not unscientifically; still, he made but a beginning, and on the whole he erred rather in over-emotionalism and over-tenderness toward making childhood a world in itself rather than a passing stage of development. This book, however, corrects to some extent this tendency, and becomes a very good introduction to modern Kindergarten practice. It may be doubted, however, whether the feminine spirit which so dominates Kindergartenism at present gives the complete environment for the young child, and whether it would not gain something by a training by men kindergarteners.

What the work just noticed does for the kindergarten, James Johonnot's "Principles and Practice of Teaching" does for the graded public school. We have here a thoroughly progressive manual for the use of practical teachers. Training in natural science and in manual arts is especially emphasized. Still, the author by no means neglects the moral and æsthetic culture. With regard to the former, he has a severe standard for the teacher as well as the pupil. "Of course," he says, "no person addicted to the use of strong drink or tobacco should ever presume to take upon himself the office of teacher." This revised edition of a well-known work especially emphasizes the interdependence of studies. In an appendix is reprinted the interesting "Story of a School," which so fully illustrates Mr. Johonnot's ideas on "incidental" moral training.

Mr. A. H. Garlick's "New Manual of Method" is primarily intended for young teachers in English schools, and will hardly interest the American teacher save by an occasional suggestion by way of comparison of American and English practice. There are some points on which the American teacher would be sure to dissent,— for instance, the necessity of corporal punishment, and the advisability of allowing poetry to be studied only at a late period in the pupil's work in English literature; but in the main it will be found a sound though rather conservative manual.

In the neat little volume entitled "The Education of Children at Rome," Dr. George Clarke publishes his doctorate dissertation. It deals with the intellectual and moral side of Roman education, and brings out fully the practical bent of Roman life. The book is clearly written, and seems a trustworthy and scholarly handbook, and the only special work on the subject in the English language.

Mr. R. P. Halleck, in his "Education of the Central Nervous System," aims mainly at sensory training. His special aim "consists in showing that recalled images of sense objects are powerful and necessary aids in further modifying and developing the sensory cells; not images of sight alone, but of every sense. . . . From long personal experience, the author can testify that the majority of pupils can soon be induced to seize the first opportunity to obtain definite sensory knowledge of any object mentioned in poetry, whether of a daffodil, of a murmuring pine, or of 'incense breathing morn.'" How the study of literature may help the study of nature, and *vice versa*, is a very interesting topic, which, however, is plainly psychological, and receives very little elucidation from the study of the central nervous system. The most original and suggestive chapters are "Special Sensory Training" and "Formation of Images," where definite exercises are set, and a sort of sensory gymnastics prescribed.

Dr. David Starr Jordan has been well known for years as a power in educational affairs, especially in the West; and his volume on "The Care and Culture of Men" presents in popular form the ideas which have made him so influential as a radical leader. In such chapters as those on "The Value of Higher Education," "The Scholar in the Community," "The School and the State," we have large, hopeful, and progressive ideas, set forth in the vigorous style of an accomplished orator, and enlivened with varied quotation, incident, and anecdote. Even those who disagree fundamentally with Dr. Jordan's main positions will find much that is of value. While the book is in no large sense an addition to pedagogical literature, it will yet be stimulating to teachers and others interested in education.

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