

it now does to direct the taste and confirm the habit of reading what is good rather than what is bad." Of course, the school tries to form "good habits, if it forms any at all, both of reading and of every thing else that falls within its scope, but we cannot admit for an instant that the school is responsible for the abuse of any power that it puts in the hands of its pupils. Moreover, while what Professor Hall says about men having gotten on pretty well before Gutenberg, and even before Cadmus (p. 17), is all true enough, yet it does not bear on the argument. The point is, that they would not get on at all now, unless they harmonized with the nineteenth-century environment; and of that the ability to read is an important part. However, we hardly think Professor Hall meant to be taken seriously, but was emphasizing what we all deplore, — the time wasted in reading useless and often positively harmful literature.

The remaining monograph that we have received is on the study of Latin, by Professor Morris of Williams college.<sup>1</sup>

It is a very good presentation of one side of the subject, based on the important distinction that the 'study of a language' is ambiguous, unless we know whether by it is meant the acquisition of the language for reading or speaking, the study of the literature written in it, the study of a language with a view to using it effectually in composition, or the investigation of the language itself as an organic growth.

#### HALL'S BIBLIOGRAPHY OF EDUCATION.

WITH the rapid development of the science of education there has grown up an increasingly voluminous and complex mass of pedagogical literature. Educational journals almost without number have been founded, and histories, criticisms, and constructive works dealing with educational subjects, have followed each other in bewildering succession. To all this literature a guide is necessary: the useful must be sifted from the useless, and some classification for the purpose of systematic study must be adopted. An attempt has been made to do all this by Prof. Stanley Hall and Mr. John M. Mansfield in the little volume before us.

The cautious wording of the title and the frank confessions of the preface disarm all serious criticism, and lead us to be thankful for what we have received, instead of complaining because of what we miss. It cannot be denied that the classi-

fication adopted is superficial and provisional,—it is the outgrowth of a series of topical reference-lists used by Professor Hall in connection with his lectures at the Johns Hopkins university,—and that typographical and minor errors are very numerous in the book; but the work is so comprehensive, and the result of such painstaking labor, that it will be found of great value to every student and reader in the broad field of pedagogics. In fact, because of its suggestiveness alone, it may fairly be said to be indispensable to every pedagogical library that pretends to be complete and abreast of the times.

The references in some departments are much fuller than those in others,—the result, we fancy, of the fact that many hands have co-operated in the production of the book; and the list of educational periodicals, while it names the best journals, is scanty. The volume will, however, give to many persons an idea of the scope and complexity of educational science that they have never before possessed, and we trust that it may have a cordial reception and an extensive use. A second edition will undoubtedly remedy many of the blemishes of the first, and will, we hope, afford an opportunity for adding to the editorial notes appended to the references, which are of great value.

#### PAINTER'S HISTORY OF EDUCATION.

THIS book calls for neither extended notice nor searching criticism. It is modest, compact, and satisfactory. In no sense is it an original work, but it shows good sense in the selection of material, and good judgment in its arrangement. We could wish that it had been more original in one or two particulars; for example, in its treatment of the universities. Compayré and most of the German manuals of the history of education touch too lightly on this great subject. We believe that due acknowledgment is rarely made of the great intellectual stimulus the western world received from the great universities. Professor Painter follows in the beaten path here, and says but little on the subject. Moreover, it seems fitting that a book having a chapter entitled 'Education in the nineteenth century' should say something of the great movement in the direction of manual training, industrial and technical education, that has manifested itself in Europe and America. Professor Painter has passed this by. Yet the book is a useful one, and it will find many readers among those educators who are striving to put their work in the line of historical and logical development from that of the great masters of education who have preceded them.

*A history of education.* By F. V. N. PAINTER. New York, Appleton, 1886. 12°.

<sup>1</sup> *The study of Latin in the preparatory course.* By E. P. MORRIS. Boston, Heath, 1886. 12°.

*Hints toward a select and descriptive bibliography of education.* By G. STANLEY HALL and JOHN M. MANSFIELD. Boston, Heath, 1886. 12°.