

by present usage; 3°, the use of the simple form of the past subjunctive derived from the Anglo-Saxon inflectional form and identical with that of the past indicative, instead of the modern analytic form; 4°, the use of the dative or indirect object without *to* or *for*. But Professor Corson hesitates to condemn even these: he thinks that "they often impart a crispness to the expressions in which they occur" (p. 81). At all events, they render Browning's thoughts less accessible to the general reader than they might otherwise be. Professor Corson's essays on the idea of personality, and of art as an intermediate agency of personality in Browning, on Browning's obscurity and his verse, and his analytic arguments of the poems that are appended, are very suggestive, and will repay not only reading, but study.

#### COMPAYRÉ'S ELEMENTARY PSYCHOLOGY.

M. COMPAYRÉ is so well known to students of pedagogy, and Professor Payne's translation of his 'History of pedagogy' has had so favorable a reception in this country, that his present book on psychology, and that on ethics, promised in March, will attract considerable attention.

In the little book now before us, the author, with the skill and lucidity of a true Frenchman, sketches the main topics of elementary psychology. M. Compayré begins by expounding in a few brief paragraphs the character and utility of psychology, and its relations to ethics, pedagogics, history, grammar, and literature. In speaking of the method of psychology, he mentions the distinction, so generally overlooked, between the scientific study of psychology and the elementary teaching of it. M. Compayré remarks that we do not confuse an historian and a teacher of history, and complains that authors of text-books of psychology should preserve a similar distinction in their science (p. 11).

In touching on the relations of psychological to physiological facts, he finds three points of difference between them (pp. 32, 33). First, the two categories of phenomena are not known in the same way. Second, the physiological phenomena are material movements: the psychological phenomena are something else than material movements. Third, the two sets of phenomena are in a certain sense independent of each other.

Then, accepting the usual classification of mental phenomena into those of knowledge, feeling, and will, M. Compayré enters upon the discussion of each. We can best represent his positions by quoting some brief passages dealing with controverted points in psychology: "De plus en plus,

*Notions élémentaires de psychologie.* Par GABRIEL COMPAYRÉ. Paris, Delaploue, 1887. 16°.

le mot âme est devenu synonyme de *principe spirituel*, qui sent, qui pense et qui veut" (p. 39); "La sensibilité, sous toutes ses formes, peut être définie *la faculté d'éprouver du plaisir et de la peine, et par conséquent d'aimer et de haïr*" (p. 55); "Ces principes constituent ce qu'on appelle la *raison*, c'est-à-dire tout ce qui est inné à l'intelligence, par opposition à l'*expérience*, c'est-à-dire à tout ce qui est acquis" (p. 74); "La *raison*, au sens psychologique, est l'ensemble des notions et des vérités qui ne dérivent ni de l'expérience ni des combinaisons de l'expérience" (p. 189); "Les vérités de la raison sont innées en ce sens qu'elles préexistent à l'expérience comme autant de dispositions naturelles; mais l'expérience est nécessaire pour les développer et les déterminer" (p. 191).

The value of the work as an elementary text-book is enhanced by the brief *résumés* given of each chapter, and by a lexicon of proper names and technical terms used in the book. Should the book be translated into English, as we understand is contemplated, it would be a decided addition to our elementary works on psychology.

#### PAYNE'S CONTRIBUTIONS TO THE SCIENCE OF EDUCATION.

PROFESSOR PAYNE'S volume of essays might, we suppose, following Max Müller's precedent, be entitled 'Chips from a Michigan workshop.' They are very plainly the results of the thinking done by the author on the educational problems suggested by his daily work. The first question we are tempted to ask is, Will they do any good? It must be remembered that a volume of this sort reaches a class of readers who are already more or less imbued with the author's views. It comes to them as a word of cheer and encouragement. But we should like to hear that Professor Payne's essays were reaching the indolent, untrained teacher, who believes that general information — and not too much of that — is the only preparation necessary for the teacher; and the loquacious and sarcastic sceptic, who has no trouble at all in proving — to his own satisfaction — the theorem that there is and can be no such thing as a science of education. We do not mean to say that Professor Payne's book would thoroughly arouse and convert such readers, for it is a trifle heavy, and conspicuously lacking in a certain attractiveness in style and arrangement that goes far to make a book successful; but it certainly would open up unknown regions to them, and stimulate further thought and inquiry. With the question, Is there

*Contributions to the science of education.* By WILLIAM H. PAYNE, A.M. New York, Harper, 1886. 12°.