

motion, all change, all intelligence, all feeling, be explained by the impact of matter upon matter or of matter upon ether? This question he pursues relentlessly into the remotest corners of the sciences of nature and man, answering it everywhere with an emphatic No.

But the argument is not wholly negative. The author would prove on the basis of experimental science that there is something in our universe beside matter in motion as the result of impact. Science deals with the question, How; Why and What are matters of taste and intellectual insight? Asking how matter moves, science arrives at the doctrine of the *potential*, gravitational, electric, magnetic, functional, intellectual, etc. The doctrine of the potential is utterly irreconcilable with the materialistic position (pp. 175 to 396).

Of course, much of this matter must be commonplace, as in any systematic exposition, but the recent and the recondite are not neglected, and the author's own researches are freely alluded to and given more fully in the appendices.

The book has a charming vivacity and is full of examples of felicity of statement and diction. It is also rich in anecdote and illustration. Many who would care nothing for the argument of the book would find pleasure in the account of Ampère's experiment (p. 100), of the synthetic free man (p. 355), of the materialistic explanation of whim and fashion (p. 361), of the encounter with a mob (p. 400), and the assassination of Paul I. of Russia (p. 416).

E. A. STRONG.

*The Meaning of Education.* By DR. NICHOLAS MURRAY BUTLER. The Macmillan Company. Pp. 230. Price, \$1.

This book is not a systematic work upon only a single subject; its seven chapters, instead, are mainly addresses that have been delivered in different parts of the country on various themes.

But the subjects chosen are leading questions in modern education; one is the American College and University, two pertain to the secondary school, and the four others involve particularly the aim of education, the characteristics of the new education, the relative values of studies and the relation of evolution to education. The selection of these topics indicates

the author's interest in all phases of education, and their treatment reveals his deep sympathy with modern views.

The book is likely to find an especially large number of readers, because it will appeal both to the educational expert and to teachers and citizens in general.

Its value to the specialist in pedagogy is due partly to the real newness of some of its thoughts, partly to their breadth of treatment.

For example, few teachers of method have seriously considered the relation of evolution to educational theory; to many, therefore, the first chapter, entitled the 'Meaning of Education,' will open up a new field of thought. Most of these specialists, also, devote their attention mainly to a very few phases of education; such as these Dr. Butler's wide interest and knowledge cannot help but broaden. There is hardly another man in the United States who has had an equal opportunity with him to acquaint himself with the condition of education in this country and abroad. Consequently his statements can rightly be regarded as authoritative. This fact lends great interest to the book, for Dr. Butler is not a man who fails to make concise statements that reveal the exact condition of affairs. For example, on p. 77 he declares, in substance, that most college professors know no more about the science of education than the motorman on a trolley car about the science of electricity—a statement that is certainly interesting and no doubt true.

Partly on account of the above facts, the book will prove of great value to teachers and citizens in general. Dr. Butler is peculiarly a man of the world; he is as well acquainted with the business man as with the teacher, and can make himself as fully understood and appreciated by the former as by the latter. Both will find in this book an outline, in brief, of the new education, but so simply and beautifully presented that, instead of taking offense at it because of its being the 'new education,' they are likely to regard it as entirely sensible. The book will, therefore, do much to establish sympathy among intelligent men and women for modern views on education.

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