

control by rigid conditions of experiment which can be precisely stated, his readers have no means of judging either of the exact conditions under which his observations were made, or of the accuracy with which they have been chronicled. For both these reasons his observations, e.g., on the rate of obliviscence are much less available as a basis of inference than those of Ebbinghaus at which he is inclined to cavil.

A. E. TAYLOR.

Hegel's Logic: An Essay in Interpretation. By JOHN GRIER HIBBEN, Ph.D.,
Stuart Professor of Logic in Princeton University. New York:
Charles Scribner's Sons. Pp. x, 313. Price \$1.25 net.

Dr. Hibben has produced a book which was much wanted. An introduction to Hegel's system is required for those professed students of philosophy who are not able—at any rate at the commencement of their studies—to grapple with the *Logic* or even the *Encyclopedia*. It is required still more for the general reader who wants to know something of the source of those Hegelian ideas which he continually encounters in theology, in ethics, and in politics.

France has for some years had a most excellent book of this kind—*La Logique de Hegel*, by the late Georges Noel. But the Master of Balliol's volume in the Blackwood series was not quite enough. Admirable and stimulating as it is, it makes no attempt to set out the course of the dialectic process in detail, and it is in the detail of the dialectic that the strength and the difficulty of Hegel lie.

Dr. Hibben devotes 200 pages to an abstract of Hegel's tremendous argument which leads from Pure Being to the Absolute Idea. The task was difficult in the extreme, and he appears to have succeeded in it to a very remarkable degree. His exposition is always clear, and shows a thorough knowledge of the text. On some points I should be inclined to differ from him, but it would be useless to note divergencies of opinion which could not be discussed without lengthy quotations from the original. And these points are, after all, but few in comparison with those of which Dr. Hibben's treatment seems to me unquestionably correct.

J. ELLIS McTAGGART.

Genetic Psychology for Teachers. By C. H. JUDD. International Education Series, vol. lv. New York: D. Appleton & Co., 1900. Pp. xiii, 329. Price, \$1.00.

One naturally expects, on opening a book with the above title, to find a discussion of the growth of the child mind, with suggestions for school-room application of its results. The author's *Psychology for Teachers* is, on the contrary, the psychology of the teacher himself. Child-study is to be replaced, or at least preceded, by teacher-study. The teacher is shown, by reference to certain optical illusions, how he may improve himself in observation,—the writer seems to take it for granted that these illusions are matters of judgment; he is to analyse his own writing habit, his own reading process, his own idea of number, his own activity of attention and emotive expression, his own attitude to educational ideals, and so forth. Why all this introspective work should be termed 'genetic' is not clear. It is true that there is a good deal of talk in the book about development, and some about heredity and selection and variation: but the argument runs direct from biology to education, and the reader is expressly warned against the genetic method of current child-study.