

as a wife means yielding to a stronger nature who has a better knowledge of the world than I have, and who loves me, and who will stand between

me and the world, and who will protect and care for me—then, really, I prefer to be “submissive.”

AN OLD FASHIONED GIRL.

GEOGRAPHY

HISTORICAL SURVEY OF PRE-CHRISTIAN EDUCATION.—Perhaps no series of articles in an educational journal has attracted more attention from thoughtful readers than the remarkable articles on the history of education which have appeared in the *School Review* at intervals during the past two years. These articles have now been collected, with but few changes and the addition of a chapter on Quintilian, to form the volume under notice. The work represents the fruits of the widest scholarship, of one who may certainly be esteemed the foremost living writer in his field in either England or America. Prof. Laurie's conception of education is so broad that in treating the history of the subject, he deals first of all with those political, social, and religious conditions of the people which determine its ideals. Towards these ideals education is directed. Such a conception as this removes at once the danger that the book will fall into a mere chapter of annals. The period chosen for this work is that in which the materials are most difficult to obtain and most intractable. An extraordinary range of reading in the fields of history, archæology, and other sciences that now light up the past, is betrayed on every page of Prof. Laurie's work. In dealing with the education of each people, the writer has selected as typical the period at which the culture and civilization of that people reached its highest development. One might suppose at first that there would be little of practical value for the teacher of to-day in a survey of educational conditions so remote from our time, but the truth is that at every step

strong side lights are thrown on one or another of the educational theories that prevail or assail in our day. Incidentally the debt that civilization as well as education owes to each of the races discussed, is clearly revealed. To some of the races, the Chinese notably, it is only too evident that education and civilization owe practically nothing, and the conditions that account for this fact stand out as warning beacons that nations of our day may avoid their fate. Students who have read the “Institutes of Education” and have perhaps been somewhat repelled by the too great brevity, conciseness, and apparent dogmatism of that book, will find another side of Professor Laurie's work revealed in this history. The style is most interesting and attractive. Indeed, there are few educational works that are as delightful reading. The work fills a vacant place in English pedagogical literature. The author has already made a valuable contribution to educational history in his “Rise and Early Constitutions of Universities.” The hope may be expressed that at no remote date he will find opportunity and impulse to bridge over the gap between the two works, and thus form a practically continuous history of education from the earliest times to the beginning of the modern period. It has always been a matter of regret that we had not in English an adequate history of education. If Professor Laurie could only be made to consider the whole field of education on the same plan that he has now worked out for the Pre-Christian period alone, this regret would no longer exist.