

human events, and is only now reasserting its power in connection with democratic individuality; of this modern synthesis the supreme expression is found in Walt Whitman. With his name—the sole reference to American literature—this survey of the spiritual history of all mankind in their progress from the Dakotah wardance to the 'Leaves of Grass' closes.

The volume, it will be seen, is a social rather than a literary study; it is an essay in the general subject of Evolution. It would be wrong not to say that several literary topics are dealt with which are of interest; but the discussion is necessarily closely confined to the surface and limited in its heads, and the generalization is too baldly made. It is merely specious to speak of Æschylean morality as if its contents were identical with the doctrine of inherited guilt and blood-revenge, and were nothing other or more. But the apologies of the author for his omissions and condensations preclude criticism in that direction. This is not the case, however, with total absence of any perception of the æsthetic value of literature either in the author's criticism or in his selection of quotations. The importance attached to non-European literatures is disproportionate; the treatment of them is relatively as diffuse as that of the better known literatures is meagre. One might find much fault in detail; but the book was written not for its details, but its generalities, and if one reads it, he will have a fuller and more defined impression of how literature has taken color from the political progress of the race, and shared in the evolution of both mind and morals.

It is not meant to imply by this remark that all the historical links in the author's unfolding of his subject are true metal and well forged; nor that his analysis of cause and effect in the relation of special literatures to their times, is final. By no manner of means, either, is it meant that the doctrine of the relativity of literature as he states it, to the exclusion of any universal and permanent element in the nature of the soul since it became self-conscious, is something to be admitted without further argument. In fact, the "impersonality" of the individual in the clan, which is the starting-point of the book, is a conception which must be better defined in the mind and clarified by historical fact, before the human beginnings implied in it can be considered more than hypotheses; and though, within the course of known history, literature has had a temporal and local dependence on the social forms and mental and moral contents of the civilizations it records, and has shared the relativity that appertains to all human knowledge, this is not the same thing with allowing that it has not a basis as changeless as is the persistence of force, and conditions as universal and simple as are time and space. The limitation of the author's view on the metaphysical and æsthetic sides, together with his engrossment with prehistoric times and outlying literatures, are very serious defects in his equipment as the pioneer of a "new science."

Childhood, Boyhood, Youth. By Count Lyof N. Tolstoi. Translated from the Russian by Isabel F. Hapgood. Boston: Thomas Y. Crowell & Co.

SYMPATHY and candor seem to be the chief characteristics of Count Tolstoi, both as an author and as a man. These characteristics are nowhere more strikingly exhibited than in the semi-autobiographical volume whose title we give above. The task which the author set himself was a difficult one—no less, in fact, than a psychological study of that most baffling of all periods, so far as literature is concerned, the years between ten and eighteen. It is no mere chronicle of childish pranks and superficial sentiment, such as the

majority of books treating of children turn out, whatever may have been the writer's intention at the start. Childish pranks there are in abundance, and in the proper place, and trivial incidents. But there is much more than this. Nominally, it is the record of Nikolai Irteneff's development from a child into a man. In reality, it is the record of Count Tolstoi's own youth, with some changes, which are, however, less important than they at first appear.

But the reader, whether man or woman, speedily discovers that it is his own personal moral autobiography, in a great measure, which he is perusing. It is the breadth and universality of the author's sentiment which gives him his power over his audience. What most people disregard or dislike to acknowledge, he reveals, not in a lengthy analysis, but in a few words which open up to the appreciative reader great depths of youthful feeling to which he looks wistfully back. This is done in the simplest and most natural way possible. The author never seems to search for extraordinary emotions or events. The latter are just of the ordinary sort which convey an idea of a boy's life in Russia, both in town and country. But nothing is more difficult than to express the lofty aspirations, the vigor and elevation of sentiment in early youth, without either under or overstating the case, even when they are coupled with, and to some extent justified by, extraordinary material surroundings. What Tolstoi has done is to account for these sentiments in a quiet, uneventful life. So easy and natural is his manner that the amount of skill required for the series of mental and moral pictures is hardly realized at first. It is the same with his sketches of nature. The power of vivid delineation in a few words seems to have characterized him from the first. The description of the harvest field through which Nikolinka's father passes on his way to the picnic, is fully as vivid and glowing as the picture of Levin among the mowers in his latest work. The morning under the apple-tree among the raspberry bushes, the moonlight night on the terrace, or the second journey to Moscow, in this volume, equals anything of the kind in his more recent writings.

The author's two great novels somewhat overshadow this quiet story, which, nevertheless, it must be remembered, placed him on a level in public estimation with Turgeneff and the foremost writers of Russia. The exquisite gradations by which Nikolinka grows from a superstitious little boy, who says his prayers on the sly in the carriage lest misfortune should overtake him, into the supercilious young man who despises all the world but the Irteneff family and people, who are *comme il faut*, while he makes frantic, though not entirely successful, efforts to be *comme il faut* himself, are delightful. His meditations while shut up in the garret for his misdeeds are so natural as to be ludicrous in spite of their intensity. His temporary religious fervor, his disappointment at the indifference of his family to his newly acquired but imperceptible goodness, his love affairs, his attempt to speak the exact truth to his friend Dmitri, and the unpropitious results, are all things which are treasured up from personal experience in out-of-the-way nooks of many a reader's memory. The chapter entitled "Reveries" in "Youth" contains the germs of the principles by which the author now rules his life. The interest of the whole book is quiet but intense, and, in common with Tolstoi's other writings, it makes the reader feel a warmth at his heart, elevation of purpose, and fresh strength to meet what life may bring to him.

It is a pity that we are compelled to bid adieu to young Nikolinka just when he has come to the conclusion that other people in the world besides the Irteneff family have brains and virtues. Having arrived at this point at the early age of eigh-

teen, his further career would have been of great interest. As it is, the book will make a profound impression on all thoughtful people. The translation has been carefully made, with a view to preserving the style and spirit of the original; and nothing has been omitted.

The History of Pedagogy. By Gabriel Compayré. Translated, with an Introduction, Notes, and an Index, by W. H. Payne, A.M. Boston: D. C. Heath & Co. 1886.

M. COMPAYRÉ's work is a condensed statement, in sections and paragraphs, of the aims of educators and systems of instruction that have a place in history. The methods and purposes of the Chinese, Hindu, and Israelitish schools are naturally set forth with brevity, and Greece, Rome, and the Middle Ages are soon despatched. The body of the volume is made up of a detailed examination of education in France, with views of the more notable foreigners, such as Locke, Comenius, Pestalozzi, Froebel, and Spencer, while a few quotations from Channing and Mann do duty for the subject in America.

A complete history of education would be a reflex of progress, or of the change in the ideal of what a man should be which has taken place in the evolution of society; and, in the rapid survey which M. Compayré makes, the dependence of education on a variable social expediency is perhaps the most instructive lesson. Not less striking is the perennial character of educational discussion which arises from the permanence of the mental qualities and the acquisitive instincts of the race. The case of utility *vs.* culture, of object *vs.* idea, of modern *vs.* ancient, of manual labor *vs.* books, etc., is pleaded in every age and by all the theorists on one side or the other. The only advance seems to be made by successfully disputing the right of any theory to exclusive possession of the field. In respect to all such problems that still vex our institutes, this compendium will prove a storehouse of quotations and authorities; and in general the decisions of the writer himself are in harmony with the ideal of the age, which is developing the secular, practical citizen school, with compulsory attendance, mild discipline, and much physical exercise. At the conclusion the "science" of education as something intimately and unchangeably related to psychology makes its appearance, and the dictum of Spencer, that education should reproduce in the individual the historical evolution of the race, is brought prominently forward. The object of the author, however, is not to theorize, but to present the speculation and practice of the past; and, except for the great preponderance of France in the history, the work is useful for reference, and likely to benefit teachers both by a fund of knowledge respecting the practice of the profession in other countries and by many valuable suggestions.

Teacher's Handbook of Psychology. On the Basis of 'Outlines of Psychology.' By James Sully, A.M. D. Appleton & Co. 1886. Pp. 414.

MR. SULLY'S 'Outlines of Psychology' contained so many references to educational matters as to suggest the inference that he expected it to be read mainly by teachers. He has now abbreviated and simplified that work, retaining all the pedagogic matter, and remodelling other parts into harmony with the general plan of throwing light on the education of the young. Perhaps the process of simplification has been carried too far by omitting mention of controversies and leading controversialists in various disputed questions. The quiet, dispassionate tone in which he discusses some questions in æsthetics and mo-

ality over which bloody battles have been fought, may add to the dignity of the work, but deprives it of dramatic interest. In another sense, a little more simplification would have been desirable. Mr. Sully's style, though clear enough, is too diffuse. What is true of his 'Outlines' is also true of his 'Handbook'—everything in it might have been said, and more impressively said, in less than half the space. There are too many self-evident assertions which might have been left to the reader's inference. The style lacks concreteness, and is hardly ever suggestive. A teacher's mind does not differ so greatly from a pupil's as to make special illustrations dispensable, and these are very rare in the present volume. Thus, Mr. Sully refers to the extraordinary memory of Scaliger, Pascal, and Macaulay, but cites none of their feats to illustrate the extent to which memory can be cultivated, which is the most important phase of the question, and which would impress the matter on the reader's imagination. Nor is there any reason why the tone of the book should be so monotonously dignified. A teacher's life is so dry that he would especially relish a few anecdotes, a little humor; and he would, *e. g.*, be more apt to remember the psychologic peculiarity that young children cannot estimate distance, on being told the story of the absent-minded man who was annoyed by his child's screams, and, when the nurse informed him that the child wanted the moon, replied impatiently, "Well, then, for heaven's sake, let him have it."

But, these, after all, are minor faults, which do not prevent Mr. Sully's book from being of very great use to the teacher in calling his attention to matters which might otherwise escape his attention, and in explaining psychologically why certain methods of teaching are preferable to others. Mr. Sully is perhaps better versed in the latest discoveries of Continental psychologists and physiologists than any other English writer in his field; and, by a short bibliographical appendix to each chapter, he enables teachers to pursue the same subject in the works of other authorities. By constantly referring to the nervous concomitants of mental action, he makes clear the reason for many rules of pedagogy—the necessity for frequent relaxation, change of subject, to exercise a different region or sense-centre of the brain, etc. The observations of Preyer, Perez, and Darwin, on the earliest manifestations of the different mental faculties in children are also fully utilized and enlarged upon. The difference between former faulty educational methods and modern improvements is everywhere emphasized, especially as regards the need of making learning agreeable, visualizing the lessons, and not cultivating the word-memory at the expense of imagination and spontaneity—which, it is well known, is the defect in German educational practice.

The treatment of Feeling is generally the weak point in psychologic treatises, but here Mr. Sully rises much above the average, though, in common with most writers, he insists too much on the antagonism between feeling and thought. It may be true that violent feeling of some kinds "disturbs the normal flow of the thoughts." But, on the other hand, it must not be forgotten that thoughts are most vivid and original when they are raised to a white heat by fervent emotion.

The absence of an index is hardly atoned for by the very full table of contents at the beginning of the book.

Class Book of Geology. By Archibald Geikie, LL.D., F.R.S. 12mo, pp. 516; 209 figures in the text. Macmillan & Co. 1886.

TEACHERS are already indebted to Dr. Geikie for

an admirable manual or dictionary of geology, of which it is high praise to say that it deserves to rank with the great compendium by Dana. In this "class-book" Dr. Geikie has essayed a far more difficult, though less laborious, task than the preparation of a manual of reference involves. He has undertaken to select from the stores of fact which have been accumulated by geologists such points as will command the attention of students. In this task he appears to have succeeded as well as the limitation of the method admits.

The first chapters give an account of the action of the atmospheric agents, especially of water, in the destruction and formation of rocks. This part of the subject is the key to geological actions; its importance is fully appreciated by the author, who has given us an excellent brief presentation of the matter. The only criticism that can well be made against it is the incompleteness of its description of glacial action, and the failure at the outset to call the student's attention to the fact that during the last ice period the ice occupied other countries besides those of central and northern Europe. From the text of this chapter the reader will not be able to form a conception of the importance of ice action in the earth's history; he must turn to the latter part of the book for this information, where it is fairly well given.

The part of the book which treats of volcanoes is much less satisfactory than that which concerns the other modes in which water operates on and in the earth. The author omits clearly to show the student that steam is the most important agent in volcanic explosions, though he evidently understood it himself. The reader thus fails to get the key to this class of geological actions. In other regards this portion of the subject is well presented. After considering the action of the atmosphere, water, and volcanoes, the author takes up the components of the earth's crust, following with an account of the formation, destruction, and metamorphism of rocks—a field in which he has an admirable mastery—so that in the space of fifty pages we get by far the best summary of the points the beginner needs to know that is to be found in any book of this nature.

The last half-hundred pages of the book are devoted to the geological record of the earth's history, and to an appendix, which gives a descriptive list of organic forms. This outline may serve as a model for those who essay to exhibit such details in a text-book. The work has never been so well done, yet we cannot think that the young student will find any profit in it. He cannot, without years of patient study, have any conception of the powers which are indicated to him by mere names now and then helped out by diagrams. Are we not stuffing the youth with wind when we tell him that in the carboniferous strata "some of the more common lamellibranchiate molluscs belong to the genera *Aviculopecten*, *Leda*, *Nucula*, *Edmondia*, *Modiola*, *Arthracomya*. Among the gasteropods *Euomphalus*, *Pleurotomaria*, *Loxonema*, and *Bellerophon* are not infrequent"? There are at the present time not more than a few score persons, mostly gray-haired, to whom these terms bring any definite connotation. The late Prof. Sophocles used to say of naturalists that "they take a pickled snake, a pinned butterfly, and a stuffed alligator, and call that learning." When we teach names in place of nature, and give the student an utterly false sense of acquisition in a store of mere words, we are clearly open to the bitter criticism of the learned Greek. "Gerund-grinding" may be bad, but even gerunds have at times a touch of human nature to give their meaning. This criticism is less applicable to Dr. Geikie's book than to any other of its class; but it lies against the method which character-

izes them all. Only so far as the natural sciences can clear themselves of this evil will they serve in the work of education.

Dr. Geikie's book is written in a simple and clear style. The print is excellent; the diagrams are, with few exceptions, good, only one, on p. 47, being thoroughly bad; there is a good index. Those who are so unhappy as to be compelled to begin the study of geology with a text-book cannot do better than to take this.

Outlines of Mediæval and Modern History. A text-book for high-schools, seminaries, and colleges. By P. V. N. Myers, A.M., President of Belmont College, Ohio, etc. Boston: Ginn & Co. 1886.

A FEW years ago (see *Nation* for Oct. 12, 1882) we reviewed Myers' 'Outlines of Ancient History,' the most prominent merit of which we found to be the freedom from unnecessary detail which makes up the bulk of most historical text-books. The same author has now published a text-book of mediæval and modern history, characterized by the same excellence. The two volumes, taken together, furnish the best brief universal history for general readers with which we are acquainted. The same sound historical sense which leads to the omission of so much of the usual detail, is to be noted in the plan of the work. The author does not attempt to make a complete history, and especially he does not, as most writers of school history do, think that he must make his *general* history a bundle of *particular* histories. Take, for example, his Second Period—"The Age of Revival" (from about 1000 to 1500). The chapters in this are Feudalism and Chivalry, The Normans, The Crusades, Supremacy of the Papacy, Conquests of the Turanian or Tartar Tribes, Growth of the Towns, The Revival of Learning, and Growth of the Nations—in which last we find most of the details of dynastic history. Such a treatment as this assumes, it is true, a certain amount of previous knowledge, at least for its best results. But the book will serve admirably for collateral reading in connection with any school course, as well as directly as a text-book, in the hands of a good teacher.

A series of maps (nine, we believe, but there is no list of them) is inserted at the proper pages. Of these it is enough to say that they are reproduced, by permission, from those in the Atlas to Freeman's 'Historical Geography of Europe.' There is also an index.

BOOKS OF THE WEEK.

- Arnold, T. Clarendon History of the Rebellion. Vol. 6. Macmillan & Co.
Brown, T. E. Studies in Modern Socialism, and Labor Problems. D. Appleton & Co. \$1.25.
Campbell, Helen. Miss Melinda's Opportunity: A Story. Boston: Roberts Bros. \$1.
Cambridge Greek Testament: The First Epistle to the Corinthians. Edited by Rev. J. J. Lias. Macmillan & Co. 75 cents.
Dana, W. F. The Optimism of Ralph Waldo Emerson. Boston: Cupples, Upham & Co. 50 cents.
Fenn, G. M. Double Cunning: A Novel. D. Appleton & Co. 50 cents.
Hamerton, Eugénie. Golden Mediocrity: A Novel. Boston: Roberts Bros. \$1.
Hamlin, Myra S. A Politician's Daughter. D. Appleton & Co. 75 cents.
Hodgkin, T. The Letters of Cassiodorus: Being a Condensed Translation of the Varie Epistole of Magnus Aurelius Cassiodorus Senator. Macmillan & Co.
Humphrey, Frances A. The Children of Old Park's Tavern. Harper & Bros.
Keith, L. The Chilcotes; or, Two Widows. Harper & Bros. 20 cents.
Lillie, Lucy C. Jo's Opportunity. Harper & Bros. \$1.
Molteni, G. de. Conversations sur le Commerce des Grains et la Protection de l'Agriculture. New ed. Paris: Guillaumin et Cie.
Morley, J. Critical Miscellanies. Vol. 3. Macmillan & Co. \$1.50.
Neubauer, Ad. Catalogue of the Hebrew Manuscripts in the Bodleian Library and in the College Libraries of Oxford. Macmillan & Co.
Neubauer, Ad. Excursions of Hebrew Manuscripts in the Bodleian Library. Macmillan & Co.
Norris, W. E. My Friend Jim. Macmillan & Co. 50 cents.
Oger, V. Les Demoiselles de St. Cyr: A Comedy. By Alexandre Dumas. With notes. Macmillan & Co. 40 cents.
Roberts, E. Santa Barbara, and Around There. Boston: Roberts Bros. 75 cents.
Robins, G. M. Keep My Secret. Harper & Bros. 20 cents.