

then he goes on to show that, in a day's shooting in England, the only men who are called to expend brain-work are the hired servants who find the game and drive it in the wished-for direction. While every sportsman wishes for "luck," by far the largest part of his day's enjoyment ought to consist in his search for the game; and this search will be very unsuccessful (outside of a preserve) unless he understands the habits of the game that he seeks, and is acquainted with the country that he traverses. Moreover, he adds very largely to his enjoyment by watching the working of his trained setter or pointer, who will show as much skill and knowledge in the search for birds as his master. To appreciate the difference between such hunting as these English authors describe and that which is enjoyed in America, a person has only to compare one of the chapters on "driving" pheasants, partridges, or grouse, and a chapter of one of Frank Forester's experiences in the Warwick woodlands. The former is a matter of dry details; the latter makes the blood tingle in the veins of any reader who has the sportsman's instinct.

The chapter on deer-stalking is the most interesting in the two volumes. Stalking—or, as we call it, "still hunting"—is the principal method of killing deer that is now recognized as legitimate in England and Scotland; coursing or hounding being abandoned, as it should be, and driving not being considered so fair a sport as stalking. Much valuable information is given about the habits of deer, and the methods of approaching within gunshot of them. In stalking, the British sportsman generally depends on the skill of a stalker to direct his movements until he is near enough to fire; but even then much more is required of him than of the man who depends on drivers to put birds within his reach.

The chapters on wild-fowl shooting also contain many directions to enable the sportsman to depend on himself for his bag of game. In one way, the English view of duck hunting is far behind our own. The use of the swivel gun is recognized as legitimate, and directions are given in much detail about handling it and building boats for its employment. In most of the Atlantic States the use of such weapons in shooting wild fowl is now contrary to law, as it should be.

Contributions to the Science of Education. By William H. Payne, A.M. Harper & Bros. 1886.

Educational Psychology. A Treatise for Parents and Educators. By Louisa Parsons Hopkins. Boston: Lee & Shepard.

Habit, and its Importance in Education. An Essay in Pedagogical Psychology. Translated from the German of Dr. Paul Radestock by F. A. Caspari, with an Introduction by G. Stanley Hall, Ph.D. Boston: D. C. Heath & Co. 1886.

PROF. PAYNE'S volume of disconnected essays and addresses is characteristically marked as the work of a practical and experienced as well as a thoughtful educator. His positions are firmly taken and his opinions strongly worded; and, whether he is agreed with or not, he makes himself respected. There is, too, a liberal-mindedness about his spirit, a catholicity and reach of view (especially in the chapters on the secularization of the schools as a world-movement), and moreover a minuteness and range of acquaintance with the literature of his subject, which shows the master of the field; and the tonic power of his reflections is wholly unusual. These may seem vague words; but it is only by general terms that we can express adequately our sense of the controversial and stimulating value of a volume too various to be dissected in detail. Like

a man of age and experience, the author has great respect for the past, and is not inclined to think that the "new education" is likely to be revolutionary, or "the Quincy method" destined to as great a future as was the Baconian. He directs attention rather to the need of a determination by experiment of education values in the different studies, and to the propriety of seeking in psychology the basis of the leading principles of the art of pedagogy, while he has no patience with the theory that assumes a child-mind psychology or any of its companion novelities. He attacks Spencer's positions, with modesty enough, but without any fear, and especially objects to the doctrine that the child's education should repeat that of the race, and he has something to say against the dictum that the pupil must proceed "from the known to the unknown," and other maxim-shibboleths. In short, he is an independent and vigorous thinker, thoroughly informed and well-disciplined; and though some of his essays are touched by local interests, the book is to be recommended to the attention of those practically interested in education, with the certainty that they will find it full of good sense in general matters and of valuable suggestions in specific subjects. At the close of the volume is a detailed account of the organization and work of the department of pedagogics at Michigan University, of which Prof. Payne holds the chair.

'Educational Psychology' is a little primer-like volume, which sets out on the ground that psychology ought to be the basis of educational practice and theory, and proceeds to compress into a small space the scientific analysis of sense-perception, memory, imagination, judgment and reason, and taste or the sense for beauty. This is done with clearness and brevity, and from the latest authorities, whom the authoress has carefully studied. The volume is, in fact, a digest of a course of lectures given to a normal class, and may well be of advantage to any teacher who wishes to give a class so much of the groundwork of psychology as is most necessary to the understanding of the learning powers of the mind.

Dr. Radestock's essay, which is translated entire under the title 'Habit in Education,' is a kind of mental deposit from wide reading, of which the intent is to show that habit, in the scientific sense, working by nerve-disposition, is the essential of education. He traverses the physiological and psycho-physical field, and arrives at conclusions in the realms of the will and of the highest faculties of intelligence, with some glances at the peculiar provinces of genius and insanity. The volume is of interest rather on the theoretical side in relation to the science of education, for which it affords a preliminary analysis, in some sort. On the practical side many questions would be put, and one recalls that not only Rousseau, but so late a writer as Sully, questions the desirability of firmly established habit. In fact, the goodness of any "habit" depends on the fixity of the conditions under which it arose, and with a change in them a modification of itself is needful, which often is brought about with difficulty. Thus "habit" sometimes becomes a limiting and damaging element, when originally good. But the discussion is so largely one of words and meanings as to be endless if entered on; and independently of the great scope which Dr. Radestock claims for the rule of habit in education, his analysis and expositions are of great interest to theorists in the art.

El Maghreb: 1,200 Miles' Ride through Morocco. By Hugh E. M. Stutfield. London: S. Low. 1886. Pp. xi, 347. Map. 8vo.

THE author's first visit to Morocco was in 1881, when he made various excursions in the neigh-

borhood of Tangier; but the greater part of his book is an account of a journey made two years later to the cities of Fez and Morocco. Though he and his companion travelled in English dress, and with a single soldier for an escort besides their three servants, they were not simply unmolested, but were treated in nearly every place, even in the sacred city of Wazan, with courtesy. The Government has suffered so severely of late from the "claims" of foreigners, that the anxiety of the kaid of the villages at which they camped for the night to protect the travellers from robbery was often embarrassing. Fez was the only town in the interior through which they passed that showed any signs of commercial activity. "Trade here, at times, really is brisk." But what is said of the capital, "there is an air of desolation about the place, as of a city of the past," seems to be true of all the others. In the southern district of Wadnoon there is a considerable trade with the desert tribes, largely in ostrich feathers, but "slaves are the most important article of commerce with the Sudan, and Morocco forms the chief market for the traffic in human flesh." While Amicis, in his lively description of Morocco, gives but a curt account of Mequinez (where, indeed, he had enough to do to escape the mob), Mr. Stutfield found it, with its magnificent gate, beautiful buildings, extensive ruins, and wonderful wall outside the Mellah or Ghetto "twenty-five yards thick," to be the most interesting town in the country. Within a day's journey of the capital they entered a famine-stricken region, which extended to the coast. The clamors of the wretched people for bread by day, and the crying of the starving children by night, made this part of the journey very distressing—the more so since it was evident that these periodically recurring famines could easily be prevented. The land is fertile, in some districts said to be the richest in the world; irrigation and cultivation are easy; but bitter experience has taught the people the uselessness of laying up the surplus of a crop simply to be the prey of their rulers, and so the failure of a single harvest means starvation. In Morocco, as in all countries cursed with the Mussulman rule, the land is gradually but surely becoming a desert. The author passed through a good-sized town, the last inhabitant of which "had left or died (the words are synonymous in the euphemistic Moorish language) a few weeks before, and the houses and streets were now as silent as the grave."

In his description of the political condition of Morocco Mr. Stutfield dwells at length on the evils of "protection." This is the right granted by the Madrid Convention of 1880 to each foreign Power to protect twelve Moors, and, in addition, to every European trader to protect two native agents. These "protected" natives are freed from the authority of the Moorish Government, and are responsible only to the Power which protects them. It is easy to see what opportunities this system offers for abuse. So eagerly have the people, especially the Jews who make a business of "selling the protection," availed themselves of it, that the Sultan has "complained that it was impossible for him to carry on the government of his country under such circumstances, wherein numbers of his subjects can set his laws at naught, and, freed from all the restraints and duties of citizenship, plunder and rob the unfortunate natives who have not the good fortune to be of the protected ones." Even the Shereef of Wazan, in one sense the head of the Mohammedan Church and virtual ruler of a wide territory, is now a French subject, "so that a large tract of the Sultan's dominions is practically withdrawn from his authority, and placed under the dominion of the representative of the Republic." While the British Minister, Sir John Hay, has firmly and constantly opposed

the abuses of this system, it is to be feared that the United States, if Mr. Stutfield's statement is true (that "America, by the way, appears to throw the ægis of the Stars and Stripes over a surprising number of Jews in Morocco") is not without guilt in the matter. In discussing the future of the country, the author naturally deprecates the growth of the French influence, but does not venture to more than hint that Morocco should become a part of the British Empire. Yet the benefits flowing from such an acquisition would be considerable. For not only is Gibraltar "wholly dependent on Morocco for its supplies," but the country, which, it should be remembered, is only four days' sail from her shores, under a stable government would produce corn enough to "render England, with even a doubled population, independent of the rest of the world."

Florida Fruits, and How to Raise Them. By Helen Harcourt. New and enlarged edition. Louisville, Ky.: John P. Morton & Co. 1886. Pp. 347. 12mo.

THIS book gives a glowing account of the capabilities and prospect of fruit-culture in Florida, not only of the orange as the chief staple, but subsidiarily, of pineapples, bananas, and coconuts; also of grapes and figs, peaches and plums, strawberries, and the like, which are supposed to affect more northern latitudes; indeed, the conundrum which the fair author asks, "What cannot be grown in Florida?" she gives up entirely as a still unsolved problem. Apropos of the peach, we are told that "to Persia do we owe this most popular fruit, and yet, strange to say, in this its native home it was considered unwholesome"; and that "its first visit to foreign lands, and the first true appreciation it met with, was on Chinese soil, and there we find it flourishing and at home almost as early as it was noted in its native land." But De Candolle has recently shown that the peach was known and prized in China very long before it can have been known in Persia, and that the interior of China is its probable source. This may be worth noticing in the next edition, when the incongruity of the statement respecting the original unwholesomeness of this fruit with what follows may be explained. "That the peach was one of the trees in the Garden of Eden there can be no doubt, and surely God could have placed there, for the comfort of our first parents; no more delicious fruit than this." But would the Lord have given this originally unwholesome fruit among the trees "pleasant to the sight and good for food," or did an originally delicious fruit partake of the curse at the fall and become unwholesome until the "heathen Chinese" restored it to its pristine innocence?

Seriously, Mrs. Harcourt's book is full of practical information, teaching us not only how to raise fruits in Florida, but how to fight their ene-

mies and how to preserve and cook them (*i. e.*, the fruits). She even tells us to add sugar to our dish of fresh figs and cream, which well-ripened figs should not require; and, altogether, her bountiful instructions allow her to indulge the hope that, so guided, the "veriest novice may make a success of his new pursuit in his Florida home." He has our best wishes.

Study of the English Classics: A Practical Handbook for Teachers. By Albert F. Blaisdell. A.M. 4th edition, revised. Boston: Lee & Shepard. 1886.

MR. BLAISDELL is one of those teachers who have taken an active part in the educational reform in literary study in our schools, which consists practically in substituting the works of authors for manuals concerning them. The present volume contains schemes of courses, examples and types of lessons, exercises, recitations, reviews, etc., and summary studies—a kind of syllabus—of seventeen representative authors, English and American. There are very many valuable hints and leading principles of use to teachers, and an unlimited number of examination papers, and thousands of trial questions. It is, in a word, a normal-school course for teachers, in the branch of literature. So far there is no fault to be found, and there can be no doubt of the excellence of the work and its utility when once its sphere is granted. Nor shall we do more than hint our impression that Mr. Blaisdell's students will not escape a danger to which his own eyes are wide open. The defect of the old system was that it taught literature as a form of history, biography, and criticism; the danger of the new system is that it will teach Shakspeare, Milton, and Pope as a form of grammar, mythology, rhetoric, etc. In fact, as one reads over the specimen questions, they bear a curious resemblance to the sort of interrogatories put by classical teachers concerning the text of Virgil, Ovid, and Cicero, and they lie under the same old charge often brought against this mode of instruction—that the exercise is not a study of literature in a true sense. On the first stanza of Gray's *Elegy* we have here three solid pages of questions, fine print. This exhibits only the ingenuity of the teacher. Literature, the highest culture study, is necessarily one of the last to be imposed; and it is doubtful whether it is not degraded by being made the medium of practical studies such as grammar, rhetoric, and "allusions."

BOOKS OF THE WEEK.

Alcott, Louisa M. *Jo's Boys, and How they Turned Out.* Boston: Roberts Brothers. \$1.50.
Amusing Adventures, Afloat and Ashore: Three American Boys. 300 Engravings. Mrs. Frank Leslie's Publishing House. \$1.
Autobiography of Leigh Hunt. Harper's Franklin Square Library. 20 cents.
Bigelow, M. M. *A Treatise on the Law of Estoppel and its Application in Practice.* 4th ed. Boston: Little, Brown & Co.
Brooke, Rev. S. A. *The Unity of God and Man, and Other Sermons.* Boston: George H. Ellis.

Child, F. J. *Poems of Religious Sorrow, Comfort, Counsel, and Aspiration.* Selected. New ed. Boston: Houghton, Mifflin & Co. \$1.25.
Church, Prof. A. J. *Two Thousand Years Ago; or, the Adventures of a Roman Boy.* Illustrated. Dodd, Mead & Co.
Clarke, Rev. J. F. *The Problem of the Fourth Gospel.* Boston: George H. Ellis.
Clarke, Rev. J. F. *Vexed Questions in Theology: A Series of Essays.* Boston: George H. Ellis.
Donaldson, Dr. S. J. *A Decalogue for the Nursery.* Boston: Ochs Clapp & Son.
English Illustrated Magazine, 1885-1886. Macmillan & Co. \$2.50.
Fasnacht, G. W. *Macmillan's Progressive German Course.* Second year. New ed. Macmillan & Co. 90 cents.
Finley, Martha. *Elsie's Kith and Kin.* Dodd, Mead & Co.
Finley, Martha. *Mildred's Boys and Girls.* Dodd, Mead & Co.
Finley, Martha. *The Thorn in the Nest.* Dodd, Mead & Co.
Frith, H. *Under Bayard's Banner: A Story of the Days of Chivalry.* Cassell & Co. \$1.50.
Gluman, A. *Short Stories from the Dictionary.* Chicago: Interstate Publishing Co. 60 cents.
Goethe, J. W. von. *Faust. Introduction and Notes by Jane Lee.* Part I. Macmillan & Co. \$1.00.
Gosse, E. Raleigh. *[English Worthies.]* D. Appleton & Co.
Gould, S. B. *Little Tu'penny: A Tale.* D. Appleton & Co. 25 cents.
Graham, J. W. *Nezara: A Tale of Ancient Rome.* Macmillan & Co. \$1.00.
Hale, Lucretia F. *The Peterkin Papers.* Illustrated. Boston: Ticknor & Co. \$1.50.
Hall-Mausfield. *Hints toward a Select and Descriptive Bibliography of Education.* Boston: D. C. Heath & Co. \$1.75.
Hamilton, A. *Works.* Vol. VIII. G. P. Putnam's Sons \$5.00.
Hazlitt, W. C. *Old Cookery Books and Ancient Cuisine.* George J. Cooney.
Hawthorne, N. *The Snow-Image and Other Twice-Told Tales.* Boston: Houghton, Mifflin & Co. 50 cents.
Heard, F. F. *Precedents of Pleadings in Personal Actions in the Superior Courts of Common Law.* Boston: Little, Brown & Co.
Holbrook, Dr. M. L. *How to Strengthen the Memory; or, Natural and Scientific Methods of Forgetting.* M. L. Holbrook.
Holmes, Margaret. *The Chamber Over the Gate.* Indianapolis: Charles A. Bates.
Leisure Moments on Gough Square; or, The Beauties and Quaint Conceits of Johnson's Dictionary. By the author of *Shakspeare's Drafts from the Living Water.* Buffalo: Ulrich & Kingsley. \$2.25.
Lefmore, Dr. C. H. *The Republic of New Haven; A History of Municipal Evolution.* Baltimore: N. Murray.
Lossing, B. J. *The Two Spies.* D. Appleton & Co.
MacLay, A. C. *A Budget of Letters from Japan. Reminiscences of Work and Travel.* A. C. Armstrong & Son. \$2.00.
Mathorne, Bishop. *Christian Patience the Strength and Discipline of the Soul: A Course of Lectures.* Catholic Publication Society. \$1.60.
McElroy, Prof. J. G. R. *Essential Lessons in English Etymology.* Philadelphia: John E. Potter & Co. 75 cents.
Morris, R. T. *How to Treat Wounds To-day.* Second edition. G. P. Putnam's Sons. \$1.
Mulholland, Rosa. *Marcella Grace. An Irish Novel.* [Harper's Handy Series.] 25 cents.
Nafis, Maud. *Flowers and How to Paint Them.* Cassell & Co. \$2.50.
Nipher, Prof. F. E. *Theory of Magnetic Measurements, with an Appendix on the Method of Least Squares.* D. Van Nostrand.
Pellissier, E. *Britannicus: Tragédie par Racine.* Macmillan & Co. 50 cents.
Preble, W. F., Jr. *Collisions in United States Waters.* Boston: Little, Brown & Co.
Publishers' Trade List Annual. 1886. Office of the *Publishers' Weekly.*
Quick, R. H. *Pedagogical Biography.* No. III. John Locke, No. IV. Rousseau. Syracuse: C. W. Bardeen.
Readings from Milton. Boston: Chautauqua Press.
Roe, E. P. *He Fell in Love with his Wife.* Dodd, Mead & Co.
Roe, E. P. *Nature's Serial Story.* Illustrated. Dodd, Mead & Co.
Savage, Rev. M. J. *Social Problems.* Boston: George H. Ellis.
Spender, Mrs. John K. *Both in the Wrong: A Novel.* Harper's Franklin Square Library. 20 cents.
Swasey, J. B. *A New Essay on Man, and Miscellaneous Poems.* C. T. Dillingham. \$1.
Thaxter, Celia. *The Cruise of the Mystery, and Other Poems.* Boston: Houghton, Mifflin & Co. \$1.00.
Thomas, Edith M. *The Round Year: Essays.* Houghton, Mifflin & Co. \$1.25.
Thorne, Ismay. *A Six-Years' Darling; or, Trix in Town.* E. P. Dutton & Co. 50 cents.
Todhunter-Pearson. *A History of the Theory of Elasticity and of the Strength of Materials, from Galileo to the Present Time.* Vol. I—Galileo to Saint-Venant. 1639-1850. Cambridge: University Press.
Ward, W. *The Clothes of Religion: A Reply to Popular Positivism.* Catholic Publication Society.

JUST READY.

BIOLOGY.

GENERAL BIOLOGY. By W. T. Sedgwick, Professor in Massachusetts Institute of Technology, and E. B. Wilson, Professor in Bryn Mawr College. 8vo, \$2.00.

RHETORIC.

A PRACTICAL RHETORIC. For Colleges and Intermediate Schools. By J. S. Clark, Professor in Syracuse University.

Whitney's Practical French Grammar.

With Exercises and Illustrative Sentences from French Authors. By W. D. Whitney, Professor in Yale College.

* * * A copy of either of the above sent, post-paid, to a teacher for examination with a view to introduction.

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