

by the procedure of Messrs. Kastner and Atkins in their "Short History of French Literature," which has been quite favorably received. The preface makes the following statement in regard to the authors' indebtedness:

All the leading authorities on French literature, among whom may be mentioned Gaston Paris, Darmesteter, Lanson, Brunetière, Faguet, and Jules Lemaitre, have been consulted, and in the case of the most conspicuous writers, the criticisms expressed are based on a first-hand acquaintance with their writings, supported, where possible, by the internal evidence of the works themselves.

The parallel passages given below are not the result of any painstaking search, but merely the outcome of a few days' reading of Lanson's "Histoire de la littérature française," and Dercchef's translation of Brunetière's "Manual of the History of French Literature." Other passages might have been cited showing the same similarity. No attempt has been made to find parallels in other secondary sources mentioned by the authors. With the exception of the paragraph quoted above there is no reference to the source of these passages, nor are quotation marks used.

The works of Marot are composed: (a) of translations and allegories, such as his translation of the first two books of the "Metamorphoses," and his "Temple de Cupido," or again his "Enfer"; (b) of *chants royaux*, *ballades*, and *rondeaux*; (c) of occasional pieces, *étrennes*, *blasons*, *épigrammes*, etc.; (d) of his translation of fifty of the Psalms. p. 46.

His learning is that of the Middle Ages: (a six-line quotation follows) p. 46.

He was lacking in intensity of feeling, picturesqueness of vision, and vividness of style. p. 47.

(Of the "Amours de Cassandre") . . . and partaking rather of the artificial character of old French "courtous" poetry than of the passionate character of modern lyricism. p. 63.

Moreover, we know that Malherbe's finest poems, which during his lifetime were scattered through, and to some extent lost in, the anthologies of the day, did not appear in collected form till 1630, two years after his death, and that he did not leave any disciples rightly so called. p. 96.

It would be almost impossible to be more deficient than he is in enthusiasm, imagination, sensibility, and naturalness. His ideal, as was the case with Ronsard as he grew older, tended towards the entire elimination of the personal element from poetry, and

The works of Marot are composed: (1) of Translations and allegories, such as his translation of the "Metamorphoses," bk. I. and II., and his "Temple de Cupido," or again his "Enfer";—(2) of *Chants royaux*, *Ballades*, and *Rondeaux*;—(3) of *Épigrammes*, *Epistles*, and *epigrams*;—(4) of occasional pieces that figure in anthologies under the titles *Étrennes*, *Épithames*, *Blasons*, *Cimetières*, and *Complaints*;—(5) of his translation of fifty of the Psalms. Brunetière, p. 42, note.

Son érudition est du moyen âge: (the same quotation) Lanson, p. 237.

Marot possessed neither the intensity of feeling, nor the picturesqueness of vision, nor the vividness of style of a poet. Brunetière, p. 41, note.

It partakes rather of the artificial character of the "courtous" poetry of our old literature than of the passionate character of modern lyric poetry. Brunetière, p. 53, note.

To . . . since his finest poems, which during his lifetime were scattered through and to some extent lost in the anthologies of the period, did not appear in collected form until 1630, two years after his death. Brunetière, pp. 112-113. . . . that he does not appear to have left any disciples rightly so called. Note, p. 120.

It would be impossible to be more deficient than he is in enthusiasm. . . . His want of imagination. . . . His want of sensibility. . . . Finally his want of naturalness. His ideal, as was the case with that of Ronsard as he grew older, tended towards the en-

its transformation into oratory. This change responded exactly to the taste of the time. p. 99.

After the affirmation of his thesis Perrault attempted to prove the truth of it in the famous "Parallèles des Anciens et des Modernes" (1688-1699), adducing six principal reasons for the superiority of the moderns; the fact that they came later; the greater exactness of their psychology; their more perfect method of reasoning; the art of printing; Christianity; and, finally, the protection of the king.

From the first Fontenelle had sided with Perrault. . . . p. 156.

But at bottom Boileau was in a false position; he was a modern himself. . . . p. 156.

the elimination of the personal element from lyricism;—and in consequence to transform lyricism into oratorical verse. . . . This transformation responded exactly to the taste of the time. Brunetière, p. 19, note.

Il y a six causes qui font les modernes supérieurs aux anciens dans la littérature; le seul fait d'être venus les derniers, la plus grande exactitude de leur psychologie, leur méthode plus parfaite de raisonnement, l'imprimerie, le christianisme, et enfin la protection du roi.

Aux côtés de Perrault s'était rangé dès le premier jour Fontenelle. Lanson, p. 592.

Au fond, Boileau était dans une fausse position: il était très "Moderne" lui même. Lanson, p. 593.

One of the most surprising things is that the editors have seemingly preferred to excerpt from the English translation of Brunetière's "Manual." It should seem that in the case of some of "the most conspicuous writers the criticisms expressed are based upon a first hand acquaintance" with Lanson and a second hand acquaintance with Brunetière.

DONALD CLIVE STUART.

Princeton, N. J., April 20.

#### A PATTERN FOR PARENTS.

TO THE EDITOR OF THE NATION:

SIR: For those who, passing on the lamp of culture to the youth of our best families, sometimes deplore the influence of home in hindering that high endeavor, the incident here told may be of comfort. Here, at least, let a parent be held up, who realized his duty, and, by his own standard, measured up to it.

I had occasion recently to take to task a gilded creature of New York's best making, for his total lack of those things, the sartorial excepted, which go to make a man polite. I urged upon him that a college junior who wrote, "We eagerly clamored down the rocks an found he was alright," was wasting his imagination. At the institution which I served we were content to turn out bad spellers of the common kind, but we discouraged originality in any form; and he really must conform more closely to our mould. This, with other things, I told the junior from New York; mark what came of it.

Yesterday he called on me and said: "I told father when I was home vacation what you said, and you know what he done? He fished out a twenty-dollar bill, and said, 'My boy, go buy a spelling-book.'"

Such straws as these foretell a change of weather, surely, and must bring gladness to the hearts that are sighing, "Western wind, when will ye blow?"

SCHOLEMASTER.

New Haven, Conn., April 22.

#### A QUESTION OF GRAMMAR.

TO THE EDITOR OF THE NATION:

SIR: When I went to school we were taught (with great difficulty) that a definition could not run: "Synalœpha is *where* the final vowel of a word is elided before another word beginning with a vowel." Instead, we were made to say: "Synalœpha is the elision, etc." Now, in F. B. Gummere's "Handbook of Poetics" I find several instances of this fashion of definition. On page 105 he writes: "A simile, then, is *where* two objects are presented to the mind for comparison." Since the author is a professor of English, it must, of course, be done advertently. Logically, it seems to me inadmissible; still, I should welcome any adequate authority that would make it possible to indulge the natural inclination of the human mind toward this form of definition.

ELIZABETH KNIGHT TOMPKINS.

New York, April 21.

## Text Books.

#### EDUCATION AND PSYCHOLOGY.

"Habit Formation and the Science of Teaching," by Stuart H. Rowe (Longmans), has two purposes: first, to present more fully than has been done in any previous book the psychology of habit; and, secondly, to treat the subject of habit-formation in such a way as to point out to the supervisor or teacher its application to the daily work of the school-room. Organization of experience is the underlying process in learning, and this results in ideas and habits. These two types of experience are entirely different. "The first great principle in scientific teaching is to analyze the subject-matter and determine what elements in it are to become habitual." Four important considerations with reference to habit-getting are these; there must be a careful consideration of the habit to be formed; there must be in the mind of the pupil an idea of the habit and of its value to him; there must be abundant practice; and all exceptions must be prevented. Each of these essentials is worked out in much detail in a separate chapter. The author shows that bad habits are best removed by substituting for them good ones. The brief chapter in which the general principles of habit-formation are applied to school discipline and to moral training is one of the most helpful in the volume. The book is, of course, written primarily for the teacher and should be of distinct service in focusing attention upon the importance of habit in education and of planning for its development. But the lessons it contains are for the parent no less than for the teacher. Condensed and stripped of technical language it might be helpful in bringing home to fathers and mothers the importance of a training for which they seem to hold themselves less and less responsible.

"High School Administration," by Horace A. Hollister (Heath), discusses a large number of the problems connected with the organization and management of public high schools in this country. After an historical survey and some discussion of the legal status of the high school, the author

reaches the central theme of his book—the programme of studies. The school is organized for the presentation of this programme, and out of it arise those questions of administration which are here discussed. A wide knowledge of the conditions at present existing in high schools, both large and small, and an eminently sane and moderate statement of some topics which are frequently subjects of controversy, characterize the book. Perhaps the schools of the Middle West are more frequently and more largely in the author's mind than those of the East. The relation of the high school to the college is presented with fairness to both sides. The chapter on examinations is calculated to emphasize a qualitative rather than a quantitative basis of rating for pupils. The book should prove of large value to beginners in administrative high school work, and will be found very suggestive to all workers in the field of secondary education.

Dr. Felix Arnold's "study in psychology and education," entitled "Attention and Interest" (Macmillan), suffers apparently from having attempted too much in one direction and too little in another. It aims "to clarify and arrange the many facts that have been brought to light in the psychological laboratories" on its subjects. But this task has fallen considerably beyond the author's competency, as it exceeds the power of every living psychologist. Dr. Arnold has gathered his facts well, and his schematic division of them shows no little skill; but much is left to be sighed for in the way of lucidity. On the other hand, in feeling himself "bound not to uphold any special theory or school, but present the facts as they seem to be," the writer suffers from a paralyzing conscientiousness or else timidity. What is known about attention and interest simply cannot be presented, at this hour, save largely in terms of what is conjectured. Simply to tell off the results of many experiments is to leave the student in worse confusion than before, inasmuch as the very methods of investigation frequently presuppose some general working hypotheses. When Dr. Arnold turns to the practical bearings of his psychological topics, he is at his best, but here unfortunately at his briefest. Part iii, dealing with the teacher's application of psychological discoveries, fills only one-ninth of the volume.

Its classical forms all notoriously outworn and unserviceable, Sensationalism is made over by Prof. Edward Bradford Titchener. Neither Locke nor Hume nor Mill would recognize more than its name in the Cornell scientist's "Lectures on the Experimental Psychology of the Thought Processes" (Macmillan). The last word of the title gives the leading clew to the lines along which the old psychological doctrine of England has been recast; it is not what men think, but rather what goes on when they think that concerns the experimentalist. In confessing himself guilty of a sensationalistic bias, Professor Titchener enters the mitigating qualification that this bias means "simply that psychology prefers to work with as few tools as possible, and that . . . sensation and affection together seem to give it all it requires for the work of analysis." Sensationalism, therefore, is for him "an heuristic principle and not a creed"; and the present volume attempts to justify this limited faith by its works, as these have, during the past nine years, been rapidly accomplished under the

leadership of Marbe in Germany and Binet in France. Viewed merely as a digest of contemporary psychological investigations and theories about the nature of thinking, Professor Titchener's book is one no student of the subject can leave unread. It is, however, much more than a summary; it is a vigorous defence of the laboratory method as the most profitable attack upon the secret ways of our most complicated and fleeting mental processes. In sharpening the issues between his own hypothesis and that of "imageless thinking," Professor Titchener is at his best, because, at the crisis. His notes alone on this and its implicated problems constitute almost a complete bibliography of the field. His running fire at his opponents lights up the whole scene, but does not scorch.

In view of their inevitably limited range and rather predetermined style, text-books on logic multiply amazingly. One might reasonably suppose that, long ere this, the ideal elementary treatise had been penned and generally recognized; yet, among teachers, the sighing for something better in the way of an introduction to the reasoning art is perennial. The trouble is that the logician is by profession addicted to niceties; he wants his students to have a book as neat and as well hinged as his own finished thoughts; but the students, who have yet to acquire the logical virtues, learn unwillingly and little from such a work. Grace, pretty illustrations, amiability, and comments on the doings of the hour are called for by the pampered learner. Recognizing this dilemma, several recent writers have chosen the student's horn of it; of their books no other seems quite equal to the latest of the group, which Prof. Boyd Henry Bode has just written. "An Outline of Logic" (Holt) conveys all the elements of the science down an agreeable stream of talk about the reason and unreason of our contemporaries. Professor Bode is as informal as an expounder of logical formalities dares be without losing caste; but he does not expound loosely. He does not reprint the good old modes of the schoolmen. He does not even quote Mill by the page—an achievement much to be respected. Nearly half the volume consists of clippings from newspapers and magazines of recent date, with the author's appended analysis and criticism of their reasoning. The exercises at the back include the old but ever useful common properties of logic interspersed among paragraphs from the Interstate Commerce Commission and its critics, from Mrs. Eddy, from the stand-patters, from biology, and from disciples of table-rappers.

#### ENGLISH.

William J. Long's much-heralded "English Literature" (Ginn) is a thoroughly animated and readable text-book. Its shortcomings are mainly unavoidable in any brief history which possesses the virtue of a definite, personal point of view. Excluding what he cannot vitalize, Mr. Long leaves the fifteenth century blank; a sound moralist, he passes the Restoration period with bated and uncommunicative breath; romantic, he treats the whole school of Dryden and Pope with a harshness now a little archaic. He arranges his material, however, and in general characterizes literary movements and individual writers with clearness and distinction. Never dull, and seldom trite, he speaks of a great variety

of men and books with that desirable gusto which provokes the reader's appetite. To these spiritual values must be added frequent tabular views of literature and history, select but ample bibliographies for each period, a jolly lithograph of the Canterbury Pilgrims, with many other stimulating illustrations, Prof. W. L. Phelps's literary map of England, and an index. It would be difficult to name another book of similar intention and compass which more happily unites method and solidity with humanity and grace.

Prof. W. E. Simonds, already author of a useful "Student's History of English Literature," now presents as a companion volume "A Student's History of American Literature" (Houghton Mifflin). Largely derivative, and somewhat academic in treatment, it has the merit of presenting some of the "best that is known and thought" about our colonial writers and our perpetual "classics"—Irving, Cooper, Bryant, and the rest. In the longer articles, Professor Simonds attempts too much detail for the best effect. Falling a little into the chronological style of "Who's Who," he sacrifices contours, lights, and shadows to mere inclusiveness. His last chapter, dealing with the living and the recently dead, was doubtless intended to add a note of freshness and timeliness; but it had been much better omitted. Its sins of inclusion and exclusion are inexplicable, and, after all, its twenty-five pages are only an unedifying mass of names, titles, and dates. The historian of so brief a literature as the American must either orient himself and steer boldly and wisely among the living, or else wait another generation for Old Mortality.

Among the new English texts we note the appearance of Walter C. Bronson's "English Poems" of the Elizabethan and the Puritan period (University of Chicago Press). This full and admirable selection is the second in his proposed series of four volumes. Shakespeare is represented by "Hamlet" and "The Tempest" in the New Hudson edition (Ginn); by "Henry V" and "A Midsummer Night's Dream" in the "Lakeside Classics" (Scott, Foresman), and by "Richard II," "Julius Caesar" and "Macbeth" in a single volume published by the Clarendon Press. Debaters will be interested to find in P. M. Pearson's "Intercollegiate Debates" (Hinds, Noble, and Eldridge) a collection of briefs and reports of all the important contests of the past year. It is a great pleasure to announce that F. C. Prescott's "Selections from Poe" (Holt) is not another edition of the Gold Bug, etc., but a well-chosen and well-edited volume of, Poe's most important critical writings.

There is something almost communal in the composition of rhetorical text-books—*das Volk dichtet*. The rhetorical "movement" this spring is characterized by two auspicious tendencies: the omission of the word "rhetoric" from the titles, and the emphasis upon the use of models. Both signs indicate an attempt to win the confidence of the student, and to get closer to the actual business of writing. Thus Prof. Charles Sears Baldwin's substantial tome is called simply "Writing and Speaking" (Longmans), a title which puts the whole matter on an eminently practical base. Perhaps the most salient feature of his treatment is his reduction of all rhetorical



virtues to Clearness and Interest. The most valuable feature is his attention to the possibilities of mutual helpfulness existing between oral and written composition. "A College Course in Writing from Models," by F. C. Berkeley of the University of Wisconsin (Holt), is another collection of "specimens," such as the last two or three years have been fruitful in. Mr. Berkeley's development of the type consists in a not very strenuous or brilliant set of exercises adapted to the models. The step, however, is in the right direction. Professor Canby and four colleagues of the Sheffield Scientific School have put out an "English Composition in Theory and Practice" (Macmillan), which endeavors to combine richness in specimens with fulness in precept. The "hit" of the book should be the structure of a brief, represented diagrammatically in the form of a railway trestle for the better comprehension of engineers. On the whole, the best book of the season is a fully revised edition of Scott and Denney's "Paragraph-Writing" (Allyn & Bacon)—a really original work, an exception among scores which have no reason for being—beyond the impulse, innate in every teacher of composition, to increase and multiply.

One young writer in a hundred will find a kind of gospel inspiration in Joseph Russell Taylor's "Composition in Narration" (Holt). In all probability that exceptional one will be as well worth saving as the ninety-nine others who take the dusty highway to salvation. The author of this unique and personal little treatise believes that the teacher of composition should himself be a writer. He should attempt to induct his pupils not into the rules, but into the creative and artistic spirit. The power to write as artists write, he believes, arises not from obedience to the rhetorical decalogue, but from a trained vision, imagination, and experience. The method and intimacy of his counsels the following passage will illustrate:

Years ago, in old vacation swimming days, and in a prosy little Western river, I used to swim across to the diving log with a notebook and pencil in my teeth; these instruments were deposited on the log; and up from every dive I came to scribble in the notebook another wet-fingered phrase or two, of the underwater world, of how the sun looked like a lamp in a dome, of how my swimming comrades were turned golden, green, beautiful! for I was writing a poem on Hylas and the nymphs. So in another year I was writing upon a theme whose symbol and image was the wind blowing, and, of course, a girl in the wind; I watched five seasons through, watched and caught at and tried to express those beautiful living images. I remember an undated midwinter in Chicago—or was it New York?—when at the corners of those deep city cañons every woman became, this instant and that, statuary beautiful as the winged Victory. . . . If I may paraphrase Stevenson, that, like it or not, is the way to learn to tell the truth; whether I have profited or not, that is the way. Live it out for yourself, and all these things shall be added unto you, the rules and the rules, as you grow in wise experience of your own life.

#### GREEK AND LATIN.

The student of Greek, no less than the student of archaeology, has long needed a book that would give in English a brief and more or less popular survey of the progress made so far in the study of all branches of Greek archaeology and art. That progress, owing mainly to excavations carried out in the past generation,

has been immense, but the results have not been easily accessible to the English reader. The "Handbook of Greek Archaeology," by Prof. H. N. Fowler and J. R. Wheeler (American Book Co.), is the latest addition to the college series edited by Professor Smyth, and is an excellent introduction to the whole field. Architecture, sculpture, terra-cottas, metal work, coins, gems, vases, and painting are all treated; architecture with especial minuteness in the chapter contributed by Gorham Stevens. In a volume of only five hundred pages, which is moreover copiously illustrated, one hesitates to complain of omissions. But surely the chapter on Pre-Hellenic Greece, which tells us so much about Mycenæ and Cnossus, might have included some account of Hissarlik, a word which does not occur in the index. Yet, for most readers, that great site is of all others the most interesting. Cnossus has indeed given us far more remains, but Cnossus is not the background of the masterpiece of epic literature, and will never permanently fix the attention of the whole world, like Troy. In the chronological sketch of Crete the dates given are those adopted by Eduard Meyer, which are later than those proposed by Dr. Evans. There is a useful bibliography, and the illustrations are admirably reproduced. The book will no doubt take its place, for some time to come, as the standard short English handbook on this great subject.

An interesting attempt to convince school boys of the living force of the Greek language, and to make its acquisition what it ought to be, an exercise in ingenuity and an intellectual game, at least in the early stages, is being made by Dr. Rouse, the headmaster of the Perse School, at Cambridge, Eng. In his "Lucian's Dialogues, Prepared for Schools" (Frowde), he offers, first, a small volume containing most of Lucian's dialogues, with the necessary omissions, the syntax modified to accord with the normal Attic. As Lucian was the most skilful of all the Atticists, the modifications are mainly in the use of *ai* and a few particles. To be used with this he has arranged a little volume of notes to explain all the important words and allusions. The new departure consists in the fact that these notes are written in Greek. At first sight they repel like the Greek scholia, but unlike scholia they are composed in Greek so simple that they need not daunt a student in his first year of Greek. They are intended to fix the grammar by use, to enlarge the vocabulary, and to do away with the use of a dictionary, which Dr. Rouse calls a "time-wasting device." The essential thing is that the whole lesson is conducted in Greek, and that translation into English is reserved for home work, and is written. Dr. Rouse gives a full description of the method which he has for some time followed with success. For most American schools it would probably demand more time than is usually given to the subject, but where time can be spared there is no doubt that here is an excellent way of securing the interest of the students, and there can be no better author than Lucian for the experiment. The "Anabasis," which hardly ever attracts the young, could then be discarded altogether, and a boy who is to have only one

year of Greek would at least have pleasant and vivid memories of the experience.

Prof. Carl Darling Buck's "Introduction to the Study of the Greek Dialects" (Ginn) supplies, for the first time, in a single volume (of 300 pages), the needs of those who desire to appreciate the wide range of speech in the Greek world. Even those who are deeply read in the Greek classics will have met few of these dialects in literature, and there is no reason why their acquaintance should be reserved for special students of inscriptions or for those who write critical studies of dialect for the doctor's dissertation. An admirable general grammar of the dialects is followed by a selection of inscriptions with brief footnotes. The Glossary supplements Liddell and Scott, now of course hopelessly out of date in this as in several other fields. There are useful charts and a dialect map.

Prof. Charles E. Bennett's "First Year Latin" (Allyn & Bacon) is intended to prepare the pupil for the intelligent study of Cæsar, and the vocabulary is chosen from the commonest words used in the "Gallic War." The arrangement of the material falls into line with the ordinary Latin grammar, so that there need be no readjustment of the pupil's mind in the second year of grammar work. The lessons are followed by Book II of the "Gallic War," with footnotes and a map. Professor Bennett lays stress on the necessity of learning the declensions and conjugations thoroughly at the outset, and on the advantage of oral drill over written work on the forms.

#### MODERN LANGUAGES.

Racine's "Phèdre," edited by Irving Babbitt (Heath), is a model of compact and skilful work, the introduction and the notes alike bearing on the text in an illuminating way. The introduction attains real distinction. It is an essay, not merely by courtesy, in which are expounded (1) Racine's life; (2) his art; (3) the special literary problems presented by "Phèdre." Most suggestive of all is Part II. Here the editor explains the relation between classic and neo-classic art, and traces the over-refinement of manner manifest in French tragedy back through the artificial pastoral romances ultimately to the conscious poses of Petrarch. Part III furnishes a comparison of "Phèdre" with its chief sources, the "Hippolytus" of Euripides and the "Phædra" of Seneca. This part, valuable as it is, could easily have been improved if Professor Babbitt had inserted the main lines of all three plots; in that case Racine's relations, in the large, to his predecessors would have become more apparent. Such matters can, it is true, be inferred from the well-chosen extracts, given in the original Greek and Latin, together with translations, which form a part of the notes.

"Les Maîtres de la critique littéraire au XIXe siècle," by W. W. Comfort (Heath), is a collection of twelve French critical essays, so chosen as to suggest the trend of French criticism throughout the nineteenth century. Such a volume, even though we admit that the selection is not always quite skilful, is bound to be so useful that one must regret the lack of a general historical introduction. This could have been made unusually precise by means of illustrative

references to the French text. The book contains a number of misprints.

The new series, known as "Crowell's Shorter French Texts" (Thomas Y. Crowell) now includes twenty-four volumes. Provided with a brief introduction in French and with exercises requiring comments on the text in French, each volume aims to surround the student with a strictly foreign atmosphere; the illusion is carried still further by the un-English sounding names of most of the editors. It must be said, however, that the series throughout presents the appearance of slightness: the texts are intentionally very short; so are the notes (three of Molière's plays, which, by the way, seem out of place in any series for very young readers, receive but a page apiece), and also the vocabularies, which are awkwardly arranged, page by page. In general, the selections are drawn from obscure works.

Of French grammars and compositions there is the usual variety. Chardenal's "Complete French Course" (Allyn & Bacon), which now appears in a new, revised edition, shows a gain from having been expunged of its ambiguous sentences; it will continue to be a book of great practical value for secondary schools. Scarcely less important is the "French Composition," by William Koren (Holt), which is designed primarily for colleges. The book appears to be superior to the previous work by Vreeland and Koren, in that from the very start composition is based upon passages of French text. Part II, especially, comprising large excerpts from "Le Voyage de Monsieur Perrichon," with the accompanying composition, offers good practice in variety of expression.

C. F. Martin's elaborate treatise on "The French Verb" (American Book Company) is hardly likely to gain a foothold in many schools or colleges. Though the importance of the verb in French is not to be denied, the advantage of devoting the 230 pages of Part I to scarcely more than mere conjugation is not apparent. The exercises and observations in the rest of the book also seem a bit fussy and futile.

Much learning of the useful sort is manifest in "Common Difficulties in Reading French," by C. C. Clarke, jr. (William R. Jenkins Co.). It is a book to which one may refer with great convenience, owing to the alphabetical arrangement of the matter, for the more frequent idioms of the language. In grammars these are likely to be treated more inaccessibly.

In the series of Spanish Readings, under the direction of Prof. J. D. M. Ford (Holt), appear "La Mariposa blanca" of Selgas, edited by H. A. Kenyon, and "Tres Comedias modernas," edited by F. W. Morrison. To students of Spanish the latter of the two books will doubtless be the more welcome, as the plays which it contains are in every way charming; by comparison, "La Mariposa blanca" seems melodramatic.

Professor Cusachs of the Naval Academy, with his edition of Valera's "Pepita Jiménez" (American Book Company), reintroduces us to an old acquaintance, this story having been already edited for the Heath Series in 1908 by G. L. Lincoln of Harvard. The pages of pseudomysticism of the first part, wisely excised in the previous edition as being too subtle for mere beginners in the language, are here found in

full. The notes add nothing new, and throughout are slight.

A volume of first German readings, by P. S. Allen, bears the inviting title "Herein" (Holt). Design and method are worthy of emphatic approval. The editor has skillfully attained simplicity without silliness and without sacrifice of idiomatic flavor, even at the beginning. A genuine German atmosphere pervades the book, tempered but not impaired by American common sense.

A new edition of Schiller's "Jungfrau von Orleans," by P. S. Allen and S. T. Byington (Ginn), is chiefly distinguished from its numerous predecessors by a more scrupulous Vocabulary, and by more attention, in the interpretation of the play, to sources and literary analogues. Summaries of the successive scenes are transmitted from Bellermand "without subterfuge—and without water." This explanation is not a little surprising. Why dilute Bellermand? The application of a sharper reagent than water would improve his analyses, excellent as in many respects they are. This edition aims consistently at sympathetic appreciation. Some stimulation to a critical attitude would surely make the study of this drama more instructive. One might, for instance, raise the question whether there is any difference between epic and dramatic poetry in respect to a catalogue of the ships; and one might safely go farther than to characterize Montgomery as "somewhat of a coward, or at least capable of deep discouragement in war."

Among many new editions of favorite prose narratives, F. W. J. Heuser's "Höher als die Kirche" (Charles E. Merrill Co.) is an example of minute attention to details. To secure a Vocabulary perfectly adapted to his text, Mr. Heuser did not disdain translating the whole story into as good English as he could command. His annotations seem unnecessarily ample. A special and commendable feature of his book is a series of original exercises based upon a systematic presentation of principles of syntax as they are found illustrated in the first chapter. The book is well fitted for a combination of intensive with extensive methods of instruction.

"Exercises in German Syntax and Composition," by Marian P. Whitney and Lillian L. Stroebe (Holt), strives to develop in advanced students the capacity for treating literary subjects in German. Most books of exercises are concerned primarily with colloquial idiom. This one illustrates fundamental syntactic matters by a series of well-chosen paragraphs about poets or poetic works, each accompanied by a paraphrase for translation into German. A second part consists of an equally excellent series of short paragraphs, chiefly by American writers, on German subjects. Part third contains a number of literary topics for free thematic composition. Students who can profitably use this book must certainly be advanced. The translation of idiomatic English into idiomatic German is not easy; and not all students will find all the aid they may need in the Vocabulary to these exercises. All students will, however, be impressed by the dignity of the goal here set before their eyes; and whoever under criticism conscientiously works through these exercises cannot fail to acquire considerable power of expression in literary style.

Calvin Thomas's "Anthology of German Literature" (Heath) ranges from the "Hil-

debrandslied" to the youthful works of Schiller. Monuments antedating the Reformation appear in modernized German versions, in part by the editor. The volume is handy, and the selections are representative, and are elucidated, so far as appears to be necessary, by judicious notes.

#### HISTORY.

Teachers of history in secondary schools will find much food for thought, and, if they will, a deal of chastening and inspiration, in M. W. Keatinge's "Studies in the Teaching of History" (Macmillan). Unlike most American school men who have written so prolifically of late on the best method of teaching history to boys and girls, Mr. Keatinge faces squarely the inherent difficulties involved in teaching history in an elementary way at all: namely, the vastness and infinite variety of content, the danger of memorizing too much or too little, the problem of differentiating the home work of the pupil from the classroom work of the master, the lack of logical precision in either methods or results, and the practical difficulties of poor textbooks, ill-prepared teachers, the absence of proper school libraries and other facilities, and the abuse of examinations. By way of showing what can be done, however, even under these untoward conditions, Mr. Keatinge fills the larger part of his book with practical exercises, carefully worked out in detail, illustrating the use of sources and texts, the training of memory and judgment, and the technique of note-taking. We know of no book that does this sort of thing so thoroughly, or which opens to the ambitious teacher so large a possibility of making the study of history interesting. Yet to most teachers in this country these exercises, prepared for the use of English schoolboys of rather less than the average American high-school age, will seem, we frankly fear, quite impossible, which is another way of saying that history, in spite of all the zealous discussion of its pedagogical conditions, is still one of the most carelessly and indifferently taught subjects, and one of the least intellectual value in the secondary-school curriculum.

A revised edition of D. H. Montgomery's "Leading Facts of American History" (Ginn), with the narrative brought down to the beginning of President Taft's Administration, has just appeared. While the well-known characteristics of the book, including its somewhat fervid patriotism, have not been changed, a testing of the text at various points shows that the author has kept well abreast of recent literature in his field, and that the standard of accuracy is very high; while the references for reading have been thoroughly overhauled, and now include many of the best recent books. There is the usual apparatus of outlines, questions, and reference tables, a profusion of illustrations and maps, and a good index.

"A Syllabus of European History," by Profs. Herbert D. Foster and Sidney B. Fay of Dartmouth College (published by the college), has passed to a third edition. As compared with the first edition, the outline, covering the period from 375 to 1870, shows material improvement in the division and arrangement of topics and the more precise indication of work to be done by the student; while the typographical arrangement is clearer and more usable. The bibliogra-



phy is notable for its predominating reference to really serious books, instead of to a small list of handbooks and compends, and for its rigid exclusion of assignments of impossible length. Although the syllabus is not, of course, intended as a substitute for either text book, lectures, or notes, it should prove serviceable in any thorough college course in the general history of Western Europe.

A novel aid to the study of international law is "International Incidents for Discussion in Conversation Classes," by Prof. L. Oppenheim of the University of Cambridge (Cambridge: The University Press). Under twenty-five sections, but without particular attempt at topical classification, are presented one hundred typical international incidents, most of them of actual occurrence, but some hypothetical, intended to illustrate the leading principles of international law in their everyday application. In the hands of a skilful teacher, and with the aid of suitable text and case books, the collection ought to prove both useful and stimulating, though for American use the selection might well be supplemented by further incidents drawn from American experience. A feature of importance is the printing of the topics on the right-hand pages only, and on a writing paper. G. P. Putnam's Sons are the American publishers.

#### SCIENCE.

The "Text Book of Physics" (Blakiston & Co.), edited by Prof. A. W. Duff of Worcester, and written by him in collaboration with six other physicists, has proved its popularity by reaching a second edition in a year. The book has been carefully revised, and has, perhaps, been made a little more homogeneous. By dividing the text into coarse and fine print, provision has been made for a more elementary course than the complete book requires. On the whole, the subject is treated in a fairly adequate manner, surprisingly so when we consider the difficulty of such a plan of editorship. But the different sections do still show a decided variety in presentation, which detracts from the logical development of the science. For example, some of the collaborators treat their sections from the historical standpoint, while others ignore it. In mechanics and heat the large type portion of the text is frequently more advanced and difficult than the presumably less elementary part given in the small type in the subjects of light and electricity. In fact, the treatment of heat, and especially thermodynamics, is too advanced for the rest of the book, and the obscurities are increased by a rather cumbersome style. The discussion of sound seems inadequate for so extensive a book, and might be expanded to advantage. The authors have gone back to the method of separating mathematical equations from the body of the text, and clearness of exposition has been aided by this plan. The book is not a piece of hack-work, and shows careful search for new material and verification of old. The diagrams are poor, in many cases so small and badly drawn and printed as to be unintelligible. We note the following errors: Impinging (p. 340); diagrammatic for diamagnetic (505); the nomenclature for electrolysis should be credited to Whewell instead of to Faraday; the discovery of the effect of the phase on the appreciation of

the direction of sounds has been credited by Lord Rayleigh to the earlier work of More and Fry.

In "Electricity," a text-book designed in particular for engineering students, by H. M. Hobart (Van Nostrand), the author has attempted to discard the crystallized pedagogical methods of the schools. To this end he has eliminated such outworn topics as friction machines, frog-legs, sealing-wax, electrophorous, the aurora borealis, which are usually, in his opinion, found dished up even in the most progressive of the recent text-books. His aim is to be more matter-of-fact. He begins his book with the statement that "electricity is a form of energy"; now, this may be a novel definition of electricity, but it is not matter-of-fact. We may not know what electricity is, but we do know it is not energy. And this typifies the work of writers who discard the cautious and conservative founding of engineering problems on the study of physics; where they are novel they are likely to be in error or superficial. The remainder of the text shows no special originality; most of the problems are worked out by the usual methods. The diagrams, tables, and problems form a useful set for the student.

Prof. J. A. Culler of Miami University has issued the first part, mechanics and heat, of a "Text-Book of General Physics" (Lippincott). This treatise is evidently designed for the college-rather than for the university student, as it is better adapted to prepare the student for class recitations than for lectures. The subjects are treated clearly and concisely, and will give a good general knowledge of natural laws and phenomena. The diagrams and text are for the most part adequate. Some of them, however, are slovenly; for example, figs. 147 and 177; and fig. 151 is wrong. The definitions and laws of mechanics are clear enough, but Newton's fundamental laws of motion certainly deserve a more careful announcement than the off-hand statement: "These laws were written in Latin, and their interpretation is about as follows." The interpretation that follows is quite inadequate and partly wrong. The discussion of the luminiferous ether could easily be improved; in addition to its vagueness, it would be strengthened by a consideration of the more modern ideas. On the whole, however, the book has been carefully planned, and is a safe text for the student.

The text and hand-book on "Electric Power Conductors," by William A. Del Mar (Van Nostrand), is useful for those desiring knowledge on electric conductors, their materials, insulation, installation, and all work of this character. It is packed with data and formulæ, carefully chosen and skilfully presented. Diagrams and cuts are accurately drawn and printed, and great care has been taken to make the information readily accessible. Typographical errors are few: Kirchhoff's name, on page 38, should be correctly spelled, and the meaning of the symbol Z has been omitted on page 40.

That physical chemistry is coming to be a science of the laboratory as well as of the lecture room is shown by the appearance of new guides to its practical operations. One of the best of these is the "Physical Chemistry Theory and Practice" (Blakiston), by Prof. Arthur W. Ewell of Worcester Polytechnic. It lives up to its name in admirable manner, for each section contains a

succinct development of the mathematical formulæ involved, the directions for an experiment, and a few problems and suggestive questions. Dr. Ewell takes pains to state just what apparatus is best and where it may be purchased, and his instructions are so carefully worded that we hardly need the assurance given in the preface that "the exercises described have been performed by the author's laboratory class for several years." The book is intended especially for the training of students in their third or fourth year of collegiate work, but it will also be handy for reference on methods to men engaged in researches involving the measurement of light, conductivity, vapor densities, reaction velocities, heat of combustion, dissociation, solubility, and the like.

Another work of very similar scope and purpose is Roth's "Exercises in Physical Chemistry" (Van Nostrand), translated by A. T. Cameron. This is about half the length of Professor Ewell's book and not quite so closely adapted to American conditions; otherwise it does not suffer by comparison, and is well worth translating. It is based upon the *Kleine Praktikum* of physical chemistry which the author conducted for Nernst in Berlin before being called to Greifswald. The chapters on optical constants, thermo-chemistry, and molecular weight determinations are particularly thorough, and the volume closes, like the preceding, with a brief section on the measurement of radio-activity.

The "Manual of Physical Geography," by Dr. F. V. Emerson (Macmillan) is a laboratory guide. The subject is presented in the form of exercises and experiments, by means of which the student will gradually build up accurate physiographic conceptions. Starting with the form of the earth, the student is conducted through the topics of meteorology, earth sculpture, lakes, oceans, shore lines, and soils. Seventeen typical areas are then reviewed. The author is instructor in geology in the University of Missouri, and naturally treats his subject from the evolutionary standpoint.

After many years' experience in the teaching of geography in schools and normal colleges, W. J. Sutherland has prepared a work, "The Teaching of Geography" (Scott, Foresman & Co.), which is a strong appeal for improved instruction in this important subject. In carrying out his plan, he has passed in review the relations of geography to other sciences, and to the many activities of human life. Besides these points the reader receives much valuable advice in the matter of presentation, equipment, and works of reference.

The "Advanced Physiology and Hygiene" of H. W. Conn and R. A. Budington (Silver, Burdett) is the third in Conn's graded series of physiologies, and is apparently intended for use in high schools. The authors have endeavored to reduce the load of anatomical details commonly carried by such books, and in this are measurably successful. Hygiene is treated briefly and rather didactically, but the general directions for the preservation of health are good and might be made impressive. In purely physiological matter the book is very uneven. Many of the facts are so well presented that the defects are the more regrettable; the most inexcusable is perhaps the statement that the cranial

nerves are ten in number. The directions for demonstrations are hardly adequate except for a skilled teacher well able to make extensive modifications.

## Literature.

### MALTA.

*A History of Malta, During the Period of the French and British Occupations, 1798-1815.* By William Hardman. Edited with Introduction and Notes by J. Holland Rose. New York: Longmans, Green & Co. \$6.50 net.

Mr. Hardman, who for fifty years made Malta his second home, brought together from the archives of Malta, Naples, Paris, and London a valuable collection of documents referring to events in the history of the island from 1792 to 1815. He wished to gather material which would enable students of history to form a correct appreciation of Great Britain's actions toward Malta during these years. He had woven the documents together with a good connecting narrative, but death overtook him before the manuscript was quite ready for the press. His executors gave his material into the hands of perhaps the ablest English interpreter of Napoleonic statesmanship, J. H. Rose. This was fortunate. For Mr. Rose has added many explanatory notes and written an admirable introduction, and thus made clearer some of the larger questions of the period.

If this volume were merely the history of a little island of a hundred square miles, with a population of only a hundred thousand souls, during a score of ordinary years, we should not deem it worth an extended review. But it so happened that Malta was a most important pawn in the greatest game of war the world has ever seen. Like Copenhagen, Gibraltar, Egypt, and Panama, it came to be regarded as one of those vantage-points of world-empire importance, whose fate it is to be bandied about in strifes in which they have no prime concern. A whole year before the Egyptian Expedition actually set sail, the keen eye of Bonaparte had seen and considered the strategic importance of Malta. With his usual foresight he sent a secret agent, named Poussielgue, to establish relations with disaffected persons there, and to report on possible means of seizing the fortress of Valetta. Poussielgue's interesting report, here reproduced, like many of the other documents in the original French, reached Paris early in 1798, and was considered by Bonaparte and the Directors a few days before they decided to abandon the expedition against England in favor of one against Egypt. Bonaparte's intention to seize Malta on the way to Egypt must have been confirmed by Poussielgue's report and his state-

ment that "celui qui possède Malte est le maître absolu du commerce de la Méditerranée. C'est un autre Gibraltar." The truth of this has been made evident enough by the events of the nineteenth century, but the English had not appreciated it until the French made it clear. Even Nelson at first thought "the possession of Malta by England would be a useless and enormous expense" (April 6, 1799); but after maturer consideration he later correctly pronounced Malta to be "a most important outwork to India" (June 28, 1803). So the fate of Malta depended, not on the Maltese, not on the Knights of St. John, but on the mighty forces that were set in motion by the will of Bonaparte, and were ultimately thwarted by England's sea power.

Yet the history of the Order of Knights and of the Maltese population is also not without an interest of its own. The island had been given to the Order by Charles V in 1530, to protect Europe against the Mohammedan advance. A statement of the revenues of the Order just before the French Revolution, drawn up by Bosredon Ransijat, the treasurer, shows tolerably well the cosmopolitan character of the Order and the relative influence in it enjoyed by each of the European countries. In 1788 France contributed 1,392,974 livres, Spain 651,492, Italy 564,802, Portugal 220,503, Germany 103,396, and Poland 15,880. From these sums, together with a small revenue extracted from Malta itself, the Knights had lived in comfort. But their finances became hopeless after 1792, when all their possessions in France were confiscated, and the outbreak of European wars entailed further losses. Incredible as it may seem, their income shrunk from £136,417 in 1788 to £34,663 in 1798. For this reason alone the collapse of the Order was merely a question of time. The Knights were further weakened by their own degeneracy; when the Mohammedans were no longer a menace, their *raison d'être* was gone. Yet they continued to exist as an arrogant oppressive aristocracy, who stirred discontent and hatred in the hearts of the Maltese people. The Maltese were never allowed to become Knights. They could not walk on certain promenades; they could never sit in the first dozen rows at the theatre, even if the seats were vacant. They had no share in the government. At the same time every Knight insisted on having some Maltese wife or daughter as his mistress; husbands and fathers dared not object. Coleridge the poet, who was private secretary to the first English Governor of Malta, summed up the state of affairs by saying that "the Knights were little better than a perpetual influenza, relaxing and diseasing the hearts of all the families within their sphere of influence."

On June 12, 1798, when the Egyptian

Expedition anchored off Malta, the Knights were compelled to surrender in quick order. Mr. Hardman shows that this was not due altogether to the pusillanimous behavior of the grand master and the cowardice of the Knights. It was due in good part to traitors within the Order with whom Bonaparte had been in communication, and also to the fact that the Maltese population hailed the French as liberators. The islanders thought they would prefer the rule of the French to that of the Knights. They were soon disillusioned. They found themselves pestered by a host of fussy officials who were determined to force upon them the blessings of the French Revolution. They were ordered to wear tri-color cockades. They were heavily taxed and their churches were plundered to help pay the costs of the Egyptian Expedition. Their joy in June turned to anger in August, as they began to realize that their last state was worse than their first. The Arabic strain in their blood and their remoteness from the main current of European thought made them subject to superstition and fanaticism. It needed only a spark to set them aflame. They were encouraged by the news of the total defeat of the French fleet by Nelson at Aboukir. On September 2 the confiscation and sale of some monastic property led to a riot, and the riot grew into a revolt. Just eighty-two days after their arrival these same French were murdered in the open country or driven into the fortress at Valetta. Here, for two years, they sustained a gallant siege under Vaubois, whose detailed diary is published in an appendix. The Maltese shut the French in on the land side, and the English blockaded the port. Within the fortress rats were soon worth 40 sous apiece. On September 5, 1800, the French surrendered the fortress and the island into the hands of the English, who have retained it ever since.

At the peace of Amiens England promised to restore Malta to the Order of St. John within three months under certain conditions, one of which was that Russia should agree to the terms of the peace. But before this the exiled Knights had sought refuge in Russia and flattered the fancy of the crazy Paul I by making him grand master. If he had not "died of apoplexy," to use a Russian euphemism, it is altogether probable that the English would have handed over Malta to Russia after the peace of Amiens. The Maltese were in despair at the prospect of the restoration of the Order, and sent deputations to England to prevent such a disaster. But the English could do nothing for them except insert in the treaty a clause which made it possible in the future for Maltese to become Knights and have a share in the government of the Order. Russia steadily refused to accept this clause, as well as other parts of the