

for its conciseness of thought and its original ideas. The author does not believe very strongly in the measures so far adopted to put an end to the possibility of war between nations; he takes a skeptical view of peace-conferences, treaties of arbitration, diplomats' manoeuvres, and the like. He does uphold as being of the highest importance the provision of some kind of international code of laws for the settlement of international disagreements. But he argues that this alone would not be sufficient; there would be needed a "court of police," a power with authority and respect, that could enforce the code's regulations. (The same idea that Mr. Roosevelt mentioned in his Nobel-lecture).

The noted Danish literary critic, Vilhelm Andersen, published recently a collection of posthumous papers of Holger Drachmann, called "Vagabundus." They make an interesting book, consisting of fragments, sketches, and rough draughts, many of which possess to the full the best qualities of Drachmann's more finished writings. The tone of the book is well characterized by a reviewer in the Norwegian *Morgenbladet*:

Sadness is the keynote of "Vagabundus," sadness concerning things done which were better left undone and concerning things neglected which were better attended to, sadness for all the evil and pain in the world, sadness because there are so many things among men which ought to be otherwise. But in spite of the sadness that fills the lines we seem to catch a glimpse of the consolation which the poet finds in his belief that he after all is worth more than those who are so ready to condemn him.

It is a book full of subtle poetry and sad reflection, a book which will win new friends for Drachmann's inspiring art.

About two months ago, there was published in Copenhagen an anonymous book under the title of "Kvindehjarter" ("The Hearts of Women"). It attracted wide comment, and has so far appeared in no less than eight editions. The papers busied themselves trying to guess who was the author of the work, and finally came to the conclusion that it was written by a noted Danish actress and a Danish lady as joint authors. "Kvindehjarter" is the correspondence between two women who fill their letters with confidential communications concerning love and men, and, especially, with outpourings of their own sexual impulses and wants. It would be a gross injustice to maintain that the letter-writers are typical examples of present-day womanhood, for the words with which one of them characterizes herself will undoubtedly seem true to every sound reader of the book: "I am so poisoned and infected that I ought to be thrown on the nearest dunghill." But

it certainly is no good sign that a sensational work like this—which is even written in a tedious and superficial manner—should find eager readers in all the Scandinavian countries and be published in so many editions. It seems to indicate that the taste of readers in the North is coming under the influence of the French decadent novelists.

Following the death of the great Norwegian poet and patriot, Bjørnstjerne Bjørnson, the publication of a so-called *mindeutgave* (memorial edition) of his collected works was started. It will appear in sixty-six parts, and the price will be only thirty øre (about eight cents) a part. Thousands of subscribers have already sent in their names, and the number is growing every day. No man was more loved in Norway than Bjørnson, and no books are read with more interest, and greater delight than his. He was so typically Norwegian and his countrymen understood him so well that "to mention his name was like unfurling the Norwegian flag."

ARNE KILDAL.

NEWS FOR BIBLIOPHILES.

In the June *Atlantic Monthly*, Mr. Buxton Forman has an article on the "Pleasures of a Book-Man," and tells of some of his "finds" as a book-collector. Among other books he describes his copy of the "Divine Poems" of Edmund Waller, London, 1685, "of which," he says, "I know no extant copy save that in my own library." The book is rare, but three copies, at least, are in the United States. There is a copy (formerly Almon W. Griswold's) in the Hoe library, another (formerly Marshall C. Leffert's) is in the library of John H. Wrenn of Chicago, and a third is owned by Beverly Chew, long a student and collector of Waller's writings. Thomas J. Wise, the English collector, has a copy, thus making five altogether.

At Sotheby's sale of June 28, of the library of Thomas Grey, £195 was paid for the copy of the little tract in verse by Benjamin Thompson: "New England's Crisis; or a Brief Narrative of New England's Lamentable Estate at present, compar'd with the former (but few) Years of Prosperity, occasioned by many unheard of Crueltys practised upon the Persons and Estates of its United Colonies, without respect to Sex, Age or Quality of Persons by the Barbarous Heathen thereof; Poetically described by a Well-wisher to his Country. Boston, printed and sold by John Foster over against the Signe of the Dove, 1676." As the only copy previously known lacks the title-page, we have transcribed it in full as given in the catalogue. The poem was reprinted from the imperfect copy in the Boston Athenæum by the Club of Odd Volumes in 1894.

A small quarto volume containing five pamphlets: Higginson's "New England's Plantation, or a Short and True Description of the Commodities and Discommodities of that Countrey," London, 1630 (the first of three editions); Vincent's "True Relation of the Late Battell fought in New England between the English and the Salvages," London, 1637 (the first of three editions); John Eliot's "Late and Further Manifesta-

tion of the Progress of the Gospel amongst the Indians in New England," 1655; Eliot's "Brief Narrative of the Progress of the Gospel Amongst the Indians in New England," 1671; and Lederer's "Discoveries in Three Several Marches from Virginia to the West of Carolina," 1672, with the leaf of License, brought £510.

"The Most Excellent Treatise of the Three Kynges of Cologne," printed by Wynken de Worde, but without date, brought £110 at the same sale.

The collection of Dutch manuscripts relating to New Netherlands, which was described at length in the *Nation* for June 9 as to be sold at auction on June 16 and 17 by Frederick Muller of Amsterdam, brought 5,100 guilders (about \$2,040). The collection, the auctioneers state, was purchased by an American who is unwilling that his name should be made public.

On July 11 Sotheby, Wilkinson & Hodge sell the libraries of Col. Hargreaves and Sir Daniel Cooper. Included are complete sets of the *Sporting Magazine*, *Annals of Sporting*, *Racing Calendar*, *Sporting Review*, etc.; also first editions of Thackeray and Dickens and a collection of scientific books from the library of C. Ditter of Frankfort-on-Main. The H. S. Buckley copy of the First Folio Shakespeare appears once more in this sale. This copy, which is a very good one, measuring thirteen by eight and one-eighth inches, has all the leaves genuine. The verses by Ben Jonson, preceding title, are remargined, and the portrait on title has been repaired, but other imperfections are trifling. It is in an old straight-grained red morocco binding, ascribed to Roger Payne. When sold at Sotheby's on May 31, 1907 it brought £2,400.

Correspondence.

"WICKET" IN AMERICA.

TO THE EDITOR OF THE NATION:

SIR: Our American historians and antiquarians have paid too little attention to the secular amusements, recreations, and sports of our colonial forefathers. It is true that the theatre, the opera, and the celebration of Pope Day (November 5) have attracted students; but with those exceptions, there has apparently been little systematic effort made to trace the history of secular amusements in this country. Thus, one looks in vain in the three most elaborate city histories yet published—the "Memorial History of Boston," the "Memorial History of the City of New York," and Scharf and Westcott's "History of Philadelphia"—for adequate information about baseball, cricket, or horse-racing. Yet as early as 1726 "wicket" was played on Boston Common; the "customs" at Harvard College in 1735 declared that "Freshmen are to find the rest of the scholars with bats, balls, and footballs"; on April 29, 1751, an international—if one may be allowed that adjective—cricket match "was play'd according to the London Method" in New York between New Yorkers and Londoners; horse races were by no means uncommon still earlier; and in the seventeenth century football, stool ball, and other games were practised. In addition, festivities were held on the anniversaries of royal marriages, of the birthday, accession, and coronation of the

King, etc. In short, life in the colonies was not—even in New England—all fasts, thanksgivings, and church-going.

May I call attention through your columns to an interesting paper on "The Old-Time Game of Wicket and Some Old-Time Wicket Players," read by Mr. George Dudley Seymour of New Haven before the Connecticut Society of Colonial Wars, and reprinted from the second volume of its Proceedings? In an article on "Pallone, the National Game of Italy," in the *Century* for August, 1907, Dr. F. J. Mather, jr., said that "the pallone looks like a huge baseball," and stated that he had "seen its like in Columbia County, N. Y., where, twenty years ago, the old Dutch game of wicket was still played." Why Dr. Mather regarded the game as Dutch does not appear, and Mr. Seymour has no difficulty in showing that it is of English origin, indeed "is essentially the noble old English game of cricket." The first glimpse we get, under the guidance of Mr. Seymour, of wicket in this country brings before us a vivid picture of a celebrated figure in Massachusetts history. In 1726 Sam Hirst—then not quite three years out of Harvard—was living with his grandfather, Chief Justice Samuel Sewall. On March 15 Sam "got up betimes," "before anybody was up," "left the door open," "came not to prayer," and "went into the Comon to play at Wicket." Whereat the good judge "was much displeased"; and when Sam repeated the offence two days later, the judge "told him he could not lodge here practising thus. So he lodged elsewhere." Cotton Mather perhaps regarded Sam's early death (in 1727) as a judgment on the "wicket" game in which he indulged.

Speaking of the match game between the New Yorkers and Londoners in 1751, Mr. Seymour says that cricket "apparently gained no foothold in New York." This would seem to be a mistake, for in an advertisement headed "To the Cricket Clubs" printed in the *New York Independent Journal* of April 19, 1786, James Rivington stated that he had "batts and balls to sell"; and in an advertisement headed "Cricket Club" in the *New York Daily Gazette* of April 20, 1789, it was announced that "the first Meeting for the present Season will be at the Old Grounds on Thursday, the 7th of May next."

Mr. Seymour has succeeded in collecting a surprising amount of information about a game now nearly obsolete, and the reminiscences he gives of old wicketers are of great interest. The most famous contest in the annals of the game took place at Bristol, Conn., in 1859, which was attended by more than 4,000 people. It is to be hoped that Mr. Seymour's admirable paper will encourage other students to give us the history of other games.

ALBERT MATTHEWS.

Boston, June 24.

AN ANNUAL LURE.

TO THE EDITOR OF THE NATION:

SIR: Towards the close of each scholastic year the notice of the dwindling number of aspirants to the academic career is directed by authority to a much coveted bounty, termed "Teaching Fellowships." The treble opportunity afforded by these stipends for the prosecution of advanced study and acquisition of pedagogical experience, together with a substantial con-

tribution towards the material support, would be wholly creditable to the generous spirit which, on the whole, characterizes the higher educational policies of this country, were it not for two questionable uses to which, more and more, this form of academic bounty is put. In the first place, the teaching fellowships serve to force up, by a species of bribe, the graduate attendance at certain universities so ill equipped for graduate work that their very participation in it must tend to dilute and vitiate the quality as well as reputation of American scholarship. Worse than this, in some institutions the teaching fellows are utilized to furnish to undergraduates elementary, intermediate, and even advanced instruction at a price cheap beyond the dreams of administrative avarice.

It will hardly do to ward off the charge by any reference to the student's freedom of choosing his own university. Under the dragnet system of competition for students, the small fry will naturally be hauled in the finer-meshed web. Also, even the little fishes prefer to bite the hook that is baited. Unfortunately, the mischief done to the teaching fellow as student is but half the story. The other half is the mischief done by him in his capacity of teacher. By the system of teaching fellowships at certain Western and Southern institutions, the high-school graduate is delivered from the hands of skilled and experienced teachers to the tender mercies of juvenile pedagogical experimenters, who are compensated for their educational exertions at a rate fairly proportioned, hour for hour, to the pay of a bricklayer or stone-mason.

In substantiation of my contention that a surrogate graduate school may be built up to the presumable detriment of both graduate and undergraduate students, I quote from the special announcement of one of our minor universities, widely circulated each year among prospective college graduates:

The — University offers graduate courses leading to the degrees of doctor of philosophy, master of arts, master of science, etc. Graduates of approved colleges may take any of these, upon payment of laboratory fees and a matriculation fee of \$10. The university offers for the coming year, in the graduate department:

(a.) Six teaching fellowships, worth \$250, with free tuition, one each in Greek, Latin, history, physics, German, and mathematics.

(b.) The alumni fellowship, worth \$250, with free tuition, available in any department.

(c.) The — fellowship in economics, worth \$175 [!], with free tuition.

(d.) — scholarships, two in number, open to graduate students, worth, each, \$89.90 [marked down from \$90?], with free tuition.

These fellowships, except the alumni fellowship, are not open to women. Holders of fellowships may be required to teach as much as four hours weekly; not more.

It may be inferred, from the circular, that at the university in question freshmen and sophomores may, by a combination of circumstances, take eight courses of instruction, the total cost of which, to the university, shall amount to less than two thousand dollars in salaries.

OTTO HELLER.

Washington University, St. Louis, June 22.

WHISTLER'S LITTLE WHITE GIRL.

TO THE EDITOR OF THE NATION:

SIR: In view of the recent controversy, in which Mr. Pennell took a conspicuous part, some misapprehension may arise by the loan of my picture by Whistler (*Symphony in White No. II, The Little White Girl*) to an exhibition, of which the catalogue recognizes the authorization of Mr. and Mrs. Pennell's biography.

I write to explain that the picture was lent in ignorance of the contents of the catalogue.

ARTHUR STUDD.

London, June 20.

ANGLING VERSUS FISHING.

TO THE EDITOR OF THE NATION:

SIR: Your editorial of June 23, on the two classes of fishermen, suggested the following:

He who upon the water casts his fly
With four-ounce rod, and takes no trout thereby,
He—fine, exalted mortal!—is an angler.
Who uses hempen cord and heavy tackle,
And baits his hook with squirming garden hackle,
Is lost to reason—just a low-down mangler.
Thus Simple Simon, fishing in a tub,
Judged from his catch, an angler was and true,
But stern tradition says (and there's the rub),
He always used a heavy line and grub!
So which was he? I put the choice to you.

SUBSCRIBER.

New York, June 29.

TEACHING SHAKESPEARE.

TO THE EDITOR OF THE NATION:

SIR: The notions concerning high school teaching obtained from my own college courses in pedagogy have been wholly replaced by a few that are the results of experience, however heterodox they may be. Thus, in teaching Shakespeare's plays to class sections that average thirty students, I have found that some definite requirement was necessary for each recitation. When the naturally indolent student understood that he should be called on daily for some definite points, he soon began to study methodically. It is this class of students—and where the percentage of boys is high it is a large group—that will make no preparation if the class hour is taken up largely with general discussion and oral reading. For their benefit lessons should be assigned carefully, and all should be required to study daily the important points of textual criticism. Although little can be done on it in the classroom, the memorizing of well-known passages should form a large part of the required work of the term.

It proved profitable at the opening of each class hour to require some student to outline extemporaneously the action of the scene assigned for the day's reading. When this plan is followed, the entire class is ready to make minor corrections, so that as a result each one gets a clear notion of the entire action. The same course can be followed with reference to the characters presented in the scene. Here an opportunity is given for the better student to show originality, while there is enough fact demanded to keep the attention of the less interested. This will hold true as well in the written character sketches and in the other written work required throughout the year. The latter part of the hour was usually given to the textual criticism and

to occasional oral reading of the conversational passages.

The amount of oral reading and of general discussion advisable seems to depend largely upon the size and temper of the particular class group. The decision regarding this must lie in the discretion of the teacher, provided first that the routine requirements for preparation are strong enough to enforce interest from the less responsible students. It is true that many will be eager to discuss the questions of characterization and of the proper presentation of various parts on the stage, questions that are of greater interest to the teacher personally. But when these discussions will not hold the poorer students the routine requirements must be at hand in order to bring their interest back to Shakespeare from the interesting diversions open to students in any classroom. Their behavior depends upon their interest, and their interest in turn depends upon a knowledge of what is going on about them. For this reason I believe that the more intellectual criticism must always be subordinated in high-school work to routine requirements that tend to develop self-control of mind and of body. If high-school courses are to prepare for life rather than for college, here is where the emphasis must be placed in order to do the greater service.

—DAVID H. STEVENS.

Evanston, Ill., June 27.

Literature.

AMERICAN MISSIONS IN TURKEY.

Fifty Years in Constantinople, and Recollections of Robert College. By George Washburn, D.D. Boston, Houghton Mifflin Co. \$3 net.

Fifty-three Years in Syria. By Henry H. Jessup. Two volumes. New York: Fleming H. Revell Co. \$5 net.

Among the influences which have led to the awakening of Turkey one of the most potent has been the work of the American missions and, especially, the American educational missions. At the outset mission boards frowned upon educational work other than Sunday-schools and Bible classes. A resolution passed at the annual meeting of the American Board of Commissioners of Foreign Missions in 1856, declared that the only work of the missionary was "the oral utterance of the Gospel in public or private." Robert College was a protest, originating with the missionaries, against this narrow conception. Two young men, James and William Dwight, graduates of Yale College, the second generation of a family renowned in the annals of American missions in Turkey, devised a scheme for "founding a school at Constantinople, not in any way connected with the Mission and tolerant of the religious prejudice of the natives." In 1857, they laid their plan before Christopher R. Robert, a New York merchant. Mr. Robert was treasurer of the American Home Missionary Society, an

organization which, in connection with its work in the newer States of the West, had been led to realize the need of providing or helping to provide schools for the children of the settlers. He had visited Constantinople during the Crimean war, and made there the acquaintance of Dr. Cyrus Hamlin, a man of striking force and originality, part of whose missionary activity had taken the practical form of furnishing the British hospitals and soldiers with bread, thus incidentally teaching Constantinople how to make real bread, and raising to that extent its material standard of civilization. Dr. Hamlin regarded the anti-educational policy of the American board as suicidal, but, on the other hand, he objected strongly to the idea of a school without religion, as "an inexplicable anomaly in Constantinople" which "would be regarded as a trap to cheat the devil."

Mr. Robert was interested in the plan for a school proposed by the Dwight, but agreed with Dr. Hamlin rather than with them as to the character it should assume; and when, two years later, they abandoned their plan, he called on Dr. Hamlin to join with him in "founding a Christian college in Constantinople." To these two men, to the quiet, relatively little known merchant of New York, who out of his not great means, with steadfast faith and much personal sacrifice, financed the enterprise almost alone, until the day of his death, and to the fervid missionary from Maine, odd mixture of eccentricity and practical sense, who worked for years with brain and hand, circumventing French opposition and Turkish obstructiveness to obtain the necessary permit, building and showing workmen how to build, and last, but not least inspiring young Orientals with character—to these two men, Robert College of Constantinople owes its origin, as an incorporation of the State of New York (1864) and part of the University of that State.

Under the title "Fifty Years in Constantinople," Dr. Hamlin's son-in-law, Dr. Washburn, second president of the college, has told the really wonderful story of this institution in the form of personal recollections. From the outset Robert College met with bitter opposition, first from the French combined with the Papal authorities, because it was Protestant and by its use of the English language fostered English influence in Turkey; then, when French influence waned, from Russia; and when German influence superseded Russia at the Sublime Porte, from Germany, whose Emperor consistently gave his support to the corrupt camarilla of Abdul Hamid; sometimes from the Greek and Armenian hierarchies, and at all times, until the revolution of 1908, from the Turkish Government. That the college secured a charter at all was due in part to a chance visit of Admiral Farragut

on a ship of war. One of the immediate results of its establishment was the erection, under French influence, of a grand *Lycée* by the Turkish Government; and, indeed, one of the most important effects of its influence has been the compulsion it has put upon the natives, Turks, Greeks, and Armenians, to establish or improve their own educational institutions. Neither Turks, Greeks, nor Armenians could prohibit the attendance of their young men in such institutions as Robert College, unless they were ready themselves to provide some sort of education which could be regarded as an equivalent. These numerous schools, maintained at a relatively high grade, did much to bring about that enlightenment, the effects of which were seen in the revolution of 1908.

Almost from the start, through the influence of one of its early professors, Dr. Albert L. Long, who had been a missionary in Bulgaria, Robert College attracted Bulgarian students; and their education enabled them to found an independent state and set that example of self-government which has exerted so marked an influence on the Turkish Empire. To-day the college is best known in the East for its relation to Bulgarian education and Bulgarian independence. Magnificently situated on the Bosphorus, it is often pointed out to visitors as the institution which made Bulgaria free. It is a commentary on the provincialism of Americans and the American Government that, in spite of the great work accomplished by Robert College and the great influence exerted by it in the East, it was a few years ago almost unknown in America outside of missionary circles, even a Secretary of State so progressive and so broad-minded as Mr. Bayard being unaware of its existence and its history. Naturally, under such conditions, the American Government did not always give it that diplomatic support which is so necessary in a country like Turkey; and, had it not been for the keen interest of England, it might have fared ill at times with Robert College. This obligation does not prevent Dr. Washburn from telling frankly the truth with regard to Oriental politics, even where that truth reflects heavily on England, as it often does.

The book is extremely interesting and valuable to the student of European politics, as well as to the student of education, on account of the part which Robert College, as well as its president, Dr. Washburn, played in Turkey during the difficult period of the Bulgarian and Armenian massacres, the Russian-Turkish War, and, in general, through the whole troubled reign of Abdul-Hamid, of whose problems and policies he presents in the introduction a fair and discriminating study.

Dr. Jessup's story of missions in Syria is of quite a different character. Dr.