

to interest the traveler. The volume is written in a fresh and charming style, and in it artistic touch and historic allusion are ably used to whet the imagination of the reader. Vivid glimpses of places, the people and their customs, and travelers' experiences in Panama, Peru, Bolivia and Central America are presented. A profusion of illustrations, reproductions of the author's excellent sketches, makes the book very attractive.

In *University and Historical Addresses* (New York, The Macmillan Company, 1913; viii, 433 pp.) James Bryce has not only left us a remarkable record of how great a service an ambassador may render outside his official duties yet in perfect accord with his official position, but he has also given us truly amazing evidence of the infinite pains he took in the preparation of his public utterances on all sorts of occasions, and fresh proof of his own versatility and genius. Who else can produce a volume of essays, many of them worthy of a prominent place in English letters, and not have a dull page anywhere, while he treats in the most serious fashion of art, literature, history and education in their chief relations to modern life and the mission of English-speaking peoples to the world! Public law and legislation are treated as thoroughly and instructively as the one-time Regius Professor of Roman Law at Oxford might be expected to treat them had he remained at his last instead of playing a leading rôle in world politics these many years. With great tact and sympathy and an almost jealous appreciation of what we may accomplish if we realize to the full the greater opportunities in America, Lord Bryce presents the lessons of English experience in law and politics, and inspires us with the thought that we are to carry forward the civilization that is our common heritage and perform the same human service for the world that is the task set for Englishmen and Americans alike. The two essays on the influence of national character and historical environment on the development of the common law, and the conditions and methods of legislation, ought to be made the text for serious study by every American lawyer and political scientist.

Under the title *Earth-Hunger and Other Essays*, Albert G. Kellar presents a collection of the writings of the late William Graham Sumner of Yale University (New Haven, Yale University Press, 1913; xii, 377 pp.). Most of the material has been published elsewhere at an earlier date but in such a form that it is not now readily accessible. The following essays are printed for the first time: The Teacher's Unconscious Success; The Scientific Attitude of Mind; Earth Hunger; Purposes and Consequences; Rights; Equality; and Economics and Politics. The volume opens with an autobiographical sketch of scarcely three pages, which is most illuminating. Men who did not know Pro-

fessor Sumner sometimes marveled at his influence over his students. If they will read these three pages they will know the reason. His fierce honesty and his passion for what he believed to be justice are here revealed in a delightfully unconscious manner. Speaking of his ancestry, he says :

They were all artisans and members of the wages class. It is safe to say that I am the first of them who ever learned Latin and algebra. . . . My father was in every respect a self-educated man. . . . In early life I accepted from books and other people, some views and opinions which differed from his. At the present time, in regard to those matters, I hold with him and not with others.

Everything that Professor Sumner has written is stimulating and worth reading. There is no doubt that the book will fulfil the hope of the editor that it will aid in the effort "to open—wrench open, if you will—the gates of the mind and introduce the impulse to independent thinking."

Professor Fletcher H. Swift in his *History of Public Permanent Common School Funds in the United States, 1795-1905* (New York, Henry Holt and Company, 1911; ix, 493 pp.) has presented the results of detailed and painstaking work in the collection and interpretation of materials difficult of access, which the author began at Columbia University over ten years ago. The question is asked with increasing frequency on all sides: What has been the character and extent of the public support of education in this country? Neither the part played by the federal government, nor that by the various state governments shows any great scientific planning or appreciation of the permanent obligations which an adequate public school system imposes upon either state or nation. Even less is the relative duty of state or nation apparent from Professor Swift's interesting account of the hit-or-miss policy that has gradually come into being in most parts of the country. Undoubtedly we shall soon have to face the question of a more or less complete reorganization of the financial support of public education; and the federal government at whose doors all sorts of educational enterprises are already knocking for support will have to define its policy on the subject of federal aid to education. Dr. Swift's historical researches with their illuminating comments on the sources, amounts and uses of public school funds, both state and national in source, will greatly aid clear thinking on this subject. When it can be said that "twenty-eight million dollars is a conservative approximate estimate of the sums lost or diverted in twelve states," it may well be questioned whether