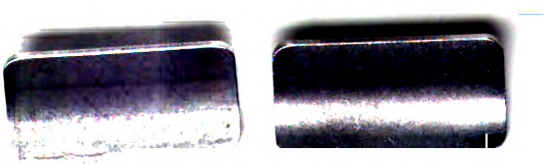

Proceedings of the North Central History Teachers' Association, Organized April 1, 1899, Twelfth Annual Meeting held at the Reynolds Club, University of Chicago, April 1 and 2, 1910

EXECUTIVE COMMITTEE, 1909-10

CARL E. PRAY, President, - Normal School, Milwaukee, Wis.
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JOSEPH P. WARREN, - University of Chicago, Chicago, Ill.
MISS MARY L. CHILDS, Township High School, Evanston, Ill.

PROGRAM

Mandel Hall, Friday Evening, 8:30 O'Clock

Address: "The Life of the State and the Teaching of Government."
Prof. Paul S. Reinsch, University of Wisconsin.

Appointment of Committee on Nomination of Officers for 1910-1911.

The Theater, Saturday Morning, 9 O'Clock.

1. Meeting of Executive Committee—9:00-9:15.
2. Business Meeting—Election of Officers—9:15-9:30.
3. Paper: "The Use of Pictures in History Instruction."
   Miss Lillian Thompson, Englewood High School, Chicago.
4. Paper: "Discipline and Knowledge."
   Prof. George C. Sellery, University of Wisconsin.
5. Paper: "The Use and Abuse of Note Books."
   Prof. Albert H. Lybyer, Oberlin College, Oberlin, Ohio.
6. Paper: "The Value of History Pageant Work from the Viewpoint of the English Teacher."
   Miss Charity Dye, Indianapolis, Ind.
7. Paper: "Supplementary Reading in History Instruction."
   Mr. Oscar H. Williams, School of Education, Bloomington, Ind.

NORTH CENTRAL HISTORY TEACHERS' ASSOCIATION DINNER

April 1, 1910

"The true point of view in the history of this nation is not the Atlantic coast; it is the great West."—Professor Turner, An. Rep. Am. Hist. Ass. 1893, p. 200.

MENU

Food — a la Hutchinson Café

* * * * * * * * * * * *

"Think of this, people of the enlightened East. What an example to come from the very frontiers of civilization."—The Home Missionary, in 1850, referring to conditions in Wisconsin.

REFRESHMENTS

Professor James A. James—"On the tide of the Father of Waters, North and South met and mingled into a nation."

Professor Albion W. Small—"The political ideals and actions of the West are explained by social quite as much as by economic forces."

Professor Guy S. Ford—"If social conditions tended to crystalize in the East, beyond the Appalachians there was freedom."

Dr. Reuben G. Thwaites—"The frontier is the line of most rapid and effective Americanization."

Professor James A. Woodburn—"The result is that to the frontier the American intellect owes its striking characteristics."

Professor Thomas F. Moran—"Western democracy was no theorist's dream. It came, stark and strong and full of life, from the American forest."

Professor Frederick J. Turner—"If you've 'eard the East a-callin, you wont never 'eed naught else."

COMMITTEE

Evarts B. Greene, University of Illinois.
Claude H. Van Tyne, University of Michigan.
Thomas F. Moran, Purdue University.
Andrew C. McLaughlin, University of Chicago.

THE LIFE OF THE STATE AND TEACHING OF GOVERNMENT

Prof. Paul S. Reinsch
University of Wisconsin

Education is intimately bound up with the state and its form of government. The political aims and purposes of society can be achieved only if the mass of the people is prepared to carry them out. The cardinal point of distinction must be sought in the part which the people are intended to play. If they are no more than laborers in a feudalistic society, their education is of no moment. Intellectually, they will be left in ignorance, while in other respects they will be educated in the hard school of everyday life to make themselves useful to their masters. But in a free government everything depends upon the education of the masses. Even if they do not play a prominent part in political affairs, as where the form of government is aristocratic, they will be educated at least from the point of view of obedience, law-abiding character, and dutifulness. In a republic, popular education becomes even more essential.

In those ancient republics whose political life is the source of our ideas and institutions, political education was the prime concern of statesmen. In fact, education and politics were synonymous. Politics indicated the aim, education the method; and so in the great political works of Plato and of Aristotle the teacher and the ruler meet. Plato's "Republic" is a most carefully thought-out scheme of education, education that aims at producing leaders and rulers. Aristotle's ideas on education are worked out more on the basis of popular government, but these two great minds agree in identifying politics with education.

It is that oneness, that unity and solidarity of all life, that makes Greek experience so valuable and so impressive. They did not have to segregate themselves and go to schools in order to be educated. Their whole life was an education, not only in the sense in which that would always be true, but in the sense of a conscious effort of men to educate each other to a more just conception of human relations. In the political discussions of the Ecclesia, in the alert interchange of opinion among groups of men in public places, the Athenian found that training which fitted him to be a master in the management of political affairs. Among these men there could be no fictitious reputation; they knew each other too well. Their mutual self-education resulted in the natural selection of great leaders—great individualities crowded into a small city and a short space of time. We do not hear so much of direct teaching of governmental facts, although the great philosophers of Athens did make politics their main subject of discussion with their students. Yet, formal instruction would not have been necessary, just as little as American boys require to be taught baseball and football. It was the natural element of the Athenian.

Of the Romans we read that they made their children learn the Twelve Tables by heart. This is like the Romans. They insisted far more upon form and formalism than did the Greeks, and it was their tenacious attachment to the form of the law that gave them the conservatism of great lawgivers. But the Roman youth got more instruction than the mere memorizing of the Twelve Tables. As in Athens, the great drama of politics unfolded itself before his eyes. The statesmen, the senators, the high officials, were public characters who lived in the bright light of a neighborly curiosity. Yet all was on a high plane, impressive to the multitude, of dramatic character so as to leave its mark on the consciousness. The patrician jurisconsult held the court in the main hall of his palace, his clients gathering about him for advice, the youth looking on, eager to learn the law by hearing opinions pronounced by the lips

of the great teacher. Such were the scenes that made law and politics a living fact to every Roman, not a matter merely of memorizing the text of twelve tables. This formalism was surrounded by and enclosed in the flesh and blood of political life.

Among modern nations all these processes of education become more self-conscious. The Dutch were enthusiastic for public education, in which they saw the foundation of the commonwealth. It was there that the Pilgrim Fathers saw public schools, saw what education meant in the life of a free people. England, strangely, has always been very backward in educational matters. There, too, men are self and mutually educated in the school of life, but if formal instruction is lacking the universal sense of political value is present. Men have always done their own thinking and have always put much energy into the discussion of government affairs. So they are well-informed; they know what it is, they know what it involves to be a free people, both in duties and privileges. The Swiss, again, who of all continental nations have been most like the Greeks in their adherence to the idea of self-government, have given much thought to the education of youth in public affairs. The schools of Switzerland are the most potent instrumentalities for developing citizens that can think and act independently. The Swiss teacher is a particularly self-respecting and independent-spirited man who feels himself as the representative, in fact, as the high priest, of public duty, and if there is anything that he strives to inculcate after the essentials of the "three R's" it is the duties of the part which men have to play as citizens in a free state. So the Swiss are well-informed. They are not in the hands of political manipulators, but they control their destiny themselves. Intelligently and consciously they have the most advanced and, in some ways, complicated forms of democratic government such as the initiative and referendum. The fact that they handle them with great success is due to their superior education in public affairs.

Germany is developing a new idea of democracy, not on the legislative side, not on the voting or office-holding side so much as through developing the intelligent coöperation of citizens with the administration. Wherever there is a man with special knowledge or capacity, he is sought out to assist the government, whether it merely be in properly distributing poor relief in a village neighborhood or whether it be advising the government in making the best tariffs and the most advantageous treaty arrangements. And so the German citizen, while he may sometimes feel that the public cannot exercise an irresistible influence through the parliament, yet informs himself most eagerly about public affairs, because he realizes that the state is the public and that the state rests in all matters upon the intelligence and the active assistance of its citizens.

What shall we say of the United States? It is one of our fundamental articles of faith that public spirit is the basis of republican government and that educated intelligence supplies public spirit. We glory in our system of public schools. We see in it not only the opportunity for every individual to share in the highest human development, but we also are cheered by the thought of the army of intelligent citizens irresistibly marching on to realize the aims and ideals of the republic. We spend money lavishly, we support it unquestioningly, we have the highest hopes and expectations, and yet as soon as we look more closely into the political knowledge of our people we find the most astounding ignorance. From my own observation and from that of others, I am sure, although I say so with regret, that the American people know less about the character and processes of their government than any other free people in the world. It is true our government is complicated. If you have ever tried to explain to a foreigner the jurisdiction of the federal courts, especially in matters of common law, or even the relations between the states and the federal government, you will know that compared with that it is

child's play to give an explanation of the theory of the fourth dimension. But the ignorance of the American public is unnecessarily dense, because even the simplest and most obvious facts of government are generally not in the intellectual repertoire of the American citizen. A friend who recently instituted an inquiry on political knowledge among students entering universities got some surprising results. His questions were simple enough. An account of the federal courts, the process of amending the federal constitution, the election of congressmen, the system of county government, etc., were the topics to be written on. The vagueness of information, the indefiniteness of facts, the general ignorance passes belief. One student remembers nothing of the constitution except "the preamble, that all men are free and equal and are considered innocent until judged guilty, and all men have rights to trial by jury." Township government was only a name to many of the students. "The federal courts were supplied to meet a demand for accessible courts where small cases could be tried." "The juvenile courts are where all the people, before the age of twenty-one for men and eighteen for women, are tried." "A man to hold a seat in Congress must be of thirty years of age, a citizen of the United States, able to read and write the English language." Another says, "they must be twenty-five years old and have committed no crime of which they have been convicted;" or again, "a senator must be a resident of the state which chooses him and an upright citizen." (The latter clause was crossed out and instead was inserted, "he must be of sound mind. He must also contain a smattering of law.") Such examples could be multiplied indefinitely, and it will be very easy for you to test with similar results the knowledge of people with whom you converse. Very few people returning from the polls would know even all the names of the men for whom they had voted, not to speak of their opinions and of their duties of office.

It may be said that in our government too much is expected of the elector. How can a busy man keep himself informed concerning the personality, capacity and character of several hundred candidates whom he has to pass on in the course of the year. The matter is so complicated that he gives up in despair and turns over the management to professional politicians. The ballot should be simplified, fewer offices should be elective, and those of such prominence that the incumbents would be public figures and would be held responsible as public characters. On account of the democratic dispersion of authority our politics lack that dramatic interest which is so enthralling and fascinating in a country like England. Even when a president is elected we do not know how much has actually been decided. He may be blocked by a combination of politicians and a few individual congressmen. We know well enough how little he can accomplish without the assistance of the irresponsible and impersonal machine.

Difficult, indeed, is the effective working of self-government under modern conditions in countries of a vast population, with an intricate organization of industry. It makes great demands on character and knowledge; but do our schools prepare for this struggle or do they, too, give up in despair? Have they even begun to realize their duty and the possibility of improving the situation? When we consider the scant attention given to instruction in government, the inadequate and inefficient manner in which that instruction is usually given, we must say that the schools have failed. It is indeed a difficult task and one that requires perhaps more thought than any other part of the public school curriculum. The old humdrum way of memorizing constitutional texts is easy enough, but this method is the direct cause of the present hopeless situation. The child is fed on high-flowing talk about patriotism, the flag, the greatest and freest country, and he is then set to memorize legal texts—abstract, bloodless—that mean nothing to his youthful mind. When he comes out

into the world, into hard contact with affairs, he sees the business of his city and even the larger affairs of his country handled by men who often sell their influence for cash and who pay no heed to the constitution. His school knowledge helps him in no way to understand political life. It has given him no inspiration to stand for the public interest as his own. It has not given him the mastery of details so that he can meet the trained professional politicians on their own ground. The power remains in their hands; the public is depressed and discouraged.

We here encounter the consideration that knowledge and virtue are not synonymous, that a man may be a sharp constitutional lawyer, know a great deal about the facts of government, and yet be a scoundrel who sells out the public interest to the highest bidder. There is a great deal of talk about the leadership of college men in public affairs. It is assumed that the mere acquisition of knowledge will make for good citizenship, but if a man is self-seeking, placing his interest above that of the public, nothing will prevent him from using the knowledge acquired to the damage of public interests. It is not that information itself is a guarantee of right action. Not only has the education imparted been inadequate, dry, uninteresting, but we have also failed to connect the intellect with the moral element. This all forms part of one complex whole. If the young person is made to realize his own vital connection with the life of the state, if it is borne into his understanding that he cannot be happy in a corrupt and misgoverned community no matter how wealthy or successful a person may be; if he is made actually to feel the burning shame of public disgrace as well as the noble satisfaction of public achievement, then there is some hope. Information must be connected with motives, the motive power of action, the force that controls men, must be brought forward and made effective.

Vague, abstract, lifeless teaching about public affairs is a crime. It not only robs a child of the opportunity of acquiring knowledge on these matters, but it gives him a false start as a citizen. He enters life with a distorted conception of the state. Public vice is unwittingly encouraged. The headlong fury that would rush into war without seeing clearly and unavoidably the necessity, the contempt and hatred of foreigners, the lack of a feeling of public responsibility, all this results. Our youth has been taught too long that we have the best of all possible governments, that since the people rule nothing can be wrong. They have too long been fed upon legal abstractions. We have reaped the harvest in public helplessness and apathy. The greatest opportunity the world has ever seen for free and just government is being jeopardized. The institutions established by our forefathers are being perverted because the true civic training has not as yet been worked out. These harsh words do not mean to imply that efforts have not been made, that good books have not been written, that individual men and women have not worked with enthusiasm and success, but the general results, the regrettable situation, the hopelessness of the public, its helplessness in the face of facts which it ought to control, all this is unfortunately true.

The study of public life is not only vitally important but of fascinating interest if rightly attacked. The struggle of politics has at all times been the most engrossing subject of discussion and inquiry. In our study of history we make much of the struggle of the past, and yet the remarkable drama that is unrolling itself before our eyes we lack the sense to appreciate. Politically the world has never seen a more interesting stage than that of the present, and yet our reading public feeds on the pink page of prize fights and sees no dramatic interest in political life.

The great opportunity has not yet passed. Though we have let many things slip from our hands we are not as yet entirely lost. It is true the grip of caste and selfish interests is closing upon the land. From those who would control the nation for their own selfish benefit the schools have

little to expect. All they desire to see educated is an obedient, dutiful class of laborers and employés. The youth of this land must, indeed, be educated to efficiency. The future will demand greater subordination, greater discipline than the past, but with it there should go that education in self-respect and independent thought which would assure that the economic constitution of our society in the future will be on a just basis, because the people themselves demand it with intelligent insistence. What statesmen worry about, what the reformers wear themselves out over, only the teacher can secure. The teacher and the parent—they can change the human material of the republic; they can imbue our youths and maidens with that feeling of state consciousness upon which the future of the republic depends. In the past we have seen only the great successful individual subduing the wilderness, enriching himself and others. We must now see the state, the society, dealing justly with its members, distributing equitably the products of labor, the great society carrying forward all the works of art and civilization. In this society the boy in school is already a citizen. We are not preparing him for citizenship; we are making him realize that he is already a part of this life of common action.

Education in government must not take its departure in the far-away federal institutions nor in the formalities of law. All around us is the life of the state. To see clearly these facts, to see our living relation with them, to see how all men are bound together in a common destiny—these are the things that even the youthful mind can understand. And so we must begin with local government in all its functions; we must show the child that even he, young though he be, has a part in them, how they affect his family life, what opportunities and eventualities they hold out for the future; and so gradually progressing we can make him see the importance of the union with its states, of the more august, the more distant parts of political life—the army, the senates, and international congresses. Not what is written in the law books, but what men do is interesting to the child. The action of government should be studied.

There are many incidental questions that arise when this program is considered. It is evidently a great advantage that political study can be carried on directly, as in the natural history laboratory, by the observation of facts. The training of the mind in analyzing what is seen and heard, in seeing correctly and judging wisely—all this is possible in studying political life. History must remain a study of books, must deal with printed materials. In the study of government children should be trained to use their eyes, to get knowledge by conversation and to judge independently the facts that come to their attention. It is apparent that no teacher can succeed in this unless he or she is imbued with a spirit of devotion to the state and realizes the meaning of public action and public duty. But there should also be correct knowledge of detail which can be obtained only by personal observation. It is therefore often urged that men should teach these subjects, that men only can know the facts, that men only can exercise that powerful influence over character which is necessary in order that the civic spirit may be awakened in young minds. Yet, in my own experience, I have often seen government successfully taught by women. Women of public spirit, of broad sympathies, of accurate methods of thought and power of observation will succeed. I have also, on the other hand, had examples of the dryest, most legalistic expoundings on the part of men. Much emphasis has been laid upon visits to public institutions, the meetings of councils and other legislative bodies, to water works and prisons. A certain amount of this will be of service; yet we should not expect too much from it. It will give at most the externals, some idea of the "plant" of city governments, of the arrangement of things, but the vital action requires other methods of approach. Nor should too much be expected of the child. If he can form

a clear conception as to why taxes are paid, the method of assessment and collection, the functions of police and courts, the methods of dealing with streets and public parks, the manner of making legal rules, he will have done a great deal. There are many duties that should be specifically enforced. One of the most fundamental duties of American citizenship is that of jury service. Upon strength and character of individuals in that function the virtue of our legal system depends. And yet this solemn and fundamental duty is most generally disregarded. Not only do men shirk the service, giving trivial reasons for excuse, but they will deal in a most unconscionable way with cases that come before them. Thus when a business man states, as was done in San Francisco, that he will not vote for the conviction of a bribe-taker because such person may have been useful to the business interests of the city, an abyss is revealed that shows the dangerous situation in which we find ourselves. The duty of voting, of giving service to the state, of acting on the jury, is hardly ever enforced in a vital manner upon young students, and so they fall into lax habits of thought with respect to their relation to public duties.

A question of much perplexity is the attitude which the teacher should take toward political corruption and all the viciousness which makes up so much of our political life. The history teacher, too, is often puzzled to know how far to adopt the Plutarchian method of dealing with the character of prominent men; in a greater measure, the teacher of government. One thing is certain, the children should know that good government has to be fought for day by day, that it is a matter of men and character as well as institutions, that institutions alone are not enough. It is not necessary to make the atmosphere of the school room unhealthy by dwelling exclusively upon the methods of evil, but the child should know that it is not only good men that are confronted by bad men, but that in the good men as well as the bad, motives are active which at times lead them to betray their own and the public's best interest, that we must be on our guard against ourselves. The heritage committed into our hands requires the best in our energies. If the child can be made to feel that there is no satisfaction except through the sense of having the respect and approval of the society in which one lives and that no reward equals that of the feeling of having one's duty to the public, a foundation will be laid for greater strength of character in struggles that will inevitably arise when the young man enters into political life. So there are many questions which the tact and wisdom of the teacher must solve according to the conditions in his particular locality. Not long ago in the legislature of Wisconsin an assemblyman introduced a bill providing that in all the schools of the state "actual politics" should be taught. Some of the good legislators were horror-stricken and asked that the bill be laid aside. They declared that the methods of politics were not for children. The originator of the bill stated that he had referred only to actual government, to the actual manner of doing public business. The feeling is natural that some of the ugly things in life should be kept from the young, and yet this can be carried too far. There is no harm in portraying political life as a struggle as long as the child is made to feel that there can be no doubt as to the outcome if men are filled with the sense of public duty and have a mastery of the things they are dealing with. They should also be made to feel that nothing but suffering and shame will attend an abandonment of political institutions to those who would use them for private gain.

To the study of government itself comparatively short time can be given in our schools. It should be studied for a year in the eighth grade, and again for at least one-half a year in the twelfth. Most frequently it will fall to the teacher of history to take up this subject, but the teacher of history should realize that, in order to make the instruction in government effective, this subject must be approached from its special point of view. There are many things most important in government, such as the life of the state and the municipality which cannot be brought into a history course at all without doing violence to its development and proportion. The historical development of our society is a different theme, too, from the present political action and problems that confront us. The historical consciousness of past struggles is an important element in civic wisdom, but as Burkhardt has said, "the study of history is to make us wise for all time, not prudent for the moment." The study of government deals more directly with the situation in which we live. It must give the young person the key to the action which will make his own personality effective in public affairs. It must be a forming of character, a building up of ideals—not constructed out of catch-words, but ideals through which the student himself has won his way laboriously by observation of the facts. We do not demand the seminar method for high schools. Far from it. Yet the training of the high school should pass beyond the mere handing down of book knowledge. It should awaken the originality, the inner effectiveness of the student, and where could that find a better field of play than in working out the social relations in which he finds himself. In the great future of our country the teacher is the chief builder. Our future may be great merely from a material, industrial point of view. But it may also be great from the point of view of social action, of justice, sympathy among men and that feeling of common destiny which is the essence of democracy. If the latter is to rule our course of development, our methods of dealing with the state in our schools must become vitalized. We must have more of life, less of books; more of action, less of legal refinements; more of active intellect, less of memory. We must work upon the character of men and women, inspire them with motives, show them the beauty of public devotion, the high satisfaction that comes from our duty well fulfilled. If this can be done, we may look forward to the future of our country with greater confidence.

SUGGESTIONS FOR THE USE OF ILLUSTRATIVE MATERIAL IN HISTORY CLASSES

Miss Lillian W. Thompson
Englewood High School, Chicago

The best justification for the use of illustrative material in history classes is perhaps the pleasure it gives, and yet anyone who is spending a good deal of time and attention on pictures likes to stop now and then and take a look at some of the more serious and scholarly reasons for teaching history in this way. Even a brief survey of one's experience brings out a number of pleasing results: interest is not only aroused but kept up; the study of geography is made easier and more profitable; long-vanished peoples take on their proper aspects and become acquaintances, instead of words or shadows; the text book is far easier to read.

It is exceedingly difficult for a teacher to realize how astonishingly virgin is the soil which the minds of most of her scholars present to her so far as history, other than United States history, is concerned. Of course, there are in every class some few bright people who can present at short notice the most amazing bits of information on almost any subject. But this must not blind us to the fact that most pupils have either no conception at all or merely the vaguest idea of many of the things we must deal with in history. One is not surprised to find that the average second year high school scholar knows nothing of triremes, temples,

altars, fortifications, spears, shields or chitons. But such words as harbor, mountain pass, isthmus, strait and valley ought to convey to him a clear concept. Yet most pupils have not what I should call a working idea of even these things; they do not see what uses man can make of these provisions of nature, nor how he may be saved or destroyed by them. Then take such common words as house, theater, city, funeral, soldier; if these are presented to the ordinary pupil by his text book, without pictures or explanations, his mental image is of course of a modern house, or theater, or burial, such as he sees around him. This fact often leads to the most amusing misconceptions. It used to be no uncommon thing in my classes for Greek armies to rush at each other with a rattle of musketry, clad, no doubt, in neat uniforms of the period of our Civil War. Even when classic armor and weapons have been shown to the class, Greek soldiers are so unsportsmanlike as to hurl their swords and finally their shields at each other! After my experiences I should not be at all surprised to discover Pericles addressing the Athenian Assembly dressed in a well-fitting business suit, with a derby hat lying somewhere near.

Pictures easily prevent many such misconceptions by presenting at once the place or object as it was at the time under discussion. The periods of history, therefore, that most need illustrative material because they differ in so many external ways from modern times are ancient and medieval history. Both these courses deal with many subjects which really need to be illustrated. In medieval history I have found it necessary to show pictures of the following: The ancient Germans, monasteries and monks, castles and the times of chivalry, walled towns and the life of the tradesmen, Gothic cathedrals, the architecture of Florence, Venice and Rome, the paintings of some of the great Renaissance masters, French chateaux and palaces, and court life before the French Revolution. When we reach this last period, though pictures are still valuable, we are near enough to our own times to run little risk of serious misconception. In ancient history Rome needs less illustrative work than Greece. One reason for this is that many of the ideas the pupils gain from pictures used in Greek history are just as useful in Roman history; costumes, weapons, modes of fighting, ships, and even to a certain extent buildings were near enough alike in Greece and Italy to enable the pupil to form his images properly in Roman history without any elaborate use of pictures. Of course, one likes to show views of the wonderful engineering works of the Romans, of buildings peculiar to them, such as the Colosseum or Circus Maximus, and of the scenes which took place at the games and races. But beyond these things there is little that really needs illustration for a high school class, for so many subjects of great interest in Roman history, such as the development of government and the acquisition of territory, do not admit of illustrative treatment.

It is when we turn to Greece that the most fascinating chances for the use of pictures present themselves. This is due partly to the fact that the pupils are beginners and need the work so much, and partly to the charm of the material itself. Our work in Greek history begins with Homer and the Greek myths. These stories and the pictures illustrating them give the new pupil a surprising stock of ideas about ancient dress in peace and war, ancient occupations, houses, ships and arts. The pictures on the Mycenaen Age give a chance to show the work of some of the early skilled artisans, and develop the idea of the city-state from the sites of Athens, Tiryns or Mycenae. Delphi furnishes a study of an old religious center; Olympia, a view of Greek athletics; Athens, fine studies in architecture and sculpture. But perhaps the most suggestive pictures are the views of Greek scenery. The Greeks were so essentially an outdoor people. Not only did they spend most of the day in the open air, but they were always marching off on some expedition, to meet the Persian, to help Sparta, to attack Boeotia. Or they took ship for Corcyra,

Ionia or the Hellespont. Nature seemed in close sympathy with them. So many crises were decided by some natural feature; at Thermopylae the mountains crowded down to the sea to help Leonidas; at Salamis the island crushed the Persian ships against the shore of Attica; even the weather took a hand at Mount Athos or Mount Pelion. Therefore pictures of places help us to understand many of the most important events in Greek history. In this respect there is a great contrast between the kinds of pictures used in medieval history and in ancient history. In medieval times men protected themselves by the walls and towers which they had made. We read constantly of blockades, sieges and sallies, but it was rare indeed that mountain, valley or river was a determining factor. In Greek history, and frequently in Roman, almost any event of importance can be better understood by visiting the place where it occurred.

In preparing illustrative material for a lesson there are two things to be attended to; first, the selection and study of the pictures to be used, and, second, the arrangement of them for class study and recitation. The pictures chosen should make clearer some point in the lesson—should have, indeed, the most intimate connection with it, and time enough should be devoted to them to bring out their salient points and to impress them vividly on the class. Any attempt to hurry destroys interest. Then the teacher must study each picture, first, to find out all there is in it, and, second, to plan some way to present it to the class so they can study it to the best advantage. The most valuable method I have found is to prepare simple, informal questions which the pupils can answer by careful observation of the scene or object before them. Though it is sometimes necessary for the teacher to talk about the picture, this talk should be interspersed with questions, for high school students will get more from illustrative work by looking for the answers to your questions than by listening to any extended lecture. Displaying the pictures is simple enough. Some wall space not used for other things should have wires stretched across it and here the pictures should be arranged in the order in which they will be discussed in the lesson. If one is fortunate enough to have a lantern, and electric lights in the room, the lantern pictures can easily be used with the photographs in the proper places. Any lesson on actual places or buildings should begin with a map or place. Sometimes the wall map is enough, but frequently enlarged maps of some special district, such as Marathon, the Hellespont, Athens or Delphi, are necessary. Every picture should be carefully located on these maps. In this way a clear idea of the district under discussion is gained.

Perhaps the pictures used in a lesson on Marathon will make clearer the points just suggested. The first thing on the board is a large map of the plain of Marathon showing the bay and the encircling mountains in detail. The first picture is a view of the mountain road by which the Athenians reached Marathon; the next shows the first view they had of the plain and bay where the Persians were encamped. Then comes a picture taken from the site of the Persian camp, showing the battlefield, and beyond that the hills from which the Athenians made their attack. The next picture is a view of the mound raised over the heroes who died in the battle. The last two pictures show two bits of the coast of Attica which the Persians must have seen as they hurried around in their ships to surprise Athens. I often read Herodotus' account of the battle while we are studying the scene.

The class as well as the teacher must make some preparation for the pictures. Often a study of the lesson assigned in the text book is sufficient; but sometimes special map work must be done, so that the places shown may be readily located and understood. This is particularly true if you are studying the buildings of Athens or Rome, or following some expedition on its march. Sometimes the class must look up some more or less technical terms which will be needed in discussing a temple, or

castle, or cathedral. Names, as psychologists have so often told us, make excellent apperceptive centers. If your pupils come to a lesson on Athens knowing the names of the chief buildings they are to see, and of the prominent parts of those buildings, they will get far more out of the pictures, and remember far better what you tell them, than they can if you give the names as you show the pictures and depend on their taking notes.

The actual presentation of your carefully planned picture work to a class produces most amusing and often somewhat disconcerting results. In the first place, beware the "human interest." If there is a person of any size and prominence in the picture, he is at once the center of interest; the whole picture is evidently but a convenient background for him, and he must be properly disposed of before the class is ready to turn its attention to the inanimate objects around him. You'd better account for him at once, for you cannot escape an explanation in the end, do what you will. Another opponent you are sure to meet is "the irrelevant." The whole picture is of course new to the pupils; they scan each inch of it with eager interest, for how do they know what will turn out to be (in your eyes) of supreme importance and what of small moment? They have had considerable experience of your vagaries in pouncing on the most modest and innocent detail and dragging it forth for lengthy comment. So some ugly, modern shed used by excavators receives the same careful scrutiny as the great theater, or the uncovered foundations of Zeus' temple, and it is your task to center interest on the really valuable parts of the picture without quenching the scholars' ardor for exploration by slighting their discoveries. This requires some tact, and not a little patience, too. A third difficulty you will have to deal with is due to the fact that many members of your class cannot readily interpret pictures—especially lantern pictures. "Are those mountains or clouds?" "Where is the river?" "What is that white streak over there?" "Is that land or water?" Questions such as these continually surprise you until at last you grow wary, and begin to ask them yourself, instead of taking it for granted that the picture is understood. I wonder whether this failure to interpret is due to the fact that the young people have seen so little of nature, or to the lack of color in the pictures. If this latter reason is the true one colored slides should be used; but they are so expensive as to be entirely out of reach unless you learn to color them yourself.

In order to get the best results from your picture work, some slight use should be made of it afterward. This may be done by an informal review, a simple written test, or a paper. It should be understood at the outset of the lesson that some returns from the work will be required; this really adds zest to the lesson, for pupils, like teachers, study more eagerly if they see some immediate use they can make of their knowledge. And the ultimate result? This is hard to measure, for picture work, like most of our teaching, is more or less a casting of our bread upon the waters; but curiously enough even the leanest and most unpromising fish in the class, whom you could hardly catch nibbling, will often return to you after many days, perhaps from a trip to Europe, or from a university course, confessing that they got their first taste for bread, and their first turn toward historical corpulency from the illustrative material used in your class.

Easily accessible collections of pictures at reasonable prices:

Photographs and lantern slides of Greece and Sicily: Dr. J. T. Lees, Dept. of Greek, University of Nebraska, Lincoln, Neb.

Stereoscopic pictures and lantern slides of Greece, Italy, France and England: H. C. White Co., 770 Monon Building, Chicago, Ill.

Photographs of buildings and statuary in Rome: U Donnini, Via Condotti 10a—10b, Rome, Italy.

Photographs of Greece: Aristole Rhomaides, 2628 Rue Nike, Athens, Greece.

Colored Photographs of Europe except Greece: Photoglob Co., Deutsche Evangelische Buch und Tractat Gesellschaft, Berlin W., Behrenstrasse 29, Germany.

Pictures of medieval life, manners, customs and dress of the Middle Ages: Paul Lacroeix. This book is now out of print, but McClurg & Co., Chicago, may be able to get copies in England.

DISCIPLINE AND KNOWLEDGE

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"The proper study of mankind is man." This ancient saw has served as the text of many an inspiring discourse, and today I wish briefly to apply it to our work as history teachers, for it is the chief article of our creed that the study of the history of man possesses supreme value in fitting the youth for the responsibilities of more mature life.

History, well learned, teaches boys and girls to be reasonable and rightly tolerant, that is, to recognize the relativity of conduct to the ideals of the age; it trains them to be judicial and unbiased, that is, to base their opinions and conclusions on evidence; and finally, it gives them a sense of the brotherhood of man, of the unity of the human race, of our debt to our ancestors, remote and near, and of our obligations to those who are to follow us. The conservation movement is the most recent tribute to the value of history.

We are all familiar with the value of the study of history, or, in other words, with its disciplinary value. To work in historical material, to survey the development of races and the careers of men, to test and discriminate, to draw inferences which have validity—this possesses great intellectual value, and since the Madison Conference and the publication of the Report of the Committee of Seven we have made substantial progress in popularizing and developing it in the schools.

Still, we are not satisfied with the results that have been achieved. Our young people, in school and college, study much history—and know very little history when they get through with us. We are displeased; we write letters to "The Nation"; we appoint fresh committees to investigate and report. I would fain contribute my mite to the discussion.

If we refer the problem—of much study and little knowledge—in a democratic way, to the "man in the street," to the "plain people," we soon discover that they expect their children to know their history after they have studied it. The working man asks his son, "What did you learn today?" When he comes across an historical allusion in the newspaper, he is likely to ask his daughter, if she is studying history, to explain it to him, and he is impatient when she answers, "I think we had that about a month ago, but I've forgotten it." Some of you have known of young people, and even mature people, who have been embarrassed in this way and made to feel ashamed.

If we consult the philosophers we are informed that discipline and knowledge must be vitally united to produce culture. And philosophy, some one has said or should have said, is glorified common sense.

If we reflect on the matter, as students and teachers of history, we must agree that the spiritual value of history, the humanizing value of history, is very largely a product of a knowledge of history. To study history disciplines; to know history humanizes. A man or woman cannot

very well appreciate the solidarity of mankind, their community of interest, so to say, past, present and future, without a knowledge of the history of civilization. If we are to feel the greatness of our debt to the barons at Runnymede we must remember what Magna Charta was. If we are to understand the importance of respecting the Bill of Rights in our Constitution we must hold in mind the perils of an omnipotent Parliament in the days of George III. If the past is to teach us anything we must know something of the past. It is idle to expect forgotten history to be a vital spiritual force in the life of a man or woman.

The old rote or memory scheme of historical instruction, which not so long ago was anathematized and banished, had at least one merit: it recognized that history is to be learned, that historical knowledge is worth remembering. True, the historical knowledge of the old scheme, with its lists of dates and rulers, its wars and other dramatic events, was largely external, and its disciplinary value was slender. But the old-timers at least knew what they learned.

Our idea of historical knowledge is much higher. We want our pupils to understand how the important event came to be, what it means, what its consequences were; we desire them to get beneath the surface of things; we ask them to think, to discriminate, to understand. But at present we hardly expect them to remember. Why this anomaly?

The old rote teachers taught history extensively; we require our students to learn it intensively. The external fact will not suffice; its antecedents, content and consequences must be grasped. But it takes longer to understand one event than to "learn" half a dozen events without understanding. Have we realized this striking contrast between the old and the new, or have we sought to teach understandingly as much as was formerly learned without vital comprehension? Have we tried to cultivate the field intensively with no more time at our pupils' disposal than is necessary for mere extensive cultivation? If the answer to this last question is yes, than it is not hard to understand why most of our students of history are obtaining discipline and but little knowledge, why their actions so slightly reflect the lessons of history, and why so many of them dislike "the proper study of mankind."

In suggesting corrective measures in accordance with this diagnosis of the malady I confine myself to the work in history and refrain from using bell and candle against the crowded curriculum. Further, I would not be understood to desire to shorten our text books, eliminate collateral study or revert in any way to the old memory scheme. But I do venture to assert that we must have fewer topics in our history text books and that the collateral work must be closely related to these topics. It is hard for a text writer to omit any time-honored topic, and perhaps more difficult to exclude from his book a subject which he has worked out for himself. The result is that our text books are usually compact, hard-fibered condensations, embracing a multitude of short, dictionarylike topics. These books are not appetizing to the young, nor easy for them to digest.

I will not be called an innovator if I suggest that we should reform our text books by including fewer topics and presenting these topics in fuller detail. This will permit these topics to be grasped appreciatively and also remembered.

In the second place I would strongly urge that the teacher, when (and even before) he gets a "reformed" text book, must devote much care to selecting, from the subjects the text book treats, those which are of pivotal importance, so to speak, and which should, in his judgment, be mastered with unusual thoroughness by his pupils. It is not an easy matter for a teacher to decide exactly what these topics are, and it is neither probable nor necessary that his decision should be acceptable to another teacher. The decision will turn upon his conception of the development

of civilization in general and in particular, upon his own special interests, upon the character of the school library available for his pupils and upon the qualifications of the pupils themselves. Nevertheless the decision must be made, and is best made by each teacher for himself.

I do not wish to raise, in this short paper, the question of training pupils in the selection of "essentials" for themselves. I will, however, express the conviction that it is anarchy for the teacher to give up his educated leadership in determining the points which are to be emphasized in study and class exercises.

In the third place the teacher must continue, in the assignment of the lesson and in the recitation, to give weight to thought. The working out of the assignment should compel the students to think, to get behind the words to the ideas they express; in a word, to understand. If the teacher makes an assignment which leads all the pupils to exercise their minds upon the same problems then the class discussions will inevitably serve, even in the clash of warring views, to emphasize what the teacher wants emphasized. The same is true of all the class exercises.

If the pupils are led to exercise their thinking powers upon fewer topics; if these are so handled as to throw into high relief that which is most essential to a knowledge of the development of our civilization; then, in the very act of understanding or comprehension—in the very disciplinary process—knowledge of an enduring character may be looked for, and review work, skillfully handled, may be relied upon to do what is necessary to clinch the more important elements of historical knowledge.

I do not believe that the human memory is weaker than it used to be. But it should not be called upon to perform impossible tasks.

The study of history disciplines; reflection upon historical knowledge humanizes. One is largely intellectual, the other largely spiritual. Discipline and knowledge are the two sides of the shield in history.

THE USE AND ABUSE OF NOTE BOOKS IN THE TEACHING OF HISTORY

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The use of note books as an aid to the teaching of history may not seem at first sight to be a subject that needs much attention. A short inquiry, however, opens up many unexpected vistas. The fact appears that teachers of sound judgment and long experience hold very different opinions in regard to this, as to most other matters in connection with the teaching of history. In general, it would seem that the employment of note books deserves and even demands more extended consideration and a more uniform practice than it has yet received.

In general education there has been of late a vast extension in the amount of written work that is required of students. I trust that I may be pardoned if I draw illustrations from my own experience to remind you of conditions as they were no longer than twenty years ago. During three years spent in an Indiana high school I can recall in the way of written work only a few compositions and essays in English, and three sets each year of examination papers which were marked and handed back. Nothing that could be called a note book was required. The history work was confined to one text book, and involved no writing whatever except at examination time.

A little later, in a first-rate Eastern college, I prepared a half dozen essays, took notes in a considerable number of lecture courses, especially in junior and senior years, took notes on readings for essays, debates and examinations, and submitted to a few hour and final examinations. In one or two "seminar" courses I prepared long papers, but without analyses, bibliographies and marginal references. The eye of no teacher ever rested on my notes, nor do I remember having received a word of advice as to the best way of taking and arranging them. I tried various methods and forms: small bound note books, large bound note books, small looseleaf note books, large looseleaf note books, and sometimes mere loose sheets of paper. We were taught to take notes as boys used to be taught to swim, by the process of being thrown into the water. Some of us never learned, and for such a complete system of printed notes had been developed, a lucrative enterprise for the gifted few.

Many changes have taken place in twenty years. It is now hard to detect, at any rate in those institutions of learning which are accounted the best, the old suspicious similarities to medieval dependence upon authority. The single grouping of ideas as presented in one text book or one set of lectures is no longer sufficient. It is recognized fully that we live in a vast and complicated world of things, men, institutions and books. Young people must be brought in a few years to a partial comprehension of human life in the twentieth century. This comprehension is necessarily so partial, however, that it is essential to teach the young how to extend their knowledge after school days are over, how to build paths for themselves out into the chaos of opinions and materials which every inquiry presents at first sight. Herein appears to be the underlying reason for the great recent development in the use of note books. The memory is not sufficiently trustworthy or capacious to deal with the great mass of facts and ideas which, even in one limited study, come before consciousness. Much material must be gone over, that which is appropriate must be carefully selected, written records must be accumulated, and finally the whole must be worked up into unified and useful shape.

The value of training in the use of notes for getting hold of all sides of a limited subject is far from being confined to the scholastic sphere. When the activities of the modern world are considered, such training is seen to be most practical and necessary. Each professional man, each business man, the manufacturer, the farmer or the housewife is confronted with a vast and increasing mass of literature in his or her own subject. This can hardly be used effectively without a process kindred to the formation and proper use of a note book in history. It has been stated that the Harvard Law School does not try to teach the whole of law to its students, but to train them, when confronted with a case, to seek out those portions of the law which bear upon it. A thoroughly trained physician must work out from his books the treatment of cases which are unusual, and he keeps records in regard to individuals and perhaps of classes of cases. The minister must constantly work up sermons and addresses, and may well keep systematic record of the spiritual needs of his individual parishioners. Professional scientific men note and unify their observations and experiments. Business men are developing more and more elaborate systems of recording, classifying and unifying their enterprises. The up-to-date farmer who reads much and various literature about his occupation may well select and note what concerns him and will very probably observe and record the returns from various crops or animals. The housekeeper does well as she reads the books, magazines, journals and columns devoted to her sphere of action, to take notes, and she may wisely record and study her expenses with a view to greater economy and order. Very few persons exist today in a civilized land to whom training in the proper and adequate use of note books in their school years would not be of very great value through life.

Before proceeding further it is desirable to lay down a temporary definition for a note book. This is not a perfectly simple matter. A note book ought to be a book that contains notes, but history note books may contain a number of things that do not readily bear the name of "notes." The Harvard Catalogue (Jan. 1, 1910, page 496) speaks of a "note book (or bound collection of notes)" which "must show practice in some of the following exercises:

"(a) Notes and digests of the pupil's reading outside of the text books.

"(b) Brief written tests requiring the application to new questions of knowledge previously acquired.

"(c) Parallels between historical characters or periods.

"(d) Short studies of topics limited in scope, prepared outside of the class room and illustrated by some reference to contemporary material.

"(e) Historical maps or charts showing explorations, migrations, conquests, territorial changes or social conditions."

Here, besides what are commonly called notes, may be found tests, parallels, topical studies, maps and charts. The fact is that development in methods has multiplied the forms of written work that may be used in teaching, while a growing use of "loose-leaves" allows much latitude in the formation of note books.

It would be possible to apply the name note book to the entire mass of written work which a student may prepare in connection with a given course. This would have some justification in that the whole would naturally possess a certain unity. A complete discussion of the note book would at points draw in all such material. At present, however, we are a body of teachers who are considering the work of our students. The term "note book" may for our use be limited to that part of a student's written work in a course of study which comes or may come before his teacher's eyes and which the student retains for reference or review at least until the end of the course. Reports, test papers and examination books are included only if the teacher hands them back for purposes of instruction; and temporary notes, used as the foundation for more formal written exercises, are not included unless examined by the teacher and preserved by the student. That is, the note book may be held to contain all of a student's written work to which the teacher gives some attention and which the student retains some time for use and reference. This definition is much larger than the ordinary conception of a note book, but usage seems to justify it or a definition not greatly different. Furthermore, the inclusive definition will allow superior unity of treatment.

A working definition having been stated, from what points of view may note books be regarded? From at least four: their use in education in general, including history teaching; their function in the teaching of history in particular; the various exercises that may be put into them; and their use at different periods in the student's education. With regard to each of these points of view, uses and abuses may be discriminated.

Mention has already been made of the value of training in the use of note books as an element of preparation for life. For a large part of educational activity note books have become an indispensable requisite to satisfactory work. When a lesson consisted of nothing more than a few pages from a semi-sacred text book, and a course of study was merely a fixed number of such lessons spread evenly through a definite period of time, the memory could be relied upon for complete acquisition, and oral recitation could test and fix the group of ideas and perhaps develop some reflection upon them. But with from fifty to a hundred pages of text or several hours of laboratory experiment per week, together with a series of lectures, a quantity of collateral reading and the use of various other materials suited to the course, memory and oral recitation have become wholly inadequate. Notes must be made in quantity and organized at least so far as to ascertain the unity and connection of the various ele-

ments of the course. Nor is it satisfactory that the student should be left to follow his own errant and laborious way through the maze. Only the exceptional one can thus succeed in reaching the center, and he will almost inevitably waste much time. The close and intelligent guidance of a teacher is essential until the student has learned to find his own way, and he ought to have some advice and supervision in note book work as long as he remains a student. Even in the graduate school he may still have something to learn in this direction.

The value of the note book is of course not confined to the amassing of scattered material in convenient form. The process of combining the material affords mental training of a high order and in degrees which can be adjusted to the ability and development of the pupil. Much useful work in composition and expression regularly accompanies the proper use of the note book. The construction of reports, comparisons and discussions aid greatly in understanding the subject under consideration. Nor is the training in "neatness, accuracy and order" to be despised; taught in connection with any subject, it will gradually influence the whole life of the pupil.

The note book has rightfully obtained its prominent place in modern education. At the same time its employment is open to abuse and has often been abused. An abuse exists when an insufficient use is made of the note book, and in too large a percentage of schools this is even yet the case. For example, the excellent report prepared by the Department of History and the School of Education of Indiana University in regard to the teaching of history in high schools shows that of the schools which answered, and which had been selected as presumably doing good work in history, about one-fifth pay practically no attention to note book work.

This sin of omission will, it is hoped, be abandoned. There are also sins of commission. These, in general, result from the forgetfulness of one very important fact, that the note book is at the most a valuable adjunct, a desirable auxiliary in educational work, but a means which should never be allowed to become an end in itself. To draw upon personal recollections again, I had once a fellow student who had been a bookkeeper for a number of years. He took vast quantities of notes upon both lectures and readings, beautifully written and apparently very well arranged. He seemed, however, unable to transfer the meaning of his symbols, even temporarily, from his note book into his mind. His recitations and examinations were uniformly weak. This was an extreme case of what very often happens in a lesser degree unless note book work is carefully watched and assiduously compelled to keep its place. To write down a new idea is far less painful than to apprehend it. The average pupil will regularly substitute the milder process for the more strenuous, if he be allowed a choice.

What, then, in general practice, should be guarded against in the use of note books? Excess of time devoted to them and excess of emphasis upon them. Teachers of one subject would do well to observe what amount of written work is demanded of their pupils by other teachers and to take this into account in assigning their own. If too great a sum-total of note book work is demanded of a pupil every part of it will become distasteful. An unjust tax upon the pupil's attention will be evaded, as has always been the case with unfair taxes. Unfortunately, some forms of note book work can be done more readily by copying from books and fellow pupils than by individual exertion, and if too much be asked this door of relief will certainly be pushed open. To lessen this difficulty, the teachers in any institution of learning where the work is specialized might profitably take counsel together and apportion in systematic fashion their demands upon the students. Again, after the teacher, either by open agreement or unconscious adjustment, has established a right to a definite portion of the students' time, the question arises, how much of

this portion shall be set off for written work. If a large amount of writing be exacted, less time remains for reading, study and assimilation. The pupil may acquire much proficiency in arrangement of material on the pages, in cutting and pasting clippings and pictures and writing indexes, even in preparing outlines from a book before him, and yet gain no adequate knowledge of the subject which he is supposed to be studying. The proportion of a student's time which must be spent in written work should be carefully limited.

This suggests the second evil in the general practical use of note books, the excess of emphasis upon them. An undue amount of time of course suggests undue importance, but the teacher's attitude of mind, which the pupil will apprehend either consciously or unconsciously, is the determining feature. If the teacher appears to consider that the correct and orderly recording of a statement is of greater or of as great importance to the pupil as a true understanding of the significance of the statement, the pupil will inevitably take the same point of view. He will thus fail to apprehend the true relative value of the study and its auxiliaries. He may easily fall into the error of believing that what is written in the note book is permanently and safely stored outside the mind and needs no further attention. Now, the mind does not necessarily retain its knowledge indefinitely, but it should always be regarded as a more permanent place of storage than the note book. To use another well-worn figure, the note book should be regarded distinctly as the temporary scaffolding of a building. That the building itself may later be taken down and replaced by a "more stately mansion" should not be considered at the time. Every pupil should learn how to build a scaffolding expeditiously and economically. But the scaffolding must not be made more carefully than the building. And most assuredly, there should always be a building.

This may sound commonplace and unnecessary, but there is reason to believe that even in some colleges of high standing more attention is given in certain courses to the mere auxiliary work than to the subjects which are supposed to be taught. Here is a great danger. If the subject matter be lost sight of, this practical and common sense age may conclude that teacher, course and educational system together are worthy only of the scrap-heap.

Thus for education in general, including the teaching of history, the note book is valuable as a means of accumulating and acquiring knowledge of the subject in hand, of developing powers of expression and of teaching accuracy and orderly arrangement. It is open to the abuses of neglect and of over-emphasis. In the first case its advantages are lost; in the second it may cause disgust and evasion, or it may tend to crowd out the direct acquisition of knowledge and lead to an elevation of the means above the end. The remedy for these abuses lies mainly with the teacher, who, while making full use of the advantages of method which the note book as defined can give, nevertheless holds the note book in strict subordination as a means of furthering the larger objects of acquisition of knowledge and training of the powers of the mind.

What is the function of the note book in history teaching in particular? This question may be answered differently according to one's idea of what history is and of its value to the ordinary student. Without discussion, I will outline very briefly a possible view of these questions in order to give a basis for a short estimate of the function of the note book.

History is the whole body of our knowledge of what men have done in all their activities and in all lands from the earliest times to the present. It is immense, complex and continually growing. Scholars are adding to it by finding new written material, by bringing in every possible trace of man's activity in other than written material, by gaining new views of old material, and by following through the past, for the first time, various lines of thought that are active in the present. New books, monographs

and special articles are constantly appearing written along all these lines. Most parts of history have been written according to many different scales.

The value of history to the ordinary student rests primarily upon its revelation of man's activities under varying circumstances. It thus enables young people to understand in some measure the human world as it has been and as it is. It also enables them in some measure to understand themselves. History is, however, stretched upon a permanent framework of time and place, and contains facts of varying degrees of importance. The most important of these facts in their proper significance, and in their due place upon the framework, should be permanently in the mind of every cultured person. No one can know all the lesser facts except within a small field. The ordinary student needs to know a certain number of the great facts of history, and to be acquainted with the greatest personalities, and if he be unable to go far into any one field, he should have some conception of how to enter a particular field in case at some future time his inclinations or interests lead him in that direction.

A properly used note book is of the first importance to a historical student as soon as the real character of history begins to dawn upon him. The material is vast, of unequal importance and presented on many different scales. Yet he needs to select a quantity that is possible to be learned, to take those things which are of the greatest value, and, for each particular inquiry, to reduce all to one scale. The note book cannot do this for him, but it can aid him greatly by holding what he has done already; and by enabling him to locate events and persons on the framework of time and place, to experiment with different scales of treatment and to cast up in connected form the results of work at various times and upon various materials. By its help he can see what he has accomplished and gain courage to go on. He can realize that the vastness of history does not prevent his learning from it much that will help him to know other men and himself. Presently its vastness will become friendly, because when he has learned to find his way he can seek and reach almost any information that he desires to obtain.

The practical problem which presents itself is that of getting about amidst the accumulating mass of material in rapidly growing libraries. That which relates to any topic is hidden deeply from the untrained mind. The note book is particularly helpful toward the solution of this problem. The references for a subject are likely to be far too numerous for retention in the memory, but the faithful note book will not forget them. It can keep what information has been discovered and state exactly where it was found. Scattered facts and ideas are thus brought together, ready to be assembled into a finished whole. Without the use of a note book the study of history under modern conditions can hardly fail to be either narrow or vague. Either a very small and badly selected range of material will be examined or a long series of facts will be passed over rapidly and none but indefinite impressions will be left behind.

History is perhaps more open than any other subject of study to the abuse of note books by excess in time or emphasis. This results from the abundance of historical material and from the variety of ways in which note books can be used. A student may read and take notes from an indefinite quantity of material on a subject, or he may take notes minutely from a smaller amount of reading. In either case he may easily write down far more than he can possibly assimilate. The remedy is to emphasize the necessity of selection and discrimination. Again, the teacher may almost unconsciously assign so much written work of different kinds as to leave far too little time for direct acquisition. The remedy is to plan out and set down in black and white all the requirements of the course for a considerable period of time ahead. The scheme can be studied carefully as a whole, and at each repetition the course can be

readjusted at points where improvement has been seen to be possible. Thus over-emphasis on written work can easily be avoided.

Another serious evil results from a failure carefully to supervise the students' written work. Undoubtedly conditions are often unsatisfactory. A teaching staff in history ought always to be sufficiently large to take care of a reasonable amount of written work. Unfortunately this is not always the case. When a teacher is overburdened he must simply do the best he can. But this may be said: it is very doubtful whether there is any value, aside from the purpose of examination, in demanding from a pupil written work which the teacher cannot consider carefully, criticise and return. The pupil's time is extremely valuable to himself and he will not long remain deceived. If the teacher does not appear to value his work, he will not continue to do it well. It is probably better, then, to ask only what written work the teacher can attend to closely. If he cannot attend closely to any, then he had better rely on text book, recitation and lecture, leaving the student to acquire material in his own way. And a teacher so situated ought by all means to labor for an increase in the teaching staff, so that the history work can be done adequately.

The teaching of history thus has more use for the note book than most courses of study because of the great amount of material and the desirability of preparing the student to follow a line of history study for himself at some future time. History teaching must lack efficiency without note book training. On the other hand, it is peculiarly open to excessive emphasis on written work and to the laying down of tasks which cannot be supervised effectually.

The next question that arises is, what various exercises may be used in note book work? The answer is so complicated that only a general discussion can be given here. The Indiana University questionnaire reveals the use of the following exercises in high schools:

"Digests or abstracts of reading;
"outlines of period or topic;
"maps and chronological outlines or charts;
"notes on other pupils' reports in class;
"text analyses;
"special dictations by teacher;
"summaries of periods;
"classified historical data;
"pictures and edited clippings;
"biographical sketches;
"special tabulations;
"source extracts;
"themes on historic movements or institutions;
"reference lists;
"comparative statements; and
"important deductions."

Our working definition, which includes all written work that is used for purposes of instruction and retained by the pupil for a time, adds to this long list some written reports, test papers and examination papers. College work may use also notes on lectures, bibliographies, briefs, themes, theses, book reviews and reports on contemporary events.

These many kinds of exercises may be grouped according as the emphasis is on acquisition, on expression or on reference. The first group may be subdivided into acquisition of the permanent framework of history in time and place, acquisition of classified facts and acquisition of matters of special interest.

Exercises in the acquisition of framework may include charts, chronological tables, lists of important dates, tables of reigns and administrations, genealogies, "graphs," maps, plans and the like. Every student above the grammar school ought to have some work of this sort. A stu-

dent has made little progress in history until after two habits have been formed: the habit of locating events in time and the habit of locating places on the map. These are habits which lead to indefinite growth of knowledge by the filling in of items of greater and greater detail, and the establishment of relations and groupings. Written exercises are almost indispensable here. The dangers in both time and place work lie in demanding details too rapidly and in failing to take care that the work does not become mainly manual and mechanical. The object to be kept in mind constantly is the ultimate mental result.

Exercises in the acquisition of classified facts include digests and analyses of required and collateral readings and notes on oral reports or lectures. The ordinary note book of the college student may contain only these. The object of such exercises is to record temporarily in readily accessible shape those facts and ideas which the student should get into his mind for test, examination and permanent retention. The quality of mind which must be used, and where here receives special training, is that of selection. This involves the power of estimating relative values. It is a mental possession which yields to few others in practical value in this day of multitudinous objects of attention.

In taking notes on readings, guidance is needed at first in deciding how passages of different kinds must be treated. The pupil should not be bound rigidly to conformity with one scheme, but should be left a large measure of independent judgment. The dangers are that the conscientious pupil will take down too much, and the lazy pupil too little, and that both will fail to exercise discrimination. It may be well to specify rough quantitative limits, for example, that not more than one large page of notes shall be taken upon five duodecimo pages of reading, and not less than one page of notes upon twenty pages of reading. The teacher should see the notes often enough to make sure that a due proportion and fitness is observed, and he should guide and stimulate the pupil's capacity for selection.

In regard to notes on lectures, students need close supervision when they first begin to take them, and occasional supervision thereafter. The chief desiderata are judicious selection and convenient arrangement. Division into paragraphs according to changes of subject, and suitable margins and indentations, should be insisted upon as essential. It is too much to ask, if lectures are frequent, that the notes be written out a second time. The student should be supervised until he becomes able to take down directly notes that are well selected and usefully arranged. A lower limit may be set to the amount of notes to be taken on a single lecture, but an upper limit is hardly necessary or advisable. The lecture is spoken but once, and there is no possibility of referring to it later as to a printed book. Too abundant notes on lectures are therefore less undesirable than too scanty. The addition after the lecture of marginal headings or summaries is often useful and gives further practice in selection.

The acquisition of matters of special interest includes dictations, extracts from the sources, pictures, clippings and the like. This is a dangerous class of exercises and should not be introduced unless the teacher is able to supervise it closely. The difficulty consists in the fact that this work can be done without any thought of its historical significance. Very often, as far as learning history is concerned, it may be only a waste of time.

The second group of exercises contains those which emphasize expression, such as outlines of periods and topics, summaries of periods and reports on topics, themes, theses, book reviews and the like. This is a subject capable of lengthy discussion. It is sufficient here to notice only certain general facts. Exercises of expression form a distinctly higher and more difficult order of tasks than those of acquisition. They afford a gradation in comparative difficulty which enables them to be adapted to

the different degrees of ability in students of the same class, and to the different degrees of maturity in students of different classes and different stages in education. Such exercises are closely related to work in English composition. They should therefore be carefully judged and criticised, not only for historical accuracy, but also for spelling, grammar, and the use of words, and for unity, completeness, proportion and other constructive literary qualities. Work of expression is very desirable even from the standpoint of acquisition, for we all know that carefully to write up a subject fixes it in the mind in a very special way.

The danger in exercises of expression is in beginning too soon and expecting too much. The pupil should not be set a task beyond his stage of mental development. Otherwise evasion or discouragement are apt to result. The first training in expression comes in response to questions, oral and written, and only by slow stages should the advance be made toward those distant goals for the few, the doctoral thesis and the historical book.

Exercises in reference include records of assignments, records of collateral readings done, indexing of the note book, reference lists, more elaborate bibliographies and marginal references in reports and theses. The object of these exercises is to increase acquaintance with books and authors, and develop the habit of verifying historical statements. They point the way toward research work and criticism of sources. In this work also there is great danger of going ahead of the student's capacity. It is well to keep such exercises strictly practical. Only work done should be recorded and bibliographies should at first contain only such books as actually have been consulted. It is well at every stage to watch the distinction between books used and books that might be used but were not. The absurdity which sometimes in Germany attaches forty pages of bibliography to forty pages of thesis should not be encouraged.

Before leaving the wide subject of the classes of exercises that may be used in note books, a word may be said as to the best form of note book. Many difficulties will be solved if all the exercises be prepared in a looseleaf note book containing large ruled pages, with a margin on the left side of 1½ or 2 inches. Exercises of similar kinds can then be grouped together and the whole can be arranged in an order which will suggest the unity of the course of study. The margin is useful in a number of ways. Condensation of writing to save paper is most uneconomical of time both in preparation and in reference.

An excess of time should not be devoted to finishing and arranging the note book. Except to the small percentage of students who are to become teachers of history a note book will rarely be of use after the end of the course for which it is prepared. If interest in the subject be renewed ten years later, the dusty note book will not be resurrected, but the latest and most attractive printed book on the subject will be obtained. The limited time devoted to history should be jealously guarded against excess of written work.

Finally a very few words on the subject of the proper use of note books at different stages of education. The general principle is to give the student such forms of note book work as he is ready to do, and no others. The application of the principle is not altogether simple. There is need in history teaching of an agreed discrimination between the methods that should be used in elementary school, secondary school, college and university. At present the college and even the graduate school are apt to send down their methods to high school and even to grade school. The extension downward of the elective system complicates the matter further. A college teacher in history now finds in his beginning class students who have had almost no training in history, students who have had three or four years of excellent historical methods and students at all stages of development between.

A personal opinion as to the remedy for this chaotic condition, so far as the note book is concerned, may be stated. What is needed is concerted gradation of the written exercises appropriate to each stage. It would seem that the note book should be omitted entirely from grammar school study of history. The use of it there appears to be a clear case of forcing methods back before their proper place. The note book may properly appear in the first high school study of history, but with few and simple exercises to begin with. In general, high school work should develop exercises of acquisition, with only the simpler exercises of expression and reference. It may be an old-fashioned view, but I cannot feel that the developed thesis, with outline, bibliography and references has any place in history teaching in high schools. Such a thesis may begin to appear in the second year's work in college. All classes of note book exercises, in advanced forms, may profitably be continued throughout the history work in college in one course or another. I am again old-fashioned enough to think that research in the technical sense has no place in undergraduate work. Research is the special field of the graduate school. Of course, there are exceptional grammar school pupils who will profit by the note book, high school pupils who can prepare good theses, college upper-classmen who can do research work; but to provide such anticipatory work for all students can only aid to thin out numbers and to make the scheme of education even more confused than it now is.

The conclusion of the whole matter would be that the note book is a valuable and necessary aid in the teaching of history. Its use must, however, always be kept strictly subordinate to the acquisition of historical knowledge and to mental training along historical lines. Many sorts of exercises may be employed. These should be grouped and graded carefully, and introduced judiciously and conservatively. The grammar school should perhaps not use the note book, the high school should use it mainly for acquisition, the college should use it for both acquisition and expression, and the graduate school may use it for acquisition, expression and research.

THE VALUE OF HISTORY PAGEANT WORK FROM THE VIEWPOINT OF THE ENGLISH TEACHER

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I feel much emboldened this morning after hearing the splendid speeches last night emphasizing the fact that our duty to the rising generation is to enable them to understand the past in order that they may interpret the present and hope for the future.

The point of view of the English teacher toward the pageant may be varied. She may look upon it simply as the presentation of cycles of history compressed in a few moments of time, or she may be interested in the pageant power of words to give local color and interpret great moments of history; or again she may look upon the sociological or psychological power of the pageant. The point of view from which I have intended to say a few words is the possibility of the pageant as an English exercise culminating in a public presentation. When the English teacher looks at it in this light she is ready to say with Emerson:

> "What these strong masters wrote at large in miles
> I followed in small copy in my acre";

her acre being the school room, with its limitation of time and immaturity of mind; her object being to dignify the past traditions of the pupils.

The pageant notion has sifted down from national movements. You need not be told of what has taken place on this side of the water, and you will pardon me if I mention two pageants in England which I deem of great importance—the pageant at Oxford in 1907 and the women's pageant in London in May, 1909.

At Oxford you saw the setting forth of eight hundred years of literary and political history, in the forefront kings, bishops, cardinals and scholars in robes of magnificence belonging to the occasion. At London you saw the pageant of labor, wherein a procession of a thousand women were greeted on every corner with cheers. Each woman carried in one hand a lantern and in the other a symbol of what she was engaged in; and every means of livelihood for women in the world was represented there. In the audience were delegates from twenty-one countries, and a hush fell over the people as the chain women came in; their faces, though clean, will never become white from the grime in which they work. The women doctors of philosophy made way for these sisters of labor and the organ pealed forth the sanction to the great manifestation of democracy. I mention these two pageants because one sets forth what can be done by royalty and education and the other by labor. It brings to mind Mr. Woodberry's words, that literature does what history never can, it transforms the past, puts Scripture in to terms of righteousness and mythology into terms of beauty, and its last transformation yet to be is that of democracy. It seemed to me that the manifestation in London was a step toward transforming life into terms of democracy, which will in turn become literature. These two great pageants arose out of traditions belonging to the movements of literature at Oxford and of labor and justice in London.

Now, we can try to do the same thing in this Northwest territory. We have less than 150 years of history since the Ordinance of 1787, but if we knew how to read the lesson of our environment we have all there is. We have had war and peace; we have had the missionary, the pioneer, the explorer and all the traditions of religion and industry, and I think the day has come when we can place the pioneer beside the medieval knight, the woodman's axe alongside the shield and sword, the homespun dress beside the rustling silk. We can have an appreciation of what it means to be lord of a little clearing in the forest as well as of a landed tenantry. The pioneer was a dignified man; he believed in work; he knew the meaning of hospitality and friendship, and practiced them. He was courageous to face danger and overcome wild beasts and savage enemies. And what has the pioneer left us? He has left a splendid legacy in the pioneer school, which it seems to me is worthy of consideration when we think of the growth of education in the last fifty years till our schools now rank second to none in the Union. Then we have the splendid beginnings of social progress, of art, of science, and it is worth while to try to teach our children to stand upon the ground of their own environment and read it aright and have respect for the past, and this can be brought about. There is not a single teacher of history who cannot find some bit of unwritten history. The English teacher looks upon it as a sociological force and finds that the spirit of investigation reaches the home. Old letter books are opened, valuable documents come to light, table talk is changed, splendid ideas of coöperation come in. At school the whole building can coöperate; the history teacher can become sponsor for the subject matter and can aid in the search for fitting material. The English teacher also looks upon the historical pageant as a psychological force which cultivates the students in the book habit and enables them to find material, to organize it and to put the results into some sort of pleasing presentation. The method of the pageant, or dramatization, is the method of the poet, of self-identification, of comprehension, of selection,

and when a child is able to look upon a whole movement of history and discriminate and see the great things as great and the small things as small, he has achieved power to think. The cultivation of the imagination and the grasp of the continuity of events perceived by it is of great psychological value. The English teachers are trying to shift the emphasis in composition so as to do away with fragmentary work. When a person concentrates his mind on a single growing idea for five months he acquires a cumulative force of thought that is psychologically a means of great growth.

As an English exercise the working up of a pageant affords practice in narration, dramatization, description and the organizing of historical data. Letters, diaries and journals are included, and all the while the mind is centering upon a certain moment of history. I will give you a little personal experience that I think accounts for my being before you. In 1908 I concluded to look about and find a means whereby I could overcome the fragmentary nature of composition work. I tried to "follow the great masters in small copy," and undertook to write an Indiana pageant. We have now only reached Episode VIII, Part I, the Governors. Next year we will take the authors. I do not think we shall ever get through. We began with the missionary and the explorers. We looked up references, gathered material, organized material, wrote speeches and had little simple scenes. Then we had the pioneer, then the Indians and had a powwow wherein Tecumseh talked to his braves about his confederation. Following the Indians we had the Ordinance of 1787. That was our first pretentious thing. We had the debate in Congress, the children acting as speakers, but we had to admit suffrage, owing to our large percentage of girls. We called attention to the fact that at the moment when Congress was enacting the Ordinance of 1787 the Constitutional Convention was in session. The points of the Ordinance discussed were the fugitive slave law, trial by jury, education, waterways. We feel that really those students had made a beginning. We set to music the lines of Emerson:

"Lo, I uncover the land which I hid of old time in the West."

Then we had the pioneers and celebrated Lincoln's birthday with an old settlers' meeting in Spencer county, wherein Lincoln lived in Indiana; we got in the Gettysburg address and had a little more pretentious time than we before had had. Episode VI was given to the Rappites and Owenites, representing the Owenites in their advanced notions of education, science and social progress. We brought before the minds of those who worked it up the importance of the movement at New Harmony in 1825 and 1826, seventeen years before the Brook Farm in Massachusetts and far more lasting in its results.

The next, Episode VII, was education. In that we reproduced the district school. We had the dunce cap, sang the A B C's and the Geography lesson, and had Friday speaking, where the first seeds of patriotism were sown in the young minds.

That was all the audience saw, but everyone who was present marveled at the spirit in which the children did it; it was because they had absorbed the ideas of it, had written the school girls' and the school boys' journals, had written letters and told of pioneer schools and the joys of pioneer life until it had become real to them. They also wrote biographies of eminent educators of Indiana. We put lists on the board and there was freedom of choice. They developed many things themselves. One girl said, "I should like to be Emma Willard." Another, "I should like to be Lucretia Mott. I am a direct descendant of Lucretia Mott, and she visited Indiana." On the day of the pageant she wore a costume one hundred years old which had belonged to her ancestor. Altogether it was a very agreeable performance. We are now on Episode VIII, noted

men, the Governors, which we are taking for political instruction. The ninth Episode will be the names in Indiana; we have very interesting names. The tenth Episode will be the one hundredth birthday of Indiana. I think we shall get to it by 1916.

There is no one here who cannot find some bit of unwritten history that is worth making known, and it can be made a psychological, a sociological and an educational force as well as a splendid English exercise.

When I hear about these note books I think we shall have to have coöperation. We cannot overload the children. You complain of memory work. I now see the reason that students cannot learn poetry is because they have so much history. Leave the memory work for poetry; we want it all in English. Some of us have lived through three periods in education, first, the martinet period with the emphasis on the side of memory; then the epoch when there was no memory work. Now we are coming back to memory work again, so let up all you please on memory work in history in order that we may have it for English.

The use of the historical pageant or of local history as composition material with a final presentation is commended to you. I was a little ashamed of emphasizing the acting side at first, but after two years of experience have found that the idea of final presentation reacts on the reading, the writing and as a sociological force, and really is one of the great factors because when the children are ready to present the material it has become part of themselves. It is not an exercise where three or four of the brightest pupils perform to make money for the school; but it can be made to serve ends truly educational to every member of a class.

SUPPLEMENTARY READING IN HISTORY INSTRUCTION

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Whether or not sound history instruction in secondary schools demands supplementary reading is no longer a debatable question. Teachers are universally agreed that history cannot be learned from a single book. The question of chief concern is what reading to require and how to get it done. Yet the general acceptance of the view that collateral reading is essential to good teaching of history by no means implies that it is adequately carried out in a majority of schools. In the first place, in most, save perhaps a few of the very best, of the schools the reading equipment is in a deplorable condition. Even in the schools having a boasted equipment for natural science, or the most modern provision for industrial training, the library facilities for history and literature are practically nil. Frequently the history reference books number less than a score, largely text books supplied from the teacher's gratuitous list, or a few general works of indifferent merit. Where a library of more pretentious proportions exists too often the books are ill adapted, mayhap the relics of an ancient town or township library, "material remains" of little historic value, or a set of the omnipresent Ridpath's "History of the World," supplemented by the unspeakable Abbott biographies, from the History of Darius the Great down. Under conditions such as these may teachers hope to give richness of content to history instruction or create a taste for reading of historical literature? In the second place, even in those high schools so fortunate as to have more ample provision of reading material, often little attempt to secure definite and regular reading by all history students is made. Assignment of lessons is made on the text, pupils are asked to "look up" certain important topics or (acme of definite-

ness!) are requested to see what Channing or Hart or Larned may say on the topic for the day. Further direction about where or how to "look up" the matter, or attempt to find how generally the pupils have obeyed the injunction, is usually wanting. Few requirements—the fewer the better—in reading, none in taking of notes on the reading, and little or no testing out of the reading—this constitutes the supplementary reading in history in a large majority of even the better schools.

But, after all, the case is not so hopeless. In a recent number of the Nation,* Professor MacDonald has given us a vision of better things in the material equipment of what he terms "an historical laboratory." Here and there the better teachers have caught the vision. Many of them, fired with zeal by marvelous results with meager equipment, are longing for greater achievement with complete equipment. When the teachers are fully aroused school officials are sure to respond and history instruction may come into its own. Then shall we have ample provision for reading facilities—library and reading room, duplicate books to meet all the demands, cabinets for filing and material to file. Then may reading be definite in assignment and positive in requirement, with certainty of fulfillment and adequacy of result.

Fitting it is, then, to begin a discussion of the supplementary reading with suggestions concerning the supply of reading material. It must be continually borne in mind that the accumulation of reference material is a slow process of growth. Never so true that haste makes waste. Every addition must meet a positive need. Books must be known for their quality and adaptability before money is expended for them. A suggestive title may lure into the purchase of a nearly worthless or poorly adapted book. An ill-adapted reference book, even though excellent in quality, is so much dead material. Two beautifully bound volumes on "Roman Society" in the early and later Empire by that matchless authority, Dill, stare reproachfully from the reference shelf of a freshman class in a high school known to the writer. The books positively give an impression of loneliness. The teacher who undertakes the grave responsibility of selecting books for a reference library stands in need of expert advice. If she turn to the university professor, her attention is directed to excellent books for college use, but often beyond the attainments of high school pupils. This body could do no higher service than to create a commission of expert advisers in historical bibliography, whose function should be to study the needs of the schools and publish edited lists of books for high school use. An examination of existing guides to bibliography, of syllabi, and even of reference lists in the text books, reveals much material beyond the capacity of high school students, and certainly much that limited resources could ill afford to supply. Yet guidance of this sort is followed—in utter lack of anything better—by scores of unwitting teachers.

Nothing more than a few general principles of selection can be stated here. In general, if the reading is to be wisely balanced, certain types or classes of books should be supplied. First, there is the narrative history with a fuller account than the text in use. Thus text books of the type of the "Essentials" series should be supplemented by daily reading in books like Bury's "Students' History of Greece," Seignobos' "History of the Roman People," Robinson's "Western Europe," Gardiner's "Students' History of England," and the Epoch series in American history. A text book is needed to give unity and coherence to the course, and daily collateral reading of this sort is essential to give fulness of content and basis for comparison with the text. Of course, such books should in the main be supplied in duplicates sufficient in number to meet the demands of all the pupils. Anything less than this is an evasion of the problem. Fortunately, the reading room as an adjunct of the library is of material help.

*Oct. 7, 1909,; reprinted in the History Teacher's Magazine, Dec., 1909.

A dozen duplicate copies of any book placed in the reading room which is open six periods every day will supply exactly seventy-two pupils a full period each. Moreover, a dozen copies of the best book in a given field is usually to be preferred rather than a dozen different books in the same field. Uniformity in reading requirements can be more readily maintained in the former case. Ease of assignment and means of guidance are scarcely lesser advantages. A word may be offered in passing concerning the value for reference reading of the heavier works of the modern historians. It is a matter of doubt whether a place exists in the high school reference library for Mommsen and Grote, Curtius and Gibbon, the ponderous "Cambridge Modern History," or even for John Richard Green and Rhodes and Von Holst. Certain chapters of Macaulay and Froude, or of Traill's "Social England," may be consulted in the preparation of papers, but to require extended reading in such books is out of the question.

A second class of books for history reference consists of selected biographies of typical leaders. Briefer biographical collections, such as Cox's "Greek Statesmen," or even the compact articles in a good encyclopedia, are desirable. Excellent and adaptable series of biographies, such as the "Heroes of the Nations" and the "World's Epoch Makers," are available. But in no case should an entire series be placed wholesale in the library. Discriminating judgment needs to be exercised. In the former series a few of the best are Evelyn Abbott's "Pericles," Wheeler's "Alexander the Great," and Warde-Fowler's "Julius Caesar." In later periods, Hodgkin's "Charles the Great," Lindsey's "Luther," and Stephen's "Hildebrand and His Times," stand out as classic examples. Biography will rarely be assigned for daily class reading, hence duplication is not so essential. Instead, a wider range of titles may be sought or duplication may be made of the same character from two or three series so as to afford divergent points of view.

A third type is the book treating fully a limited period or definite movement or country. Of such is Ihne's "Early Rome," Smith's "Rome and Carthage," Grant's "Greece in the Age of Pericles," Gardiner's "Puritan Revolution," Matthews' "French Revolution," and Judson's "Europe in the Nineteenth Century." While the Epochs of History are principally cited, the books of that series are to be chosen with extreme caution. As instances of usable books dealing with particular countries no better examples can be cited than Henderson's "Short History of Germany" and Adams' "Growth of the French Nation." Bryce's "Holy Roman Empire" must also be included as indispensable.

Next is the class known as the sources. Excellent and usable source books are now available in every field. The mention of Fling and Munro, of Ogg and Robinson, of Coman and Hart, suffices for examples. Duplication is again essential, since much of this material must come in for daily reading. Aside from the source collections, certain great classics should be provided in full editions. The "Iliad," the "Odyssey," Herodotus (the Boy's "Herodotus"), Einhard's "Charlemagne," Froissart (the Boy's "Froissart"), Luther's "Table-Talk," are few choice examples. These are classics in literature with fine historical content.

Finally, there should be a few books known as the manual of art, literature, constitutional and industrial history. Tarbell's "History of Greek Art," Abbott's "Roman Political Institutions," Montague's "Elements of English Constitutional History," and Cheyney's "Social and Industrial History of England," are all appropriate books for the schools.

Only the more important types have been indicated. The classification is by no means exhaustive. Other kinds of books should have a place. Thus collections of ballads, having special historical significance, or of poems based on historical incidents, the atlases of history, dictionaries of names and other technical reference books may be included.

Aside from the purchase of standard books, certain subordinate means

of supply are worthy of note in passing. We have already denied the extensive works of the modern historians, such as Mommsen and Grote, Gibbon, Creighton and Carlyle, a place in the reference library, yet selected passages from these historical masterpieces may be rendered accessible for general reading by the class. The mimeograph has made the duplication of short passages easy. With little time and expense fifty copies of Mommsen's masterly characterization of Caesar or of Carlyle's estimate of Frederick the Great may be prepared and filed for use by future classes. Again, much material of some historical value lies buried in cast-off issues of the current periodicals. Almost every number of the North American Review, of Harper's, Scribner's, Century, Review of Reviews and a dozen others contains material of real historical interest, this not infrequently reinforced by the camera and the illustrator's art. Articles of this character can easily be removed, folded in a manila cover, author and title clipped from the table of contents and pasted outside—a tiny "monograph" ready for filing. Coöperation of pupils may be enlisted in gathering back numbers of the magazines and even in preparing the "monograph." One school which the writer knows has collected upward of a thousand such articles, many of rare value, mostly illustrated, and all carefully filed for immediate use.

Still another resource in the problem of supply is the purchase of books for reading by the pupils themselves. This will usually not be feasible except with books of a certain class, viz., books of historical fiction. In favor of this kind of reading much needs to be said. True, the field is so large, and so much of questionable value exists therein, that one may well hesitate to recommend extensive reading requirements. But there are a few great masterpieces, classics in style and faithful portrayals of the spirit of their times, books admirably adapted for reading by secondary pupils. Aside from its value in creating an imaginative background, in stimulating perennial interest in historical reading, and in giving insight into the social life of an age, this kind of historical literature possesses added importance in its power of developing literary tastes and of linking the pupil's reading of history with that of general literature. What general reading can furnish the vividness of narrative, the keenness of interest, the richness of detail that a reading by the average boy or girl of Charles Reade's "Cloister and the Hearth" or of Bulwer Lytton's "Last Days of Pompeii"? Two or three such books for outside reading each year will not only give a flesh and blood quality to history study, but also go far in creating a taste for the right things in reading. As most of the best books of this class are out of copyright, inexpensive editions can be procured and pupils induced to buy. The field needs to be studied by competent critics, who should pronounce upon the best from the standpoint of both history and literature. The late Professor Allen has placed us under lasting obligations by marking so clearly in his valuable essay* the possibilities and limitations of historical fiction, but the study should be brought up to date.

After the matter of selection, next in importance is the question of management and supervision by the teacher of the pupils' reading. No phase of history instruction requires more definite direction on the part of the teacher. Merely to request pupils to read, even when abundant and adequate means are supplied, is by no means a sufficient guarantee that the reading is adequately done. Definite and persistent instructions as to the what, the where, the how, are constantly demanded. First of all, the teacher must herself have at command a detailed and organized knowledge of historical bibliography, not only of the general field of historical literature, but specifically of the resources of the reference library of her own department. The instructor in physics or chemistry can at a

*Essays and Monographs (Memorial Volume), pp. 112-128.

moment's thought produce from closet or drawer any bit of material for apparatus or demonstration. So should the teacher of history be able instantly to produce the materials of her art—the bit of historical narrative, the picture, or poem, or map, the account from the source—for use in illustration or assignment for collateral reading. These materials lie buried in books, with nothing more than a general label in title, or index, or table of contents—nothing to indicate the character or quality save as tested by actual use. Where a good original account of a Roman triumph, what a clear statement of conditions in France on the eve of the French Revolution, which the more faithful description of life in a medieval castle? These and a thousand others the teacher must know, to be able to direct the reading in a really effectual way.

In the second place, assignments for reading by pupils must be made in a perfectly definite way. Not only title and author, but pages and chapters must be given as well. Brief comment as to the relative value of various treatments is not out of place. The reading room facilitates reading assignments. The reference bulletin is at hand for posting full and definite lists. Such lists may be placed upon cards, which can be filed for future use. Of course, pupils should be trained to use the mechanical aids of books, such as index, reference lists, marginal topics and appendices. But ample need for this will be found to supplement the definite lists. The latter are essential to secure the reading in full and adequate degree.

Again, training in analysis and organization of what is real by the pupils is required. The power of grasping the essential thought, of organizing it and of presenting it in new and original forms is an acquired power. It comes only by long training. Preparation of outlines, of briefs, of digests, all in language of the pupils' own, is of material help. Original themes based upon reading are of special value. Oral presentation by the pupil in class with outline and notes discarded is another valuable means. Lastly, "checking up" the reading in some definite way, both as to character and quantity, is important. Having reading records on slips or cards handed in for a definite period; outlines and digests mentioned before; basing all recitations upon the outside reading as well as the text—all these have been found helpful. Each plan has its value and its defects. After all, the best method is that which secures spontaneous work, reading for the love of it, reading of such quality and extent that all means of testing seem superfluous.

In closing, it should be frankly admitted that the suggestions contained in this paper are chiefly applicable to the earlier stages of history work. They have not taken account of the problems and opportunities in American history, which is distinctly a field of its own. But, after all, it is in the earlier phases of history instruction that the reading problem is of most vital consequence. Here it is that tastes and habits are developing. Once create a love for historical reading, train in the power of analysis and generalization, and a long step toward the solution of the problem has been taken.

In Memoriam

Charles Wesley Mann

Charles Wesley Mann was born in Huntertown, Ind., October 31, 1865. He received his early training in the public schools and at De Pauw University. In 1884 he entered the United States Military Academy at West Point, but was compelled to resign at the end of his third year because of illness that unfitted him for military service. He then took up educational work and taught in two private military schools. He established a private school, the Chicago Academy, on the West Side, in 1891, and managed it for five years. Since that time Mr. Mann's life was very closely woven with the career of Lewis Institute, where he went as head of the History Department in the spring of 1896, before the buildings were finished, and with which he was still identified at the time of his death. His funeral was held at the Institute, attended by the entire student body, and was a touching manifestation of the high esteem in which he was held. Mr. Mann was in every sense a scholar, a man of quiet, unassuming presence, whose enormous capacity for work was a marvel to his friends. He was the author of many monographs on historical subjects—"The Underground Railway," "Pan-American Congress," "The Attitude of the Chicago Common Council to the Fugitive Slave Law of 1850." During April, 1906, Mr. Mann gave a course of three illustrated historical lectures to children for the Chicago Historical Society, entitled as follows: "The Northwest and Illinois," "County and Territory of Illinois," and "Chicago and the State of Illinois." He prepared and read before the same society last year a paper, "Fort Dearborn: Its Place in the History of the Frontier, 1804-12," which he hoped later to develop into an exhaustive work on the history of Fort Dearborn, based upon documents recently discovered at Detroit and the Kingsbury papers. At the time of his death he was engaged in editing the Diary of James K. Polk. He died at his home in Chicago May 1, 1909. The North Central History Teachers' Association owes much to his wise counsel and ready help, and his death leaves a vacancy in its roll of membership that cannot be filled.

In Memoriam

Professor Joseph Parker Warren

Professor Joseph Parker Warren, a member of the North Central History Teachers' Association and one of its Executive Committee, died on December 5, 1909, at his home in Chicago.

Professor Warren was born in Massachusetts in 1873. He was sent to the famous Boston Latin School, where he won the highest standing as a student and was awarded several prizes and medals as results of contests and competitions in his classes and in the whole school. Entering Harvard College in 1892, he again gained high rank and received honors the most notable of which was election to membership in the Phi Beta Kappa in his junior year. Receiving the A.B. in 1896 and the A.M. in 1897, he became a student of history in the University of Pennsylvania, where he held a fellowship one year. Returning to Harvard he won the doctorate in 1902. But meanwhile he had spent a year at Leland Stanford as instructor in history, which was exchanged for an instructorship in Harvard in 1902. From Harvard he came to the University of Chicago in 1902, where he was an able and faithful teacher and investigator to the last. His wife, Maude Radford Warren, and his parents survive him.

Mr. Warren had completed the investigation for a history of Shay's rebellion and had published some of his chapters in "The American Historical Review," to which he was a frequent contributor of critical reviews. It is expected that this work will be completed for publication in the not distant future.

EXECUTIVE MEETING

At the executive meeting the following officers were elected for 1910-11:

President—James A. Woodburn, Indiana University, Bloomington, Ind.

Vice-President—Earle W. Dow, University of Michigan, Ann Arbor, Mich.

Secretary-Treasurer—Miss Mary L. Childs, Evanston Township High School, Evanston, Ill.

Dr. O. M. Dickerson, Prof. W. E. Dodd, Miss Victoria A. Adams and Miss Ellen E. Foster were elected to fill vacancies on the Executive Committee.

Much regret was expressed over the refusal of Mr. George H. Gaston to serve another term as Secretary-Treasurer. The Association is deeply indebted to Mr. Gaston for his four years of efficient service in this office.

It was also voted to hold an additional meeting in December at Indianapolis in connection with the American Historical Association.

About one hundred members attended the banquet in honor of Professor Turner, and the occasion was one of the most notable in the history of the Association.

CONSTITUTION

Adopted April 1, 1899, and amended Oct. 20, 1900, and March 26, 1904.

ARTICLE I.

Name and Purpose.

This Association shall be known as the North Central History Teachers' Association. Its purpose is the advancement of the study of history, civics and economics, and the improvement of the methods of teaching them, the development of the spirit of coöperation among the teachers of these subjects, and the promotion of their personal acquaintance with each other.

ARTICLE II.

Membership.

Any teacher of history or economics in any public or private school, or in any institution of higher education within the States of Illinois, Indiana, Michigan, Ohio, Wisconsin, Iowa and Minnesota, or the executive head of any such school or institution, or of any system of schools within the States named, is eligible to active membership.

Persons not eligible to active membership may be admitted to associate membership on recommendation of the Executive Committee by a two-thirds vote of the members present at any regular meeting. Associate members are entitled to all the privileges of active members except the right of voting and of holding office. They are not subject to the payment of dues or to assessment.

Applications for membership shall be made to the Secretary, and shall be passed upon by the Executive Committee.

ARTICLE III.

Officers.

The officers of this Association shall be a President, a Vice-President and a Secretary-Treasurer, to be elected at the annual meeting; an Executive Committee, consisting of the above named officers, together with eight other members, two of whom shall be elected annually, a quorum for the transaction of business to consist of five members; and if any local organization of teachers or students of history shall express to the Executive Committee a desire to coöperate under such agreement as may be formulated by said committee, its President, or such other officer as may be designated by said local organization, may, ex-officio, become a member of the Executive Committee.

ARTICLE IV.

Meetings.

The Executive Committee shall have the general direction of the work of the Association, and the determination of the time and place of meeting—the annual meeting being held in the spring.

ARTICLE V.

Dues.

The annual membership fee shall be one dollar. Additional assessments to meet expenses may be levied by the Executive Committee.

ARTICLE VI.

Amendments.

This Constitution may be amended at any regular meeting by a two-thirds vote of the members present, provided notice of the proposed amendment has been given in the call for the meeting.

NORTH CENTRAL HISTORY TEACHERS' ASSOCIATION MEMBERSHIP, 1910-1911

Miss Joyce Adams, 1532 West Congress Street, Chicago, Ill.
Miss Julie R. Adams, 439 Elm Street, Chicago, Ill.
Miss Victoria A. Adams, Calumet High School, Chicago, Ill.
Miss Katharine S. Alvard, Miami University, Oxford, Ohio.
Frank M. Anderson, University of Minnesota, Minneapolis, Minn.
Paul V. Bacon (Allyn & Bacon), 378 Wabash Avenue, Chicago, Ill.
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Prof. Frank Ballou, University of Cincinnati, Cincinnati, Ohio.
Prof. A. F. Barnard, U. of C. School of Education, Chicago, Ill.
Alice S. Barnard, Wendell Phillips High School, Chicago, Ill.
Miss Elizabeth Barnes, Joliet High School, Joliet, Ill.
M. M. Beddall, Principal High School, Boone, Iowa.
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Miss Helen Carmody, Wendell Phillips High School, Chicago, Ill.
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Prof. W. C. Wilcox, Iowa City, Iowa.
Prof. A. H. Wilde, Northwestern University, Evanston, Ill.
Prof. James Alva Wilgus, State Normal School, Platteville, Wis.
Prof. O. H. Williams, University of Indiana, Bloomington, Ind.
Miss Lucy Wilson, 235 Ashland Boulevard, Chicago, Ill.
Dr. Maurice Zeligson, Central High School, Cleveland, Ohio.

SECOND ANNUAL LIST OF BOOKS ON

HISTORY AND CIVICS

SELECTED AND CRITICALLY REVIEWED WITH REFERENCE TO THEIR VALUE FOR HIGH-SCHOOL TEACHERS AND PUPILS AND COVERING THE PUBLICATIONS OF 1909.

PREPARED BY THE COMMITTEE ON BIBLIOGRAPHY

BIBLIOGRAPHY OF HISTORY AND CIVICS.

The special purpose of this Bibliography is to give to members of this and allied associations as comprehensive a view as possible of the recent publications in their field of work. It has, however, seemed best to the committee to confine its undertakings to books published in English and to make no reviews of books designed as texts for high school classes, nor of those publications which are essentially technical or devoted to very special study of a small field. In the work of reviewing the committee has had the very helpful assistance of

Victoria A. Adams, the Calumet High School, Chicago;
Clarence Perkins, the Ohio State University;
Carl E. Pray, the Milwaukee Normal School;
William L. Westermann, the University of Wisconsin.

Grateful acknowledgment is made to these and also to the various publishers whose coöperation with the members of the committee has enabled them to base these notices upon a careful examination of the books themselves.

WAYLAND J. CHASE, Chairman,
The University of Wisconsin.

KARL F. GEISER,
Oberlin College.

MARY S. HINSDALE,
Ann Arbor, Michigan.

LAURENCE M. LARSON,
The University of Illinois.

NORMAN M. TRENHOLME,
The University of Missouri.

THE TEACHING OF HISTORY

The History Teacher's Magazine. Published monthly except July and August. A. E. McKinley, managing editor. Philadelphia. The McKinley Publishing Co. $1.00 per annum.

The guild of history teachers may well hail with hearty greeting and encouragement this monthly publication of 24 or more pages whose first appearance was in September, 1909. It brings fresh material to the history teacher and new hints about teaching; reports the new books, the new maps and the new illustrative material; describes how history is being taught at this or that university, college or secondary school, and tells what has been recently said at this or that association meeting. By one editor the happenings of the current year are interpreted seriatim; by others sections of American, ancient, English, medieval and modern European history are outlined and expounded to aid teachers in both secondary and grammar schools. Announcements of meetings and projected happenings of special interest to us engaged in the teaching of history are made from time to time and discussion is given to timely and pertinent topics. Ten numbers have thus far appeared and they confirm the favorable impression the September number made. The Bibliography Committee recommends to history teachers that they subscribe to this magazine and avail themselves of the advantages it offers.

W. J. Chase.

A Syllabus of European History for Secondary Schools. Prepared under the direction of a committee of the Illinois High School Conference by Laurence M. Larson. Pp. 74. Champaign-Urbana.

The first six pages of this pamphlet are devoted to helpful suggestions as to methods of teaching history. Following these come Part I, given up to Ancient History, and Part II, to Medieval and Modern. Each of these, introduced by a list of books adapted to high school use for collateral reading, is intended to represent a year's work and is divided into thirty sections, which severally are designed to contain enough material for the recitations of one week. The contents of an average section consist of a brief topic outline; a group of recommendations for collateral reading with explicit page references; suggestions as to map work; a list of "topics for papers or reports," and brief "remarks" as to the features of the section subject which deserve most emphasis in study and recitation.

These various suggestions are practical and helpful, and in presenting them Professor Larson and the committee have rendered a substantial service to high school teachers of history. W. J. Chase.

ANCIENT HISTORY

Abbott, Frank Frost. Society and Politics in Ancient Rome. Essays and Sketches. New York, Charles Scribner's Sons. Pp. x, 267. $1.25.

This group of essays, written in most attractive style, should be accessible to all teachers and students of ancient history and Latin. It contains new information which must certainly vivify for any reader conditions at Rome and in Italy during the late Republic and early Empire. The essay upon "Municipal Politics in Pompeii" gives an animated picture of the campaigning methods in use in an Italian town election during the first century A.D. The sketch of the career of Cicero's son Marcus, in the "Career of a Roman Student," deals especially with the younger days of Marcus when he was a student at Athens and a young officer in the Roman army. There are two essays upon Roman women, in public affairs and in the trades and professions, which show that the "suffragette" has had her prototype. Mr. Abbott's essays emphasize one thing which must continually be insisted upon. That is the omnipresent quality of human nature, with its foibles, its weaknesses and its strength, which will always save the study of the past from becoming mere antiquarianism. In this book the old Romans seem like "folks" one knows.

W. L. Westermann.

Allinson, Francis G. and Anne C. E. Greek Lands and Letters. Boston and New York, The Houghton, Mifflin Co. Pp. 474. $2.50.

The purpose of the authors "to interpret Greek lands by literature, and Greek literature by local associations and the physical environment" has been so well carried out that the result is a most delightful and reliable guide-book and something more than a guide-book. The chapters on Athens are good history. The one on "Eleusis" is a real contribution and the one on "Olympia" gives much of the atmosphere of the place as well as historical information. The quotations from Greek literature are very full and the illustrations fine. V. A. Adams.

Botsford, George Willis. The Roman Assemblies from their Origin to the End of the Republic. New York, The Macmillan Co. Pp. 521. $4.00.

This is perhaps the most important and scholarly work contributed to Roman constitutional history during the year. Valuable information, with clear and careful distinctions, is brought together in the chapters on the organization, procedure and functions of the assemblies. Comitial legislation is treated with full details. The interesting and complete account of the auspices will be particularly useful to high school teachers.

The author's determination to keep free from conventional ideas, so as to look at the source freshly and with open mind, is well maintained, as is seen in his statement on page 138 that the troublesome concilium tributum plebis and patricio-plebeian comitia tributa may be banished from "the nomenclature of Roman public law." An excellent critical and appreciative review of the method used and the conclusions drawn as to controverted points is to be found in the American Historical Review of January, 1910. V. A. Adams.

Bury, J. B. The Ancient Greek Historians. (Harvard Lectures.) New York, The Macmillan Co. Pp. x, 281. $2.25.

These lectures were delivered at Harvard University in 1908. While possessing much literary interest they are preëminently of value to stu-

dents of history, for the author writes as a historian to historians. Every chapter abounds in interpretive historical details.

The opening lecture which traces the evolution of Greek history from mythology and poetry is followed by several brilliant and illuminating ones on Herodotus and Thucydides. Next, under the heading "The Development of Greek Historiography after Thucydides," the influence of rhetoric, sophistry, and philosophy is traced. One chapter is devoted to the Roman historians whom Professor Bury regards as following the lines laid down by the Greeks. The final lecture, "Views of the Ancients Concerning the Use of History," is an able treatise on the value of history and offers much to all teachers. V. A. Adams.

This is reviewed at length in the American Historical Review, October, 1909.

Davis, William Stearns. An Outline History of the Roman Empire 44 B.C. to 378 A.D. New York, The Macmillan Co. Pp. 218. $.65.

Secondary teachers have long felt the need of just such a book for reference on the Roman Empire as Emerton's Introduction to the Middle Ages. This need is only partly supplied by Professor Davis. The first chapter on "The Building of the Empire" by Augustus is excellent. The treatment of the work of Diocletian and Constantine for the later empire is not so satisfactory. There is too little attention paid to the administration and condition of the empire and it is written too much from the viewpoint of the personal history of the emperors.

It has, however, unusual vivacity and story-telling interest. It is clear and concise. And it is the only history of the Empire of its size on the market. May it prosper, grow larger and stronger! V. A. Adams.

It has been reviewed at length in the American Historical Review, January, 1910.

Ferrero, Guglielmo. Characters and Events of Roman History. New York, G. P. Putnam's Sons. Pp. ix, 275. $2.50.

The lectures which Ferrero, the Italian historian, delivered in the United States in the closing months of 1908 brought forth an endless amount of newspaper and magazine discussion. These lectures, some of which have appeared in the monthly magazines, are here gathered together and published by Putnam's Sons. Whatever be the merits and defects of Ferrero as an historian—he seems to have both in marked degree—his sojourn in America, through the eloquent and burning conviction of the man, served to direct popular attention to the study of Roman History. The lectures as presented in this book will have the same good effect. The teacher and student will be charmed by the dramatic quality of Ferrero's mind and his habit of making fearless generalities. If they will keep in mind that the author did not entirely meet the standards of American historical criticism, and that his conclusions are frequently perilous, they may obtain much stimulus and good from these essays. I believe that many a boy and girl may be inspired, by reading Ferrero's lectures, to take a keen interest in the subject and follow it up through historical works of a more strictly scientific character.

W. L. Westermann.

Fowler, W. Warde. Social Life at Rome in the Age of Cicero. New York, The Macmillan Co. Pp. 355. $2.25.

Teachers of Latin and Ancient History will find this book a welcome addition to their libraries. It supplies the need of an authoritative and interesting sketch of Roman life at the period which, in the High School

Latin course and in the general courses upon ancient history, must always remain the center of interest. The teacher may learn from Mr. Fowler's work many of those facts which will enable him to clothe his work with real flesh and inspire it with the breath of actual life. He may learn what the mass of the Romans ate, how this food-supply was transported to the city, how the poor were housed, of the baker's trade and the manufacture of clothes and shoes. There are chapters dealing with business on a large and on a small scale, upon the slaves of Rome, upon the daily life of the well-to-do, upon the amusements of the Romans, and all written in a most interesting way. The book is full of interesting topics for report in class and adapts itself admirably to this use. It does not seem too difficult for a High School student to read with pleasure and understand thoroughly. W. L. Westermann.

Friedlander, Ludwig. Roman Life and Manners under the Early Empire. Vol II., translated by J. H. Freese and Leonard A. Magnus. Vol. III., translated by J. H. Freese. New York, E. P. Dutton & Co. Pp. 365:324. $1.50 per vol.

In the second and third volumes of his exhaustive studies the author follows consistently the plan of the first volume, and what was said of it in last year's Bibliography is equally true of these two. They are fully as interesting and enlightening. The subject-matter is best seen from the chapter headings. Volume II. contains The Spectacles, including The Circus, The Amphitheatre with its Gladiatorial Games, Animal-Baiting and The Naumachiae, The Theatre, and The Stadium; Roman Luxury; The Arts, (1) Architecture, Sculpture, and Painting; (2) Music. Volume III. is devoted to Belles-Lettres—Poetry and Artistic Prose; Religion—Polytheism, Judaism and Christianity; Philosophy as a Moral Educator; Belief in the Immortality of the Soul. A supplementary volume containing "Notes and Excursus" is promised for 1910. The material is presented with such clearness, such patient and painstaking scholarship, and such unlimited industry and enthusiasm that one reads from beginning to end with deepening satisfaction. V. A. Adams.

Mahaffy, John Pentland. What have the Greeks done for Modern Civilization? New York, G. P. Putnam's Sons. Pp. xi, 263. $2.50.

This series of essays is the mature fruition of a long life of devotion to the study of old Greek civilization. They were originally written as the Lowell Lectures and delivered at Boston in December-January, 1908-09. The wide scope of Mahaffy's activities and his thorough knowledge of the literatures of many countries enable him to trace the influence of the Greek genius upon modern times as could few men of the present day. This is a phase of the study of ancient history and ancient literatures which appeals very strongly to our present-day student. The student and the teacher are correct in asking themselves what the ancient peoples did which affects us today. In Professor Mahaffy's book, written in his graceful and dignified style, they will find the answer given by one of the few men now writing English who is competent to speak upon this subject. W. L. Westermann.

Marquand, Allan. Greek Architecture. New York, The Macmillan Co. Pp. 425. $2.25.

This volume deserves to be widely used as a reference book. The text is most comprehensive, condensed, and informative. The illustrations are well selected and reasonably full. Beginning with the materials and the construction of Greek buildings the author treats in successive

chapters architectural forms, proportion, composition, style, and monuments. The history teacher will rejoice in the exhaustive chapter, enriched by many illustrations, on Greek decoration. V. A. Adams.

APPENDIX TO ANCIENT HISTORY BIBLIOGRAPHY.

The following books were not reviewed. As they may be of service to some teachers and students, they are reported with the names of the publishers:

Ferrero, Guglielmo. The Greatness and Decline of Rome. Vols. 3, 4 and 5. New York, G. P. Putnam's Sons.

Graves, F. P. History of Education before the Middle Ages. New York, The Macmillan Co.

Lanciani, Rodolfo. Wanderings in the Roman Campagna. Boston, Houghton, Mifflin Co.

MEDIEVAL AND MODERN HISTORY

Berry, W. Grinton. France since Waterloo. New York, Charles Scribner's Sons. Pp. 382. $1.50.

This book is an attempt "to display and interpret the salient features" in the nineteenth century France within a moderate space and without a maze of confusing narrative details. The author has carried out his plan with marked success and has produced a distinctly interesting and illuminating account of a period in French history concerning which many fairly well-educated people are poorly informed. Throughout mere narrative is strictly subordinated to interpretation, so much so that for high school students a good narrative would be desirable as a basis; but sufficient detail is given for the average general reader. The author deals in a straightforward manner with many questions about which there is wide divergence of opinion and does not hesitate to express very definite views, yet he states both sides with reasonable breadth of outlook. He is hardly a purist in style, but his wit is keen and the work abounds in brilliant characterizations of men and policies. The analysis of Napoleon III.'s rise to power, his policies, and the causes of his fall is especially strong. Even in treating the past forty years he does not descend to a purely annalistic style, but devotes Chapter XII. to a clear analysis of the leading problems of the Third Republic. In dealing with the questions of Church and State in his last chapter, he avowedly takes the point of view of a Protestant Evangelical Christian who strongly disapproves the aims and methods of the Vatican and the Clerical Party in France, but criticises also the violence of the anti-clerical leaders recently in control. In short, Mr. Berry has written a very interesting and valuable interpretation of the history of modern France which should be in the hands of every teacher of European history and may be profitably used by many students. Clarence Perkins.

The Cambridge Modern History. Planned by the late Lord Acton. Edited by A. W. Ward, G. W. Prothero, and Stanley Leathes. Volume VI., The Eighteenth Century. New York, The Macmillan Co. Pp. xxxiii, 1019. $4.00.

This volume of the extensive series which has been in process of publication for a number of years has most of the virtues and vices of its predecessors. It deals with the history of Europe, the various European states, and some of their colonial enterprises from 1713 to the outbreak of the French Revolution, not including, however, any account of the old regime in France or the events leading up to the Revolution,

which are treated in another volume. The book contains an encyclopaedic array of facts stated with reasonable accuracy and often in considerable detail, but has the faults which seem almost unavoidable in a work written by a considerable number of different authors;—such as duplication of material, inconsistencies of statement, and lack of connection between the various chapters. A previous volume has been criticised for the emphasis laid on purely political history and for a lack of action. Some part of the present volume can hardly be open to this criticism, for military and diplomatic events take a prominent place and the social side is fairly well treated in various parts where the reforms of the enlightened despots are taken up. Notwithstanding occasional witty characterizations of men and clear summaries of policies, such as those of Catherine II. of Russia, the book is too crammed with factual details to be interesting reading for high school students. The most valuable portions for most students and teachers will probably be those dealing with Prussia under Frederick William I., Russia under Catherine II., the home policy of Frederick the Great, and the work of the other enlightened monarchs, which are inadequately treated in very many reference books. Even on these topics some other good books for collateral reading are available. This work contains a vast deal of information in a single volume and will be a valuable reference book, to be consulted as an encyclopaedia but not read consecutively. Clarence Perkins.

Carlyle, Thomas. The Life of Frederick the Great. Abridged and edited by Edgar Sanderson, with an introduction by Roger Ingpen. Chicago, A. C. McClurg & Co. Pp. xxiii, 352. $1.50.

Many a reader may well have been deterred from completing Carlyle's great work on Frederick the Great by reason of its length and the amount of detail comparatively unimportant and uninteresting to the general reader. Mr. Sanderson's purpose was "to clear away the vast forest of extraneous matter—the early history of Germany, contemporary events, and numerous appendices and original documents—and give us a portrait of the soldier-king in Carlyle's own picturesque words." He has done this work well. The material of Carlyle's first two volumes is compressed into fifty-three pages of quotations interspersed with paraphrases. The account of Frederick's reign through the Second Silesian War takes just a hundred pages; the ten years of peace, thirty-three; the Seven Years' War, a hundred and twenty; and the remaining twenty-three years of his life, thirty-four pages. It is thus clear that the emphasis in the abridgment as well as in Carlyle's original work is laid on the military and diplomatic side and that Frederick's remarkable administrative reforms with which he was occupied during the greater part of his reign are passed over hurriedly. In treating the greatest victories of the Silesian and Seven Years' Wars, Mr. Sanderson has quoted the exact words of Carlyle through many successive pages, thus giving the reader the full benefit of Carlyle's vigorous style; and the summaries and paraphrases which continue the narrative are not in too marked contrast to the quotations. In short, this abridgment has most of the virtues as well as the faults of the original. It is a very interesting narrative which will fill the average school boy with enthusiasm for the soldier-king to whom Germany owes much of its present power and prosperity, "and who bequeathed to his country such a fine example of personal courage and political wisdom." Clarence Perkins.

Dunn-Pattison, R. P. Napoleon's Marshals. Boston, Little, Brown & Co. Pp. 373. $3.

This is an exceedingly interesting and well written account of Napoleon's marshals. Each one is taken separately, personal descriptions

given, and his characteristics noted, followed by an account of his military career. The accounts are all readable and stimulating, each one making the reader more desirous of reading the next. The author knows his material well, seems to have abundant resources to draw from, and gives the reader a feeling of confidence in his integrity and judgment. There is no attempt to become dramatic in describing military crises, but there is an underlying vein of dramatic action throughout.

No one can read these accounts without getting a new view of why Napoleon was able to carry out successfully his vast military designs.

This book is sure to stimulate an intelligent interest in this whole period of European history and would be a fine book for high school reference work. Carl E. Pray.

Hall, John R. The Bourbon Restoration. Boston, The Houghton, Mifflin Co. Pp. 507. $4.00.

This is an attempt at a scholarly account of the stormy period of the Bourbon Restoration. The period has been worked through carefully and conscientiously; in fact, the work rather suffers from the manner in which the author sticks to his references. There is very little attempt at drawing conclusions, but the reader is left free to draw his own. The author shows very clearly why the Bourbons so signally failed to maintain themselves in France, and in fact, how impossible it was that they should ever do so.

The work is not intended for secondary reading. Carl E. Pray.

Johnson, A. H. The Age of the Enlightened Despot. 1660—1789. London, Methuen & Co. Pp. 302. 2s. 6d.

A very clearly written and scholarly account of the period, careful and discriminating in its treatment of controversial subjects and handled in a very fair-minded way.

Too many names of people and places are given in connection with military affairs. A successful effort has been made to condense the account of military operations, but when all detail is omitted mere names do not mean much to the student.

The author leaves in the mind of the reader a very clear idea of what was attempted and gained by the great rulers of this period, such as Louis XIV. and Frederick the Great. He also shows how complete was their failure to meet the growing democratic movement in Europe.

This is a very good book to supplement the text book for secondary work. Carl E. Pray.

Johnston, Robert Matteson. Napoleon: A Short Biography. New York, Henry Holt & Co. Pp. 256. $1.25.

This is a very clear and scholarly summary of Napoleon's activities, dealing almost entirely with military affairs. It is the sort of book one would wish to read to refresh his mind for an examination on the events of Napoleon's career, but not a book to be read because of its interesting style or lifelike presentation of Napoleon. If the author had written the whole book in the same happy way in which he describes the characteristic methods of Napoleon in handling soldiers, the book would have been vastly more illuminating. The author gives the impression all through the book that he is abundantly able to do that very thing if he would only allow himself to do so.

The book will not prove interesting reading for high school students. Carl E. Pray.

Kropotkin, P. A. The Great French Revolution. 1789—1793. New York, G. P. Putnam's Sons. Pp. 610. $1.75.

This book is an attempt to give a thorough and scholarly account of the French Revolution. The author has confined himself, however, to printed material largely and has not brought to light any particularly new material. His idea is to represent more especially the economic phases of the movement. It would seem that the author is unfortunate in being prejudiced on the side of the extreme democratic movement which influences his point of view throughout the book. It is, however, well worth careful reading and has a distinct point of view of its own. It is not at all intended for secondary work. Carl E. Pray.

Marlott, J. A. R. The Remaking of Modern Europe. 1783—1878. London, Methuen & Co. Pp. 286. 2s. 6d.

This is a very clear account of the complicated social and political movements of the most recent period of European history. The author occasionally tries to condense whole movements into a page, much to the distress of the reader. He is inclined to be a prophet by occasionally declaring that if one certain thing had been done differently the whole trend of the period would have been changed. It makes one suspicious when an author is so certain that one event could have changed the whole history of a period. The latter part of the book is wholly taken up with the national unification movements on the continent. Each country being dealt with as a unit.

This will be a serviceable book for secondary work, though dull reading. Carl E. Pray.

Nichol, John. Tables of European History, Literature, Science and Art, from A.D. 200 to 1909; and of American History, Literature and Art. Revised and brought down to date by William R. Jack. Fifth edition, Glasgow, James Maclehose & Sons; New York, The Macmillan Co. Pp. 90. $2.25.

This work comprises seventeen double page tables illustrative of the history of Europe. Each table is divided horizontally into three, four, or five divisions covering different periods of time, from one century at the beginning to five years from 1790 to 1909. Each table is divided vertically into six divisions: Foreign History; English and Scotch History; English Literature; Foreign Literature; Science, Inventions, etc.; and the Fine Arts. To each individual or event named is appended a date or dates, and a system of underscoring with lines of different colors is used to indicate their different nationalities. Abbreviations are used to indicate the particular branch of science or fine arts in which the individual distinguished himself and the compiler's intention was to place each one's name in the period during which he first attained prominence. To illustrate American History there are also four single page tables divided, however, into only two vertical divisions, one for History and the other for Literature and Art. These tables contain many bits of curious information such as "Chimneys in Venice, 1347"; "London Streets paved, 1417"; "First Apothecaries in England, 1345"; and "Insurance introduced to Europe by Jews, 1182"; but their chief value seems to be as a book to which one can refer to make clear the historical setting of any event and set oneself right on questions of chronology. For this purpose this compilation will prove useful to many students who are sometimes confused as to what happened in other countries during the period they are studying. Clarence Perkins.

Rumbold, Sir Horace. Francis Joseph and His Times. New York, D. Appleton & Co. Pp. 403. $4.00.

The first 140 pages are taken up with an account of Maria Theresa and her successors, the Napoleonic period of European history, and the Vienna Revolution of 1835-48.

The style is sketchy and readable. The subject matter deals very largely with personal accounts of leading characters, passing lightly over events, but dealing more with results. The personal characteristics of Francis Joseph and Empress Elizabeth are dealt with quite in detail and form very interesting reading.

The freeing of Italy from Austrian control, the complicated diplomatic relations with France, and the overwhelming defeat of Austria by Prussia are handled in a popular way without going very deeply into the great issues involved.

This book will prove interesting reading for high school students.

Carl E. Pray.

Seignobos, Charles. History of Contemporary Civilization. Translation edited by James Alton James. New York, Charles Scribner's Sons. Pp. 464. $1.25.

In this work Professor Seignobos starts with several illuminating chapters on Eighteenth Century Europe in which he treats of the rise of Russia and Prussia, colonial government, and the reform movement in Europe which preceded the opening of the great revolution. In the account of the Revolutionary and Napoleonic Period, he emphasizes institutional changes and gives clear explanations of the causes underlying these and the general course of events. The following chapters deal with the development of constitutional government in the various states up to 1848, the government of France to 1875, and the political and territorial changes in the other states of Europe since 1848. Next the dismemberment of the Ottoman Empire and the rise of the United States and the South American states are briefly touched on. In all these chapters the emphasis is laid on politics with somewhat less attention to economic development. The last hundred pages are devoted to excellent chapters on the expansion of European peoples, cultural and industrial developments of the nineteenth century, economic reforms, the rise of democracy, and social questions. Here the author's treatment is perhaps too brief, but as always simple and clear.

The book teems with clean-cut, lucid explanations and summaries by which the author interprets the meaning of events. Pure narrative is in most cases subordinated to this interpretation, though the reader is not in doubt as to what events have taken place. The descriptions of European governments and the last chapters dealing with various topics in nineteenth century civilization are especially admirable. The book will prove very useful to high school teachers of Modern European History and may be employed with great profit for students' collateral reading in connection with a text which lays greater emphasis on the narrative history.

Clarence Perkins.

APPENDIX TO MEDIEVAL AND MODERN HISTORY BIBLIOGRAPHY.

Abbott, G. F. Turkey in Transition. New York, Longmans, Green & Co.

Anderson, F. M. Constitutional and other select documents illustrative of the history of France, 1789—1907. New York, H. W. Wilson.

Atkinson, C. T. History of Germany, 1715—1815. Philadelphia, Geo. W. Jacobs & Co.

Buxton, Charles R. Turkey in Revolution. New York, Charles Scribner's Sons.

Cambridge Modern History. Vol. XI. The Growth of Nationalities. New York, The Macmillan Co.

Hanotaux, Gabriel. Contemporary France. Vol. IV. New York, G. P. Putnam's Sons.

Headlam, Cecil. Venetia and Northern Italy. New York, The Macmillan Co.

Horsburgh, E. L. S. Lorenzo, the Magnificent, and Florence in her Golden Age. New York, G. P. Putnam's Sons.

Johnston, Robert M. The French Revolution: A Short Study. New York, Henry Holt & Co.

Knight, Edward F. The Awakening of Turkey. Philadelphia, Lippincott.

Lawton, Frederick. The Third French Republic. Philadelphia, Lippincott.

MacGregor, Mary. The Netherlands. New York, Stokes.

Ross, Mrs. Janet Ann. The Story of Pisa. New York, The Macmillan Co.

Singleton, Esther. Turkey and the Balkan States. New York, Dodd, Mead & Co.

Stephens, Kate. Stories from Old Chronicles. New York, Sturgis, Walton & Co.

Tallentyre, S. G. Life of Mirabeau. New York, Moffat, Yard & Co.

Trevelyan, G. M. Garibaldi and the Thousand. New York, Longmans, Green & Co.

Upward, Allen. East End of Europe. New York, E. P. Dutton & Co.

Vernon, K. D. Italy from 1494 to 1790. New York, G. P. Putnam's Sons.

Von Ranke, Leopold. History of the Latin and Teutonic Nations, 1494—1514. London, Geo. Bell & Sons.

Warwick, C. F. Robespierre and the French Revolution. Philadelphia, Geo. W. Jacobs & Co.

ENGLISH HISTORY

Bagot, Josceline (Editor). George Canning and His Friends. 2 vols. London, Dutton. $9.00

This somewhat expensive biography or autobiography, in the form of letters, throws valuable and interesting sidelights on early nineteenth century politics and society. It has been favorably reviewed in the leading English weeklies and in the New York Nation, which says of it: "The running comment of this correspondence, most of it undress, and some of it highly confidential, is as amusing to the general reader as it is instructive to the historical reader."

Extended reviews will be found in the following: Athenaeum, March 13, 1909; New York Nation, June 3, 1909; Saturday Review, March 13, 1909; and Spectator, March 27, 1909.

N. M. Trenholme.

Chambers, A. M. (Miss). A Constitutional History of England. New York, The Macmillan Co. Pp. xix, 343. $1.50.

This new manual of English constitutional history will be of value to high school and college teachers for its clear and well-organized treatment of the more important institutions of central and local government in their origins and development. Miss Chambers has omitted any discussion of modern English local government on account of its complexity

and because of the existence of adequate manuals on present-day English government. The work has been favorably received by reviewers, as will be indicated by the following brief extract from the American Historical Review, January, 1910: "The author shows a complete familiarity with all the modern writers on English constitutional history and a thorough comprehension of their views. She has selected for treatment the essential matters, and in each case applies a sound judgment and unusual analytical powers to the question under consideration."

The book is well balanced throughout but lacks references or bibliography. N. M. Trenholme.

Davey, R. P. B. Nine Days Queen: Lady Jane Grey and her Times. The Memoir Series. New York, G. P. Putnam's Sons. Pp. 372. $3.50.

A somewhat special work dealing with the history of Edward VI.'s later reign and the causes leading to the elevation of Lady Jane Grey to the position of a claimant to the English throne. It is an interesting and well written work of more than merely biographical importance, but its comparatively narrow range must militate against its usefulness as a reference book in high school or college work. N. M. Trenholme.

Firth, C. H. The Latest Years of the Protectorate, 1656—1658. 2 vols. New York, Longmans, Green & Co. $6.00.

This important work is a continuation of the "History of the Commonwealth and Protectorate" undertaken and left unfinished by the late S. R. Gardiner, who expressed the wish that his lifework should be continued and completed by Professor Firth. Needless to say a very high standard of historical research and careful exposition is to be found in these two volumes and the reviewers in both England and America have spoken favorably of the work.

Lengthy reviews of Professor Firth's work will be found in the American Historical Review, January, 1910, and in the English Historical Review, January, 1910. N. M. Trenholme.

Fletcher, C. R. L. An Introductory History of England. 4 vols. New York, 1907—1909, Dutton. $7.00.

With the possible exception of Goldwin Smith's "History of the United Kingdom" this is probably the most readable and interesting history of the British people that has appeared since Green's "Short History." As a work of reference for high schools and colleges Fletcher's "Introductory History" is bound to be a success, though it is a pity that the four volumes cannot be two or even one, as a four-volume introductory history seems formidable to teachers and students. These volumes are extraordinarily pleasant reading, however, and one is carried along by the easy, unconventional style of the author, his lively descriptions and keen insight into vital movements of England's past until chapter after chapter has been covered. No lover of history can fail to catch some of Mr. Fletcher's enthusiasm and freshness of viewpoint and presentation and those who are not lovers of history will do well to test their attitude again by contact with these racy and illuminating volumes.

The first volume of the work carries us to the accession of Henry VII. in 1485 and makes a valuable text-book or reference work for the first half of the usual English History course in schools and colleges. There is nothing formal about these twenty chapters and in their informality they are mightily illuminating and valuable. Even the chapter headings are novel: "Before History and Before Rome"; "The Saxons

Do After Their Kind"; "Shall England Be Danish or Norman," and so on. But, and perhaps a little unfortunately for the school boy and his teacher, Mr. Fletcher finds the history of England from 1485 to 1660 requires one whole volume, and from 1660 to 1815 two whole volumes. This will surely militate against the widespread use of the later volumes of the work in American schools and colleges, though the first volume should be used a great deal. The work as a whole is attractive and valuable and should be known to all teachers of English history. The critics have received Mr. Fletcher's efforts quite favorably, though exception has been taken by some to his somewhat irreverent and slangy way of treating sacred historical subjects. A sense of humor, however, is often a saving grace in historical writing and Mr. Fletcher's never becomes really flippant. He is merely unconventional and informal.

N. M. Trenholme.

Fletcher, C. R. L. Historical Portraits: Richard II. to Henry Wriothesley, 1400—1600. Portraits chosen by Emery Walker. New York, Oxford Univ. Press. Pp. xxiii, 199. $2.90.

A very useful collection of one hundred and three brief biographies and portraits. It begins with Richard II. because no trustworthy portraits exist for earlier periods, portrait painting not having come into vogue until after 1400. The American Historical Review, October, 1909, says: "The written accompaniment to the illustrations falls much below the selection of portraits in scholarly characteristics." It should be a valuable and interesting addition to any school or college library. The New York Nation, April 15, 1909, says: "The lives are brief but sufficient." N. M. Trenholme.

Low, S. J. M., and Pulling, F. S. Dictionary of English History. New and revised edition. New York, Cassell & Co. $2.75.

This new edition of an old and exceedingly useful reference work would be a good investment for any high school or college library. The value of a dictionary of the leading characters and events of English History can hardly be overestimated and both teachers and students would find constant use for this compilation. The articles are for the most part scholarly and well-organized and have been written by well-known Englishmen. They frequently present novel and important lines of interpretation, such as the treatment of "Baron," "Counties," "Puritans" and several other special terms. It is probable that Low and Pulling is not as well known to American teachers of English History as it should be and we therefore venture to call particular attention to its usefulness. N. M. Trenholme.

Oswell, G. Sketches of Rulers of India. 4 vols. New York, Oxford Univ. Press. $2.80.

These useful little volumes, while not especially deep or scholarly, will be valuable for high school and college reference use in connection with the study of England's colonial and commercial expansion in India in the eighteenth and nineteenth century. The material is drawn from larger secondary biographical works such as the "Rulers of India" series. The volumes are not arranged chronologically by any means, as Vol. I. is devoted to the great figures of the period of the Indian Mutiny, while Vol. II. contains a history of the governors of the East India Company from Clive to Colvin. Vol. III. covers the time of peace and quiet from 1786 to the outbreak of the Mutiny. Vol. IV. is devoted to great native rulers and events of their time from the Buddhist monk and emperor,

Asoka, to the Sikh ruler, Ranjit Singh. The volumes suffer from the absence of maps, illustrations and indexes, but they have been favorably commented on by most reviewers, see especially—American Historical Review, April, 1909; New York Nation, February 25, 1909.

N. M. Trenholme.

Rhodes, J. F. Historical Essays. New York, The Macmillan Co. $2.25.

This interesting collection of the essays and addresses of a great American historian has particular value for the teacher and student of English History on account of the tribute paid to a number of nineteenth century English historians and of a strong essay entitled "A New Estimate of Cromwell." The biographical essays referred to are those on Samuel Rawson Gardiner, William E. H. Lecky, Sir Spencer Walpole and John Richard Green. These are all worthy of careful perusal and will contribute to a knowledge of an aspect of English History, that of those who are its great exponents, that is too frequently neglected in connection with most high school and college courses. N. M. Trenholme.

APPENDIX TO ENGLISH HISTORY BIBLIOGRAPHY.

Bagwell, Richard. Ireland under the Stuarts. 2 vols. New York, Longmans, Green & Co.

Bradley, A. G. The Making of Canada, 1763—1814. New York, E. P. Dutton & Co.

Lucas, C. P. A History of Canada, 1763—1812. Oxford, The Clarendon Press.

Meredith, H. O. Outlines of the Economic History of England. New York, I. Pitnam & Sons.

Vance, W. J. (editor). Big John Baldwin: Extracts from the Journal of an Officer of Cromwell's Army. New York, Henry Holt & Co.

AMERICAN HISTORY

Bruce, H. Addington. The Romance of American Expansion. New York, Moffat, Yard & Co. Pp. xiii, 246. $1.75.

A book usable by the high school student for whom it has certainly two values. It contains an interestingly told story of the southward and westward march of our country's frontier from 1769, and so offers good material for topic work in connection with the Louisiana purchase, the acquisition of West and East Florida, the settlement and annexation of Texas, the determination of the dispute over Oregon, the gaining of California and the southwest, the purchase of Alaska, and the acquisition of Hawaii and the Philippines. In the field of biography, too, it offers aid as to the men most identified with this expansion—Boone, Jefferson, Jackson, Houston, Benton, Fremont, Seward, and McKinley.

Many teachers will find the excellent bibliography in the last chapter—"Hints to further reading"—very useful. There are sixteen useful illustrations, mostly portraits, but one wonders that this book devoted to the story of territorial growth should appear without a single map to guide the reader. A critical review of this work appeared in the American Historical Review of October, 1909. W. J. Chase.

Callender, Guy Stevens. Selections from the Economic History of the United States, 1765—1860. Boston, Ginn & Co. Pp. xviii, 819. $2.75.

This book is designed especially to supplement college lectures on the economic history of our country and is a description of conditions and an

account of economic affairs by persons who were for various reasons in a position to understand them. Travelers and other contemporary observers, statesmen and publicists, a few economists and a few historians are the sources from which most of the extracts were taken. The chapter titles reveal the scope of the work: The United States in the Economic History of the World, Colonial Economy, Colonial Policy, Economic Aspects of the Revolution, The Economic Situation and the New Government, Foreign Influences, Rise of Internal Commerce, Transportation, The Rise of Manufacture, Representative Views of the Protective Tariff, The Currency, Settlement of the West, The Public Land Policy, The Organization of Labor and Capital, The Economics of Slavery. It is in essence a source book, within its field a history told by contemporaries, to which one can go for illustrative material on slavery, immigration, pioneer life, methods of travel a hundred years ago, development of trade, development of manufacturing, etc., etc. Here is a mine of golden material, accessible even to the immature and inexperienced student if only the high school teacher will open it up for him by explicit reference.

W. J. Chase.

Carter, Charles Frederick. When Railroads were New. New York, Henry Holt & Co. Pp. xii, 374. $2.00.

This is a popularly written account of some of the railroad building in this country. Beginning with the period of horses as motive power, the story of the development of transportation over rails is interestingly told and the smallness of the beginnings and the magnitude of the achievements are impressively brought out. The attempt to use sails on railroad cars, the pygmy size of the first locomotives, the discomfort of the passengers, railroading without the aid of the telegraph, all seem very remote from today, and suggestive of the transformation wrought in this industry. The story will interest the high school student because of the action and adventure involved, and will be of value to him not only because of the importance of this chapter of economic history and the inspiration afforded by the story of human achievement, but also because of the many sidelights thrown on men and manners of the last eighty years. Sixteen excellent illustrations add much to the narrative. It is reviewed in the American Historical Review of October, 1909.

W. J. Chase.

A Century of Population Growth, from the First Census of the United States to the Twelfth, 1790—1900. Washington. Government Printing Office. Pp. x, 303. $1.00.

A Map of the United States showing Routes of Principal Explorers and Early Roads and Highways. Department of the Interior. General Land Office. $.25.

Of these two governmental publications the former, unlike most of those which lumber up the shelves of many high school libraries, has distinct value for the high school pupil and teacher. To it the pupil may be sent for material on many vital topics, especially those that relate to conditions in 1790. As suggestions of these the following may be cited: The location of the frontier at the time of Washington's first inauguration, shown by an excellent map. The distribution of slaves among the states. Methods and routes of transportation. Industries and their distribution. Manufacturing interests. The conditions as to education. Newspapers and periodicals. Indians. Immigration. Distribution of population. Race elements in our population and their distribution. This material is not merely available; it is easily accessible for the untrained

seeker, as it is embodied in simple narrative rather than in statistical tables. Yet for those who wish them there are tables supplying other useful material. A number of serviceable maps are also presented.

The Land Office map is about 32 inches by 24 inches, and by variously colored lines there are traced the routes of the Spanish, French and English explorers and the many American makers of trails and noteworthy expeditions from colonial days to the present. There are also small maps of Alaska, the Philippine Islands, the Tutuila Group, Guam, the Hawaiian Islands, Porto Rico, the region of the Panama Canal and Cuba. In spite of the fact that the map is much overloaded with detail and that the lines are too broadly drawn, it is distinctly serviceable for high school uses, and constitutes a real addition to the class-room equipment for history study. W. J. Chase.

Channing, Edward, and Marion Florence Lansing. The Story of the Great Lakes. New York, The Macmillan Co. Pp. 398. $1.50.

The large part the Great Lakes have had in our country's development gives value to this book which is devoted to the history that has transpired on and about them. They were the highway over which in the period of discovery and exploration Champlain, the Jesuit missionaries, French traders, La Salle and his companions voyaged. They were fought for during the French and Indian wars, and the war of 1812, and around them surged the conflicts of many Indian campaigns. From the first they bore the carriers of trade as well as of war, exploration and missionary endeavor, and as routes of commerce their importance to history has been preëminent. It is of these subjects that this book treats, devoting seven chapters to the early period, nine to the struggle for the possession of the lakes, and eleven to their occupation and development. In this last group of chapters a description is given of the early land routes in the Great Lakes region,—the buffalo traces and the Indian trails, which often gave direction to the turnpikes that succeeded them. The building of the canals, the coming of railroads to Lake Erie to connect lakes and ocean, the great development of shipping interests on these inland seas, all these and other vital interests of this region are interestingly recounted and rendered easily available for teachers and pupils. A good index, maps, pictures and a bibliography add to the book's value. For a longer review, see the American Historical Review, October, 1909.
W. J. Chase.

Hanks, Charles Stedman. Our Plymouth Forefathers. Boston, Dana, Estes & Co. Pp. 339. $1.50.

Readers who enjoy the belief that the Pilgrim Fathers were "the real founders of our republic" will find this book a most delightful volume. On the basis of early New England narratives studied with sympathy and retold with enthusiasm the author has built up an account so full of vivid details and human interest that the reader gladly follows it to the last page. The work is made further attractive by nearly one hundred illustrations nearly all of which have definite historical values. The reviewer, therefore, regrets to say that the story is far better than the history. The author's viewpoint is provincial; his language indefensively partisan; his generalizations of doubtful value. We are told, for instance, that the beliefs of Savonarola "became the basis of the doctrines of Martin Luther, —John Knox,—and John Calvin,"—scarcely a safe statement. We are also told that the Maid of Orleans' name was Jean d'Arc; and that Charles II. was succeeded by his son James. These are slips rather than errors, but unfortunate none the less. With careful revision this could be made a useful and stimulating work. Laurence M. Larson.

Hanson, Joseph Mills. The Conquest of the Missouri. Chicago, A. C. McClurg & Co. Pp. xiv, 458. $2.00.

The principal events in the life of Captain Grant Marsh, a veteran navigator of the Missouri River, constitute the basis of this narrative. But his adventures and experiences have been amplified sufficiently to bring out the significance of the events in which he had a leading part, and the story deals with the days of buffaloes, "bad men," vigilantes and especially Indians. In the development of this northwest Captain Marsh rendered to the United States government notable services of which some of the chapter titles give an inkling: for example, Campaigning with the Seventh Cavalry, Patrol Duty with Miles and Buffalo Bill, Custer to the Front, Pioneer Paths. This combination of the stirring history of a section with the adventurous story of a brave man's career makes interesting reading and gives justification for the verdict of the Nation (February 3, 1910), as to the book, that "it is worth while." It is a book for the public library rather than for the high school history library, but it may well be noted as furnishing fresh material in a special field of history.
W. J. Chase.

Harding, Samuel Bannister. Select Orations illustrating American Political History. New York, The Macmillan Co. Pp. 519. $1.25.

Here is excellent source material for the high school student of history. There are selections from thirty-four orations, distributed as follows: The period of the Revolution has five, from James Otis, John Adams, Patrick Henry, John Dickinson and John Witherspoon; the period of constitution-making has four, from James Wilson, Patrick Henry, James Madison and Alexander Hamilton; six are chosen from the period 1789 to 1830, from Fisher Ames, George Washington, Thomas Jefferson, John Randolph, William Pinkney and Daniel Webster; from the period of the contest over slavery there are seven, from John C. Calhoun ,Wendell Phillips, Henry Clay, Charles Sumner, Stephen A. Douglas, Abraham Lincoln and William H. Seward; twelve relate to the Civil War and Reconstruction; of these three are Lincoln's and one each is from the following: Jefferson Davis, Alexander H. Stephens, Henry Ward Beecher, Andrew Johnson, Thaddeus Stevens, Benjamin R. Curtis, Carl Schurz, Henry W. Grady and Booker T. Washington. The selections, though in most cases but small fragments of the originals, reveal well their general character and quality, and for each group of orations and also for each separate oration there are historical introductions which present the circumstances and setting in which they were delivered. The prime purpose of the book is to illustrate the political history and development of our country. The secondary purpose is the study of oratorical style and structure and to this feature John M. Clapp contributes an introduction and an appendix of notes. W. J. Chase.

Hayes, George H. Charles Sumner, American Crisis Biographies. Philadelphia, George W. Jacobs & Co. Pp. 469. $1.25.

Elected to the United States senate in 1851 and continuing there till his death in 1874, Charles Sumner in his public career covers periods of special national stress and storm. The decade before the Civil War, beginning with the agitation concerning the admission of California, saw the fierce struggle over the extension of slavery into the territories, the formation of the Republican party and the various other steps that led to the outbreak of the war. Then came the troublous days of the war itself, followed by the perplexities, passion and politics of the reconstruction period. As almost from his first appearance in public life Sumner was a prominent member of the senate of which he soon becomes the

central figure, a shaper of public opinion in the north and a potent director of legislative policy, this biography is of necessity the chronicle of the principal events of a crowded era and is a fruitful source of material for the student of those times. In the way of illustration of its serviceableness such topics as the passage of the Kansas-Nebraska bill, the extremes of senatorial opinions as to slavery, the Trent affair, the "state-suicide" theory of reconstruction may be cited as so treated as to be available for the high school student. Sumner's services to his country before and during the Civil War were so great and his personal part in reconstruction so important that his life deserves to be studied by the youth of the land, and this book, presenting this life in candid, appreciative and scholarly fashion, is well adapted to high school uses.

W. J. Chase.

Hitchcock, Ripley (Editor). Decisive Battles of America. New York, Harper & Bros. Pp. xv, 397. $1.50.

Nineteen battles are here described, extending from Champlain's encounter with the Iroquois in 1609 to the fighting around Santiago in 1898. About half of the narrative material is drawn from volumes of the American Nation series, so that Hart, Thwaites, Van Tyne, Garrison, Chadwick, Hosmer and Latané are among the book's makers, the others of whom, like Hildreth, Lossing, Higginson, are also authoritative. Good judgment has been exercised in selecting the battles, and the descriptions given are full enough to bring out essential details clearly and well. Though few of us desire to return to the days of "fife and drum" emphasis in history, yet there is a real place in the high school library for a book which interprets and illuminates this side of our nation's activities, and this book fits well into that place. It is interesting, it is not too long and it is reliable. Sixteen good illustrations and many plans of battles aid the reader, as do also synopses of the events between the battles.

W. J. Chase.

Hodges, George. The Apprenticeship of Washington and Other Sketches of Significant Colonial Personages. New York, Moffatt, Yard & Co. Pp. 233. $1.25.

As a teller of excellent stories the author of this volume is widely famous, and the present publication will not detract from a reputation honestly earned. There is nothing in the book that is very novel except the literary charm and to some extent the viewpoint; but the work will be found useful as well as entertaining. Five sketches make up the collection. Three of these are mainly biographical and deal with the early life of Washington, the "adventures of Myles Standish," and the brief career of John Harvard. The "Hanging of Mary Dyer" is an interesting study of Puritan intolerance. In "The Forefathers of Jamestown" we have a sympathetic account of the beginnings of that settlement with particular attention to the religious phase. Considered as a whole, the work is an effort to readjust somewhat our ideas as to the relative importance of the Puritan and the Anglican contributions to our national life; the author would have us remember that such institutions as the church, the school, and the representation assembly had been planted by Anglicans in Virginia even before 1620. Laurence M. Larson.

Janvier, Thomas A. Henry Hudson. New York, Harper & Bros. Pp. 148. $.75.

Mr. Janvier's book is not a biography,—it is scarcely more than a sketch; but a biography of Henry Hudson cannot be written, as our information is practically limited to the last four years of his life. What we know (or believe that we know) of his earlier life, the author has summed up in a dozen pages. Most of the space is given to the two great voyages that resulted in the rediscovery of Hudson River and of Hudson Bay. To this account are appended several newly-discovered documents bearing upon the mutiny that resulted in the explorer's death. The author reluctantly admits that the evidence, though partisan and inconclusive, seems to point to favoritism on the part of the master in the matter of distributing rations. In style the work is of the popular type, but will be read with profit and interest. Laurence M. Larson.

McElroy, Robert McNutt. Kentucky in the Nation's History. New York, Moffatt, Yard & Co. Pp. 590. $5.00.

This is not a history of Kentucky, but an account of Kentucky's most significant connections with our nation's history. Such local events as have had a distinctly national influence and such national events as particularly affected this state are the subjects treated. Thus consideration is given to the opening of the West by Boone and his companions, to the history of Transylvania, to Kentucky's part in the Revolutionary War, to her entrance into the Union as a state, to her protest against the Alien and Sedition Acts, and to Aaron Burr's mysterious plotting. Other subjects treated are the Indian wars of the northwest in the period immediately following the Revolution, Kentucky's manifestations of sympathy for France and wrath over the Jay treaty, the struggle for the opening of the Mississippi, and the Louisiana Purchase. Naturally enough, careful and extended consideration is given to all the leading national events and issues with which Henry Clay was associated from the war of 1812 to the compromise measures of 1850. The two concluding chapters are devoted to the repeal of the Missouri Compromise in the inception of which Senator Atchison of Missouri, a native of Kentucky, and Senator Dixon, Clay's successor, had leading parts, and to Kentucky's struggle over the question of neutrality in the Civil War. It is evident that the preparation of this book has been based on a long and careful study of the sources, and the product is a work of scholarship and importance. It is above the range of high school pupils, but high school teachers may well take note of it as possessing value for them. W. J. Chase.

MacNutt, Francis Augustus. Fernando Cortes and the Conquest of Mexico. New York, G. P. Putnam's Sons. Pp. xxi, 475. $1.35.

Mr. MacNutt's volume, as an account of the conquest of Mexico, is a valuable addition to popular history; the story is clearly and vividly told with no attempt at artificial coloring; on disputed points the author takes conservative positions; he is usually critical as well as exact. But as a biography the work has two prominent defects: a lack of proportion in the narrative and a partisan spirit shown especially in dealing with the charges of cruelty and perfidy so often raised against the conqueror. These are too explicit and were made too early in his career as governor to be successfully met with the suggestion that they may have been idle rumor only. The conquest of Mexico covered a period of two years and, of course, deserves detailed treatment; but to these two years the author gives fourteen chapters while only two are held sufficient for the remaining twenty-six years of Cortes' career. As the matter of reorganization and development of the country along Spanish lines was largely the work of the conqueror, we should expect more than a general account of it. This part of the biography is therefore a distinct disappointment. But these criticisms should not obscure the fact that what the author has really undertaken to do, to describe and relate the downfall of the Aztec

empire and civilization, has been done with evident care and with considerable success.
Laurence M. Larson.

Millard, Thomas F. America and the Far Eastern Question. New York, Moffatt, Yard & Co. Pp. xxiv, 576. $4.00.

This volume, generous in size, pictures and maps, devotes about one-half of its thirty-seven chapters to the Japanese and distributes the remainder about evenly between China and the Philippines. The following are some of the general topics treated: Japan's aspiration to oriental leadership, her new economic regime, her foreign trade policy, her military and naval strength and program, her general fiscal condition, and her relations to Korea and Manchuria; Russia's position in the East since the war with Japan; the reform movement in China and the industrial awakening there; the American trade opportunity; the Philippine assembly; the value of the Philippines to the United States; America's present position in the Pacific. In attitude the author is suspicious of the Japanese, friendly to the Chinese and a devoted believer in the policy of retaining the Philippine Islands. Nearly ten years of residence in the Far East have given him opportunity for close study of conditions there. The book is reviewed at length in the Dial of May, 1909, by Payson J. Treat, who says of it: "It should be read by all who desire to follow recent developments in the Far East."
W. J. Chase.

Ober, Frederick A. Sir Walter Raleigh. New York, Harper & Bros. Pp. 304. $1.00.

As a biographical sketch this is in some respects a model; the author writes with evident sympathy for his subject and with appreciation of his efforts and achievements. At the same time no attempt is made to conceal the imperfections of Raleigh's character or to excuse the frivolities of his courtier life. For a biography, however, it is not of sufficient completeness; too little effort is made to reveal the courtier and the politician,—it is the explorer and colonizer that interests Mr. Ober. The subject is consequently viewed from the imperialistic standpoint: Raleigh is the great seer who divined England's future greatness beyond the seas and tried to realize it in his own day. The author gives an extended and detailed account of the Roanoke colony with extracts from contemporary documents. Teachers of American history will find this part of the work of particular value. The language is simple and interesting and easily within the comprehension of any class in high school.
Laurence M. Larson.

Oliver, F. S. Alexander Hamilton. An essay on American union. New York, G. P. Putnam's Sons. Pp. 474. $.75.

This is a so-called student's edition of a book which appeared three years ago. Its new, small size is well adapted to students' use: yet to high school pupils its essay style and quality are not particularly suited and its pro-Hamilton bias is extreme. It does not supplant Schouler's or Lodge's Hamilton for high school use.
W. J. Chase.

Pryor, Mrs. Roger A. My day: reminiscences of a long life. New York, The Macmillan Co. Pp. 454. $2.25.

The high school reference library may well provide for students of history some books valuable for their illustration quality, especially those that tend to make the student feel the times of which he has been studying. Such books may have history value even though they are not histories. Mrs. Pryor's Reminiscences is a book of this sort. Her husband

was before the Civil War an editor of the Richmond Enquirer, and member of congress from Virginia. During the war he was a brigadier-general in the Confederate army, and one of Virginia's representatives in the Congress of the Confederacy. When the war was over he came to New York city and practiced law there, eventually becoming a judge in the supreme court of the state. His important official and professional positions brought to Mrs. Pryor close connection with the political events in the decade before the war, with the happenings of the war and with the trying times of reconstruction, and thus her book reports the recollections of a southern woman intimately in touch with the important affairs of her day. Mrs. Pryor through her other books has shown herself possessed of literary skill and good judgment and these qualities are present in her latest book. Though it is not devoted so definitely to the period of the Civil War and Reconstruction as her "Reminiscences of Peace and War," published in 1908, yet it contains much that portrays southern life and opinion during that period and makes one strongly feel the privations and hardships that war time brought to southern women and children.
W. J. Chase.

Putnam, George Haven. Abraham Lincoln. The People's Leader in the Struggle for National Existence. New York, G. P. Putnam's Sons. Pp. viii, 292. $1.25.

The author heard Lincoln's Cooper Institute address in New York city February 27, 1860, and was later a soldier and officer in the Union army. So it is especially as a witness and actor rather than as a chronicler that he writes, and his book contains much personal reminiscence. These facts give a distinctive quality to the book, differentiating it from most of the biographical sketches of Lincoln that the last year or two have produced. The reader finds himself enriched not merely by the reverential account of Lincoln, but also by illuminating estimates of other actors of that period, both statesmen and soldiers: and the style and language are such that a school boy can read it understandingly and find interest in it. A valuable feature is the reproduction of the Cooper Institute speech, together with the notes compiled by two members of the Young Men's Republican Union of New York city to accompany it when used as a campaign pamphlet.
W. J. Chase.

Sears, Lorenzo. Wendell Phillips, Orator and Agitator. New York, Doubleday, Page & Co. Pp. xv, 379.

No one of his times set himself more definitely and determinedly than Wendell Phillips to create and foster the sentiment of antagonism to slavery which at the beginning of his crusade was still almost a national institution. This arraying of himself against his generation, of course, meant enmities, misunderstanding and misrepresentation. Consequently what contemporaries said of him was almost certain to be colored by partisanship: witness the remark attributed to a leading Massachusetts official who said at the time of Phillips' death that though he could not attend the agitator's funeral, he approved of it. A man of such aggressive leadership required of his biographer remoteness from his times as well as a large fund of self-restraint and good judgment. It is the verdict of critics that Professor Sears has met well the difficult requirements of his task and that his book is fair and reliable. Its style is interesting and the high school teacher is afforded an enjoyable opportunity both to review the issues of the most stirring period of our national history and to examine the causes of Wendell Phillips' great power. For the high school pupil it is too careful a study, but it is to be hoped that

many pupils will profit from it through the use the teachers make of it. It is reviewed in the Nation of December 2, 1909. W. J. Chase.

White, Henry Alexander. Stonewall Jackson. (American Crisis Biographies.) Philadelphia, George W. Jacobs & Co. Pp. 378. $1.25.

The military fame of Stonewall Jackson has grown great in the last forty years, particularly since his most skilled biographer, Henderson, set forth his achievements. Yet supplementary reading in the high school history course is not greatly concerned with such purely military figures, no matter how great their fame is. But, on the other hand, curiosity as to this American and his characteristics is pretty likely to arise in the mind of the boy or girl who reads in the text-book that in Jackson's death at Chancellorsville the Confederacy received a terrible blow, and curiosity is a valuable ally of the history teacher. So it is advantageous to have in the school library a book that both satisfies this desire for information about this devout, persistent and desperately earnest man and at the same time enlarges the pupils' knowledge of the Civil War. Mr. White has done his task well, and his book is interesting and trustworthy. W. J. Chase.

Whitlock, Brand. Abraham Lincoln. (The Beacon Biographies.) Boston, Small, Maynard & Co. Pp. xxiii, 205. $.50.

Quite probably this little volume is the smallest of the more than a thousand books that have already appeared on Lincoln. Its brevity will commend it to many who have used other biographies of this series and know their serviceableness for school purposes. The author has not omitted so much as to strip his story too bare, but has given a clear and good account of the great Emancipator from his boyhood up. The impression that is left after reading it is of a human Lincoln, but of a great, lovable and inspiring man. W. J. Chase.

APPENDIX TO THE AMERICAN HISTORY BIBLIOGRAPHY.

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Creelman, James. Why We Love Lincoln. New York, The Outing Co.

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McMaster, J. B. History of the United States, Vol. VII. New York, D. Appleton & Co.

Singleton, Esther. The Dutch New York. New York, Dodd, Mead & Co.

Stevenson, Adlai. Something of Men I Have Known. Chicago, A. C. McClurg & Co.

Thorpe, F. N. The Statesmanship of Andrew Jackson as told in his writings and speeches. New York, The Tandy-Thomas Co.

CIVIL GOVERNMENT

Allen, William H. Civics and Health. Boston, Ginn & Co. Pp. 422. $1.25.

This handbook aims to show how to detect and remove the elements in school, home and street environment that work for physical and moral defects. It is a call to efficient citizenship through social coöperation in securing environments that promote and compel obedience to health laws. The author believes that to "know how to study the health needs of one's community and to use schools, hospitals, government, volunteer bodies and the press in meeting those needs is indispensable for teacher and civic leader." The scope of the work is indicated in such chapter titles as Indexes to Health Needs, Seven Health Motives, Dental Sanitation, Mental Hygiene, Germ Sociology, Health and School Reports, and State and National Boards of Health. Each subject is illustrated; the work is written in a convincing and interesting style and should be read by every parent and teacher in the United States. It is not mere theory. Throughout, health is related to patriotism and civic obligation and a more general diffusion of the ideas set forth in this work will make for better citizenship. Karl F. Geiser.

American Foreign Policy, by A Diplomatist. Boston, The Houghton, Mifflin Co. Pp. 192. $1.25.

America needs a more skillful diplomacy,—this is the keynote of the book. In this day when America is coming to the front, when the United States has thrown off altogether the policy of isolation and entered into world relations, when a larger and stronger navy is being advocated to protect American interests, an up-to-date diplomacy is needed most of all to insure friendly relations with foreign powers. Our interests in Europe, in the Latin American republics, in the Far East and the Near East (Turkey, Persia and Morocco) demand skillful diplomacy to form friendly alliances and treaties, insure stable government in South American countries, maintain exclusion policies without offense, and further American commercial interests. Yet in the face of this need our diplomatic service lacks efficiency. Insecurity of government appointments keeps the best men in other lines of work. If we would have a real diplomacy, competent to meet the situation, we must reorganize our service on a more permanent specialized basis. The book is clearly written and gives us the conservative opinion of a government official as to the efficiency and importance of our diplomatic service. Our diplomatic service is more important and less efficient than we realize. This, in brief, is the line of argument set forth, and coming from one who knows whereof he speaks, the volume should commend itself to all thoughtful readers interested in a more efficient foreign policy. Karl F. Geiser.

Beard, Charles A. Readings in American Government and Politics. New York, The Macmillan Co. Pp. 647. $1.90.

This is a collection of illustrative materials covering the whole field

of American politics. Part I. deals with the historical foundations of government and contains extracts illustrating the colonial origin of institutions, independence, union, self-government, the establishment of the federal and state constitutions, and the rise of parties. Part II. is devoted to the three departments, and the development and working of the federal government; and Part III., to state governments. The selections are made from a large variety of sources: constitutions, laws, messages of the executives, reports of commissions, treaties, congressional debates, newspapers, public addresses and opinions of men who have had experience in the conduct of government. Covering as it does so wide a range of subjects, the extracts are necessarily brief, and often condensed by the editor, but an explanatory note introduces each extract, thus bringing the reader at once in touch with the subject. Occasionally one might wish an added opinion from other sources, as in the chapter (XVI.) on foreign relations, where the extracts lead one to believe the United States was justified in the recognition of Panama. Here it would have been well to have quoted an opinion by one of the numerous authorities who believed the recognition of Panama was hasty and in violation of international law. However, the book was primarily designed to accompany the author's forthcoming "American Government and Politics," and such deficiencies will no doubt be supplied by that work. On the whole, it is a very useful work, either alone or as collateral reading with other manuals.

Karl F. Geiser.

Croly, Herbert. The Promise of American Life. New York, The Macmillan Co. Pp. 486. $2.00.

It is difficult to describe in a few words the purpose or scope of this book. "The Promise of American Life" is not what its title might indicate—a fanciful description of the glorious American future. It is really a serious, critical interpretation and philosophic discussion of the American democracy, based largely upon American society and institutions, past and present, with a view to determining how our democracy can be made more efficient, and what is required of our citizens to obtain the fulfillment which the promise of a better future of American life demands. The author believes that the promise demands individual responsibility, and, above all, an intelligent understanding of the problems of society, and an improvement in the purposes and standards of individual self-expression. The mere extension of the feeling of brotherhood or of the social instinct, or the merely blind following of a leader or reform movement, or a "combination of good intentions, organization, words and money" will not accomplish it. The individual must find himself and bring his individual intelligence to bear upon the problems of society. It is by better education that a better democracy is to be obtained. Among the particular subjects discussed are the Federalists and Republicans; the new national democracy; slavery and American nationality; development of the business, and political specialist; reform and reformers; democracy and discrimination; democracy and nationality; state institutional reform; individual and collective education, and constructive individualism. This book was written by a man with ideas who knows how to express them. It is a work which can be recommended to every educator. It is vigorous, scholarly and interesting.

Karl F. Geiser.

Dealey, James Quayle. The Development of the State: Its Governmental Organization and its Activities. New York, Silver, Burdett & Co. Pp. 343. $1.50.

This is a very clear, concise and scholarly outline in which "the writer has endeavored to show that the state develops in accord with definite laws and principles," determined largely by the economic conditions and intellectual life. The work is divided into four parts: the social and political development, the sovereignty of the state, the government, and law and citizenship. The book is rightly named, for the author traces the line of development of all the leading institutions of the modern state. It is no mere compilation of other men's ideas. In reading it one is impressed with the fact that the author has a political philosphy of his own, and marshals his facts as one having authority for what he says. Though an outline, it is by no means elementary, and presupposes considerable knowledge on the part of the reader. It might possibly be used with advantage as a text in the best high schools where a whole year is given to Civics. But it will prove especially stimulating to the teacher and general reader who has a considerable knowledge of economics and political science. Useful references are given at the end of each chapter and a good general bibliography, together with a good index at the end of the book. This work can be highly commended.

Karl F. Geiser.

Deming, Horace E. The Government of American Cities. New York, G. P. Putnam's Sons. Pp. 323. $1.50.

"This book aims to show that the misgovernment of American cities is due not to the defects of democratic principles, . . . but to an utter failure to apply them." This is the author's prefatory declaration and it is well to keep it in mind in reading the book, for the reader will then take into account the fact that the book is argumentative in its nature and attempts to prove rather than examine and analyze. This fact need not, however, detract from the value of the book for certain purposes. It is a clear, forcible statement of the advances made in recent years in city government, of the arguments in favor of the "Municipal Program," which is reprinted and carefully discussed, and while there is little that is new to the student of city government the general reader will find in this work a good account of the progress of the reform movement up to the present time. The author has definite and perhaps too final ideas upon every subject discussed. He is an advocate rather than an expositor; thus in his chapter on the domination of cities by state legislatures, which is a plea for local self-government, he loses sight of the fact, apparently, that the city never was a sovereign corporate body and that the "interference" of which he complains is not due to the meddlesome proclivities of state legislatures so much as to the fact that many of the functions which have been assigned to it as an agent of the state government make it necessary that the state shall exercise certain control over it. It is by no means to be assumed that cities have, on the whole, deserved greater freedom than they now possess. The fact, however, that the author has positive views does not make the work less valuable. It is written in a forceful manner, is stimulating and instructive and can be recommended to the high school teacher, student and general reader. There are two indexes; one to the main body of the work, and the other to the Municipal Program. There is no bibliography and there are very few footnotes.

Karl F. Geiser.

Dodd, W. F. Modern Constitutions. Chicago, The University of Chicago Press. Two vols., pp. 724. $5.00.

While this work is primarily designed "to furnish constitutional texts for use in courses on the subject of comparative constitutional law," the high school teacher of government who seeks a full equipment of material will find this a useful work. We have here the first time in English the fundamental laws of the most important countries of the world. The col-

lection includes the constitutions of nearly all the European states, the chief states of South America, and those of Japan and the Commonwealth of Australia. Each constitution is preceded by a historical sketch and a general bibliography. A very excellent index adds to the usefulness of the work. The wisdom of publishing it in two volumes instead of one may be doubted; but this is not the fault of the author.

Karl F. Geiser.

Fuller, Hubert Bruce. The Speaker of the House. Boston, Little, Brown & Co. Pp. 319. $2.00.

This is a brief account of the development of the power of the presiding officers of the lower House of Congress. It is written in a popular style with emphasis on the personal element, containing many hitherto unpublished anecdotes and reminiscences of national leaders. The introductory chapter (21 pages) traces very briefly the origin and development of this office in England and colonial America. There is no bibliography and there are no references or notes, but a brief appendix gives a list of the presidents of the continental congresses and the Congress of the Confederation (1771—1788), and the Speakers of the House of Representatives (1789—1909).

This is a timely work, issuing as it does at a time when the power of the Speaker is receiving so much attention. It is written in a clear, forcible and interesting style, and while the narrative turns upon the personal element of national leaders rather than upon the office of Speaker, this is no fault, for it throws many sidelights upon the main theme not found in any other single volume. His estimate of men seems to be just and the entire work is free from partisan bias. High school teachers will find this book sufficiently interesting to be read by their pupils as outside reading. It can be highly recommended. It contains a very good index.

Karl F. Geiser.

Goodnow, Frank J. Municipal Government. New York, The Century Co. Pp. 401. $3.00.

From the mass of material that has accumulated in the last decade or more, Professor Goodnow has been the first to cover in a systematic way the entire field of municipal government. While many other works treat particular phases of city government more fully than can be done in an outline of one volume, there is no work, in my opinion, which so properly estimates values and gives the reader so good a perspective of the American city and its problems as this one. The author traces the evolution of the city from its ancient origin, through the middle ages, its transformation in western Europe, its beginnings and changes in England, and its final growth and development in the American colonies with its subsequent relations to the state. In fact, this important relation of state to city is one of its most valuable features. The historical development as treated by the author enables the student to appreciate and understand why we have certain "city problems" and "to discover the characteristics which distinguish the social conditions of modern urban populations." The character of city population, the city as an administrative district, as an organ for the satisfaction of local needs, its legal position in the state, the participation of the people in city government, are the subjects of some of the chapters treating of the city as a whole, while the functions and actual operation of the various legislative and administrative organs, such as the council, chief executive, police, and various boards are described in detail. Space forbids giving an adequate outline of this work. Suffice it to say it is an admirable college text, and for the high school teacher or general reader it would be difficult, in my opinion, to name another single volume of equal value. A critical bibliography which is lacking might be desirable; the footnote references are, however, quite full.

Karl F. Geiser.

Gray, John Chipman. The Nature and Sources of Law. New York, The Columbia University Press. Pp. 344. $1.50.

This book consists of a course of lectures given at Columbia University in 1908, but the author states that the ideas were put substantially into their form a dozen years ago; and in this connection it may be stated that every page bears the marks of close, scholarly thought and deliberation. The book is divided into two parts with an appendix of 32 pages on special subjects. Part I., dealing with the nature of law, discusses legal rights and duties, legal persons, the state, the law, the courts, the law of nations, and jurisprudence. Under Part II., the source of law, he has six chapters: statutes, judicial precedents, judicial presentation in the United States, opinions of experts, custom, and morality and equity.

While this work will be found too advanced for elementary students of politics, it is clear in presentation, and the teacher of civics who has a fund of general information will find this work of especial value as an aid to finer political discriminations and a more scholarly attitude of mind in general, toward questions that are fundamental.

Karl F. Geiser.

Jenks, Jeremiah W. Principles of Politics. New York, The Columbia University Press. Pp. 195. $1.50.

This book comprises a series of lectures delivered at Columbia University. While it contains nothing strikingly new or original, it does "bring into closer touch than is usual the work of the scholar and of the practical man of affairs." The author deals in the ten chapters composing the book with the nature of the state and the government, political motives, suffrage, political parties, representation, legislation, administration, the judiciary, constitutions and international relations. In none of these subjects does the author aim at finality; nor is this to be expected in so limited a space and a field so vast as politics. And yet it would be difficult to find a single volume setting forth in a more lucid manner the motives that determine political activity and shape political institutions. This in brief is its distinctive contribution, and those who wish to get beyond the mere structure and working of our political institutions will find this volume worthy of careful reading. The language is clear and easily understood.

Karl F. Geiser.

Kirk, William (Editor). A Modern City. Chicago, The University of Chicago Press. Pp. 374. $2.70.

This unique volume describes Providence, Rhode Island, from various points of view. There are eleven chapters, each written by a different author, as follows: Introduction, by President Faunce of Brown University; Geography, by C. W. Brown; Population, by W. MacDonald; Industry, by W. B. Weeden; Labor, by W. Kirk; Government, by J. I. Debley; Finance, by N. B. Gardner; Education, by G. G. Wilson; Art, by W. C. Poland; Philanthropy, by Mary Couyngton; Religion, by L. Brander. These titles will suffice to indicate the scope of the work; each chapter is well written, and since Providence is a city of about 200,000 population, it will lend itself to instructive comparison with all cities of equal or larger population having "city problems." Beyond this, however, it is an instructive and interesting study of one of the historical cities of America (settled in 1636) wherein may be traced the varying relations of the municipality to the colony and later the state. There are ten illustrations and a good index.

Karl F. Geiser.

Lobingier, Charles S. The People's Law or Popular Participation in Law-Making from the ancient folk-moot to modern referendum: A Study in the Evolution of Democracy and Direct Legislation. New York, The Macmillan Co. Pp. 450. $4.00.

This is an advanced work designed primarily for the specialist. It will be found useful for students of constitutional law and teachers of political science in colleges and universities. For a critical review the reader should consult the American Political Science Review or the American Historical Review. Karl F. Geiser.

Merriam, C. E. Primary Elections: A Study of the History and Tendencies of Primary Election Legislation. Chicago, The University of Chicago Press. Pp. 319. $1.25.

"The purpose of this volume is to trace the development of the legal regulation of party primaries from 1866 down to 1908, to sum up the general tendencies evident in the movement, to discuss some of the disputed points in the primary problem, and to state certain conclusions in regard to our nominating machinery." The purpose of the book could not be better stated than in these prefatory words of the author, and those teachers who wish to get an intelligent insight into the system of nomination which is being adopted by so many states will find this book indispensable. It represents extensive investigation through a mass of raw material and the results of this investigation have here been put into good form. The appendices, comprising one-third of the book, contain a brief summary of the primary election laws now in force in the various states, several being given in full. A bibliography on direct nomination, a list of cases on primary election laws, a list of primary laws, add materially to its usefulness as a handy guide to a further study of the subject.
Karl F. Geiser.

Munro, W. B. The Government of European Cities. New York, The Macmillan Co. Pp. 418. $2.50.

This is a very clear account of the city governments of France, Prussia and England. Especial emphasis is placed upon the administrative side of municipal government, but the structure and relation of cities to the general government is also clearly set forth. A brief historical background of municipal development in each country adds materially to an appreciation of present conditions. There is a full citation of authorities throughout the work and a very complete chapter at the end dealing with the sources and literature. The author has made a new and scholarly contribution to the works in English upon this subject and he has the happy faculty of making clear to the reader what he attempts to describe. There are frequent comparisons with municipal methods in the United States and for this reason alone it should be read by all students interested in American city government; while in its own field it is the best book in English. Karl F. Keiser.

Plehn, Carl C. Introduction to Public Finance. 3d edition. New York, The Macmillan Co. Pp. 495. $1.75.

This new edition has been revised throughout, partly rewritten and considerably enlarged. Since the subject of finance and taxation is so intimately connected with government, the high school teacher will find this book a valuable addition to his library. It will also prove valuable to high school students for general reference and debate.
Karl F. Geiser.

Reinsch, Paul S. Readings on American Federal Government. Boston, Ginn & Co. Pp. 857. $2.75.

This new book by Professor Reinsch is an admirable compilation of material relating to the Federal Government, taken from the speeches and writings of men actually engaged in the larger fields of governmental service. The fact that both sides of some of the leading questions are given, and that those who take these sides are authorities in their line, will do much toward making the student think for himself and come to some definite opinions of his own. To a student engaged in the historical and theoretical side of government, this added view of actual operation of the government will be very valuable. The book contains sixteen chapters, each one covering, according to a regular case system, some important feature of the Federal Government or its working. This book would be very useful as a reference work, or for outside reading in a course in American Government. Karl F. Geiser.

Rogers, James Edward. The American Newspaper. Chicago, The University of Chicago Press. Pp. 213. $1.10.

Much has been written about the agencies of government through which the will of the people is expressed; but little attention has been given directly to the influences which mould public opinion on political matters, though to the student of politics this is of vital importance. This little volume, dealing with the nature and influence of the newspaper, is an interesting and intelligent study of the subject and is well worth a careful reading. While there is little that is new to the student of politics in the matter of opinion, some very suggestive tables have been compiled which required the examination of thousands of newspapers "from all sections of the country," and these tell an interesting story. It is written in forcible English and can be commended to the teacher of civics and the general reader. Unfortunately there is neither an index nor a bibliography. Karl F. Geiser.

Wise, B. R. The Commonwealth of Australia. Boston, Little, Brown & Pp. 355. $3.00.

This book is divided into three parts: the first deals mainly with the physical features and growth of the Commonwealth; the second describes the government—its nature and working; and the third, legislation. It is written in a forceful, interesting, but sometimes careless, style, and gives a very good general account of Australia, and as a first book in the study of that interesting country it may be commended. Its chief value, however, lies in the amount of general information it imparts rather than in its critical analysis of government or just and final estimate of questions discussed. His comparisons of Australia with America are in every instance unfavorable to America and are seldom based upon a just estimate. The author seems to take the attitude of one assuming that democracy has failed in America and proceeds to give reasons why it will not fail in Australia. He is frequently very careless in his generalizations, such as "The United States sprang from the town meeting" (p. 51), "the United States have developed an exaggerated localism and individualism" (p. 52). To say without qualification that America has adopted the theory that members of Congress "should be mere delegates" (p. 221) is inexcusable recklessness or ignorance, as is also the statement on the same page that the American public "degrades its public men." These are merely instances which show that there is no attempt to maintain even the appearance of fairness in his references to American institutions. And yet with all its faults the book contains much general in-

formation concerning the Australian Commonwealth. There are numerous illustrations, instructive tables, two appendices, an index and a good map at the close. Karl F. Geiser.

APPENDIX TO CIVIL GOVERNMENT BIBLIOGRAPHY.

Denison, G. T. The Struggle for Imperial Unity. New York, The Macmillan Co.

Ostrogorski, M. I. Democracy and the Organization of Political Parties. New York, The Macmillan Co.

Sombart, W. Socialism and the Social Movement. New York, E. P. Dutton & Co.