

France, which was, indeed, its original purpose. It is noteworthy that in treating the history of education in the sixteenth century neither of these works mentions Sir Thomas Elyot's bulky 'Boke called the Governour,' written for the special purpose of detailing the education that an English gentleman should receive who intends to mingle in public affairs—a work of great popularity in its day, and now easily accessible in Mr. Croft's recent edition. Thomas Wilson, also, who may be styled the first English writer on Logic and Rhetoric, is omitted; and, more remarkable still, so is Roger Ascham's 'Schoolmaster,' one of the soundest books in pedagogy that have ever been written, also readily accessible in Arber's English Reprints. Ascham, who preceded Comenius, Milton, and Locke, is much more worthy of note than Milton in the history of education in England. It is somewhat surprising to find Bacon so prominently noticed in a history of education. The oversight in giving the date of his birth may be noted in passing, and it may be remarked with respect to several names that biographical details, which are given more fully in the ordinary text-book histories of literature, might have been omitted, and the space saved devoted to emphasizing the educational work of their special subjects.

The last section treats of Education in the Nineteenth Century; and after a notice of the work of Pestalozzi and of Froebel, we have a brief summary of Contemporary Education in Germany, France, England, and the United States.

The Student's Modern Europe: A History of Modern Europe from the Capture of Constantinople by the Turks to the Treaty of Berlin, 1878. By Richard Lodge, M.A., Fellow and Tutor of Brasenose College, Oxford. Harper & Bros. 1886. 8vo, pp. 772.

THERE is no doubt, as Mr. Lodge's preface remarks, that "a clear, impartial, and at the same time a concise narrative of European history during the last four centuries" will be very acceptable to many readers. The book before us appears to have these qualifications, and can be safely recommended to those who desire a book covering this ground, as the only book which does this at all adequately. It is published in the style of the well-known "Student's" series—in clear but rather small type, in close page, and with very few aids to the reader, such as running title, marginal index, and cross references. There is a general index and a chronological table, but the author apologizes for the omission of the extensive genealogical tables which he had prepared, referring the reader to Mr. George's "Genealogical Tables." Neither are there any maps. Considering, therefore, the cost of Mr. George's book, and of any good historical atlas—both of which must be added to this book in order to get the best use of it—we must think that the publishers have aimed overmuch at cheapness in its production. Most purchasers would rather pay their share of these desirable additions than buy the additional books which their absence makes necessary.

The book consists of twenty-eight chapters, so arranged as to present a very correct view of the general current of modern history. The grouping of the chapters is carefully studied, and assists the following of the principal current, with as few diversions as possible. For this purpose we think that a more distinct recognition of these groupings—by dividing them off as Periods or Books—would have been of advantage. The course of events in modern history is not hard to emphasize in this way; but when the emphasis is not made visible and intelligible by formal divisions, the reader finds it hard to keep the

thread. It is the fashion with many writers to disparage such helps, as artificial and pretentious; but surely it is not assuming in the author to suppose that he, from his intimate knowledge of relations, can help his inexperienced reader to understand how these twenty-eight disconnected chapters stand to one another. On page 233 we find the misprint of become for became; on page 434, of Henry IX. for Henry IV.

The Story of Chaldea; from the earliest times to the Rise of Assyria. (Treated as a general introduction to the study of ancient history.) By Zénaïde A. Ragozin. [The Story of the Nations.] G. P. Putnam's Sons. 1886.

MME. RAGOZIN has performed her work in a way that merits unstinted praise. She does not bring to the task the same literary ability which her predecessor in the series, Prof. Hosmer, showed, but if her English is not so good, it is a fault which we can easily forgive. 'Chaldea' is much less an historical work than 'The Jews.' All statements about kings and dynasties and wars are avoided, but, on the other hand, themes are elaborated which even the professional Assyriologist has been wont to handle in the most gingerly fashion. The treatment of the ethnological questions involved is interesting and to many will be novel. Our author thinks that Shem, Ham, and Japheth are prototypes of white races, and that all others are rigidly excluded from the genealogical table in Genesis; that Chaldea was inhabited first by a yellow or Turanian race; that these were overcome by the Cushites, a Hamitic family, who, in their turn, were forced to succumb to a Shemitic invasion. No less originality is evinced in the treatment of the Chaldean religion and mythology. In the latter, unconsciously perhaps, the method so ably and so wittily defended by Mr. Andrew Lang is followed; and though almost everything ends as a solar myth, the methods are sound, even if the conclusions are not. The religious and ethical development is carefully traced in all its stages, and with the single exception of the statement that there was no room for reward and punishment in Aralli (the Chaldean Hades), no fault can be found. The teaching on this point is not clear, but the episode of Izubar and Xisuthros seems to oppose our author's low view of Sumero-Akkadian spirituality. Folk lore has its place alongside of mythology and religion; in fact, nothing is wanting to make this book the most valuable work on Babylonian culture-history that has yet appeared.

The introductory portion in regard to the first explorers is good and full, though we think Sir Henry Rawlinson deserves much more mention than he receives. Incidentally some new points are brought out, and older ones are emphasized. So good were the bricks used in the most ancient Babylonian building that they are found serviceable even at the present time, and this Babylonian fashion of using bricks was continued in Assyrian architecture, though stone of all sorts abounded in Assyria. This slavish copying of Shemitic Assyria is a point of no little significance in the ethnological discussion. Mme. Ragozin is in accord with the best historians in considering Abraham an historical figure, but all that is built on Lenormant's old translation of *tin-tir-ki* is wrong. The ancient name of Babylon does not mean "dwelling of the tree of life," but "dwelling of life," being so rendered in the Assyrian texts. It is not at all certain that *El*, and *Allah*, and *Elohim*, are from the same stem, nor is it true that the sun-god preceded the moon-god. In fact, in the earliest cities like Harran and Ur, the moon-god was almost the only one worshipped, and it is not impossible that the Akkadians was largely a moon cult. Even in modern

languages moon is frequently masculine and sun feminine. English is the exception, not the rule.

The author has rendered a service to Assyriology as well as to the reading public. Her book is the best in English, and by no means inferior to those in French and German, besides affording a good introduction to the study of history as well as of comparative mythology.

Young People's History of England. By George Makepeace Towle. Boston: Lee & Shepard. 1886. 12mo, pp. 388.

MR. TOWLE has proved his power of writing for young people, and it is sufficient commendation of his 'Young People's History of England' to say that it is worthy to rank with his 'Heroes of History.' It seems to us, indeed, that his style is easier and better adapted to young readers than in his earlier works; there is less disposition to use large words. He has done well not to try to make the book too small. It is impossible to crowd the history of a thousand years into a few pages; and, after all, what is needed in history is to read a good deal in bulk, not a mere barren compendium. We wish that the illustrations were more worthy of their text. They are of the ordinary hackneyed style; well enough to look at, perhaps, but in no sense an illustration of the text. "Joan of Arc in battle" (p. 164) might just as well have been Talbot or Du Guesclin; the "Landing of Henrietta Maria" (p. 234) would do for Catherine of Braganza or Anne of Cleves; "George III. receiving intelligence of his accession to the throne" (p. 306) might represent any young man on horseback receiving a letter; and so on, with full half of the pictures. There are good tables and an index, but no maps.

BOOKS OF THE WEEK.

- Baxley, J. R. The Temple of Alanthur, with Other Poems. G. P. Putnam's Sons. \$1.25.
 Bowen, Eliza A. Astronomy by Observation. D. Appleton & Co.
 Braddon, Miss M. E. The One Thing Needful. Harper & Bros. 20 cents.
 Branch, O. E. The National Junior Speaker. Baker & Taylor. 75 cents.
 Branch, O. E. The National Primary Speaker. Baker & Taylor. 75 cents.
 Cronkhite, H. M. Reymond: A Drama of the American Revolution. G. P. Putnam's Sons. \$1.25.
 Edwardes, Mrs. Annie A. Playwright's Daughter. Harper & Bros. 25 cents.
 Gneist, R. The English Parliament in its Transformations through a Thousand Years. Boston: Little, Brown, & Co.
 Greene, Belle C. Adventures of an Old Maid. J. S. Ogilvie. 25 cents.
 Hale, E. E. and Susan. The Story of Spain. G. P. Putnam's Sons. \$1.50.
 Herbermann, C. G. The Jugurthine War. D. Appleton & Co. \$1.12.
 Hood, T. Whims and Oddities. G. P. Putnam's Sons. 50 cents.
 Howells, W. D. A Chance Acquaintance. Houghton, Mifflin & Co. 50 cents.
 Lyon, D. G. An Assyrian Manual. For the Use of Beginners in the Study of the Assyrian Language. Chicago: American Publication Society of Hebrews.
 Macfarlane, Margaret R. The Magio of a Voice. Cassell & Co.
 Macquoid, Thomas and Katharine. Pictures and Legends from Normandy and Brittany. G. P. Putnam's Sons. 50 cents.
 Morrison, A. H. The Art Gallery of the English Language. Toronto: Williamson & Co.
 Peabody, Elizabeth P. Lectures in the Training Schools for Kindergartens. Boston: D. C. Heath & Co.
 Quick, R. H. Pedagogical Biography. No. 1. School of the Jesuits. No. 2. Comenius. Syracuse: C. W. Bardeen.
 Rickoff, A. J. Numbers Applied: A Complete Arithmetic. Appleton & Co. 75 cents.
 Roosevelt, R. B. Love and Luck: The Story of a Summer's Loiterings on the Great South Bay. Harper & Bros.
 Shaw, E. R. Selections for Written Reproduction. Designed as an Aid to Composition, Writing, and Language Study. D. Appleton & Co. 48 cents.
 Short Studies in English. Illustrated. A. S. Barnes & Co.
 Sidgwick, H. Outlines of the History of Ethics for English Readers. Macmillan & Co. \$1.50.
 Smart, H. Bad to Beat: A Novel. Harper & Bros. 25 cents.
 Snider, D. J. An Epigrammatic Voyage. Boston: Ticknor & Co.
 Snowed Up, and Other Stories. Cassell & Co. 15 cents.
 Stevenson, R. L. Kidnapped. Charles Scribner's Sons. \$1.
 Stowe, Mrs. H. B. Sam Lawson's Stories. Houghton, Mifflin & Co. 50 cents.
 Strong, J. Our Country: Its Possible Future and its Present Crisis. Introduction by Prof. Austin Phelps. Baker & Taylor.
 Valera, J. Pepita Ximenez. D. Appleton & Co. 50 cents.
 Vane, D. Like Lucifer: A Novel. Harper & Brothers. 20 cents.
 Van Zile, E. S. Wanted a Sensation: A Saratoga Incident. Cassell & Co. 25 cents.

IMPORTANT NEW TEXT-BOOKS.

WHITNEY'S FRENCH GRAMMAR.

A Practical French Grammar. By William D. Whitney, Professor in Yale College. (NEARLY READY.)

A practical class-book for academies, high schools, and colleges. Part first opens with a full account of the pronunciation of the language. In the next forty-two lessons the author unfolds those important facts of the grammar which the student must master as a foundation. The regular verbs are gradually introduced and fully explained, then the more common of the irregular verbs are taken up, and their conjugation exhibited by a new method of arrangement. The exercises carefully avoid the error of bringing in too many new words at a time, but give repeated practice in a carefully selected vocabulary of common terms. Part second is a more systematic presentation of the facts of French usage, in the order usual in scientific treatises on grammar. Its matter is meant to supplement and extend that of part first. The sentences for translating in this part are all quotations from French authors.

GOODELL'S THE GREEK IN ENGLISH.

First Lessons in Greek, with special reference to the etymology of English words of Greek origin. By Thomas D. Goodell, Instructor in the Hartford (Ct.) High School. (NEARLY READY.)

The Greek element of English in conversation, and especially in literature, carries many of the key-words to the thought, and he to whom these key-words are not alive with meaning is at a great disadvantage; and yet mere dictionaries or etymological hand-books alone cannot give what is wanted. The words in their Greek form, and with some fragment of their Greek associations, must become somewhat familiar before one can be sensible of that grasp of their English derivatives which will enable one to use those derivatives correctly and fearlessly. The Greek vocabulary surviving in English can be presented in a sort of Greek primer, with its relations to English pointed out; and this is just what this book aims to do. It is not intended to lessen the number of those who shall enter on a full course of study in the Greek language, but it is rather hoped that it may increase that number.

CLARK'S PRACTICAL RHETORIC.

A Practical Rhetoric, English Composition and Revision. By J. Scott Clark, Instructor in Syracuse University. (NEARLY READY.)

Its main source of inspiration was an attempt to work Herbert Spencer's 'Philosophy of Style' in the classroom, the result of which was the accumulation of a body of rules which adapt the principles of that incomparable treatise to actual work with untrained students. The author attempts no impossibilities. He believes that rhetorical training must be largely negative; that it cannot teach 'invention,' but can develop the ability to arrange and revise. The exercises, which are a leading feature, are treated somewhat after the manner of Abbot's 'How to Write Clearly.' They deal not with errors that have been committed by authors of reputation, but rather with those that are peculiarly apt to be committed by students in school and college.

PACKARD'S ZOOLOGY—ELEMENTARY COURSE.

First Lessons in Zoölogy. By A. S. Packard, Professor in Brown University. 12mo (American Science Series), 290 pp., \$1.00. (JUST PUBLISHED.)

In method this book differs considerably from the large books in the series. Since it is meant for young beginners it describes but few types, mostly those of the higher orders, and discusses their relations to one another and to their surroundings. The aim, however, is the same with that of the others—namely, to make clear the general principles of the science, rather than to fill the pupil's mind with a mass of what may appear to him unrelated facts.

JOHNSTON'S HISTORY OF THE UNITED STATES.

History of the United States for Schools. With an Introductory History of the Discovery and English Colonization of North America. By Alexander Johnston, Professor in Princeton College. 12mo, 473 pp., \$1.25.

A history of the United States, and not principally a history of the colonies from which the United States sprang. It is not a story-book, or a picture book. The author has written in the conviction that what the mass of pupils need is to learn from the history of the past how best to perform the simple and homely duties of good citizenship. Mr. John Fiske says of it: "Incomparably the best short history of the United States with which I am acquainted." The Nation calls it "The best school history which has yet been presented to the public."

REMSEN'S CHEMISTRY—BRIEFER COURSE.

An Introduction to the Study of Chemistry. By Ira Remsen, Professor in the Johns Hopkins University. 12mo (American Science Series), 389 pp., \$1.40.

The one comprehensive truth which the author aims to make clear to the student is the essential nature of chemical action. With this in view he devotes the first 280 pages of a carefully selected and arranged series of simple experiments, employing only the four common elements—Oxygen, Hydrogen, Nitrogen, and Carbon. In these experiments are gradually developed the main principles of the subject. His method is purely inductive; and, wherever experience has shown it to be practicable, the truths are drawn out by pointed questions, rather than fully stated. Next, when the student is in a position to appreciate it, and not at the start, as is usual in elementary treatises, comes a simple account of the theory of the science. The last 150 pages of the book are given to a survey, fully illustrated by experiments, of the leading families of compounds.

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