ordinary usage so common as to require us to regard the non-personification in the present passage simply an Aeschylean turn of expression, by no means far removed from the language of ordinary verse.

Typographically the book is superb. A more beautiful edition of a classic one can hardly remember to have seen; and the excellent scholarship of the editor deserves the sumptuous setting.

Selections from Tibullus and Propertius. By G. G. RAMSAY, LL.D. Oxford, Clarendon pr. 16°.

Professor Ramsay has long been favorably known by his edition of his father's commentary on Ovid, — a book that has become very popular in the classroom as a practical and judicious work. The present collection of selections from Tibullus and Propertius is therefore sure of a favorable reception, though the necessity of a second edition of Propertius so soon after the publication of Professor Postgate's admirable little book might be questioned. However, Mr. Ramsay has adopted a different principle of selection, and has in view a more mixed public than that for which Professor Postgate wrote his commentary.

Caesar: book iv. of the Gallic war. By C. BRYANS, M.A. New York, Macmillan. 24°.

The fourth book of Caesar's 'Gallic war' appears in a neat little volume by Mr. Clement Bryans of King's college, Cambridge. It contains a series of Caesar primers, books i., ii., and iii. having previously appeared. It contains a vocabulary, and a set of notes that are good in their way, though scarcely full enough for the lower forms of the schools, where such a book, no doubt, must find its most numerous purchasers.

Livy: the last two kings of Macedon. Selected and edited by F. H. RAWLINS, M.A. New York, Macmillan. 16°.

A thoroughly worthless and slovenly piece of work is the edition of that portion of Livy's history relating to the kings of Macedon, and culled from books xxxi.–xxxiv. by Mr. F. H. Rawlins. The editor represents a certain set of English scholars who have yet to learn that classical scholarship has advanced in many ways during the past fifty years; and that philology is a science, and not a game of guess-work. The notes to this volume show an amount of imagination, credulity, and complacent assumption of knowledge, that would be amusing but for the fact that some of the purchasers of the book may take it seriously, as entitled to respect. A single specimen nugget from the editor's attempts at philological discussion may serve to entertain the reader.

"*Luxuria*," says Mr. Rawlins (p. 133), "by its derivation, implies a divergence from the line of right. Similarly *scelus* is akin to σκολιός ('crooked')."

Now, this is all very pretty and ingenious, but unfortunately Mr. Rawlins has been misled by his desire for making etymology enforce a moral lesson, into a confusion of *luxus* from $\sqrt{\text{LAK}}$, with *luxus* from $\sqrt{\text{LUC}}$ or ultimately $\sqrt{\text{RIK}}$. On p. 122 he has not even a great ethical purpose to plead, in his attempt to explain *dubius* as cognate with βαίνω, βάσις, and hence rendered 'going two ways.' A few references to Corssen would have prevented such unnecessary errors as these, and many more besides. H. T. PECK.

TWO WORKS ON PEDAGOGY.

THESE two books on the same subject, by experienced teachers, have, as might be expected, many points in common.

Both authors are well known in the educational world, Dr. Hewett being the president of Illinois state normal university, and Mr. White being the superintendent who has undertaken the re-organization and development of the Cincinnati public schools.

Both books are written after considerable experience in teaching, and both insist on basing pedagogy on psychology. This is the chief merit of each of these works. They tell us in unmistakable language that the day of empirical teaching is over, and that hereafter the teacher must know not only the subject to be taught, but also the pupil to whom it is to be imparted. While repeating that this insistence on psychology as the foundation of pedagogy is the peculiar merit of these books, yet we must add that in both, the psychological chapters are far less valuable than the strictly pedagogical. The authors would seem to have seen a fundamental truth in outline only: the power to develop it and grasp it in detail they show little evidence of possessing. Then, too, their psychological nomenclature and terminology are not always the best and most exact.

The pedagogical portions of these books, particularly Mr. White's, are very good. Mr. White deduces from psychology seven fundamental principles of teaching, which are these: 1°. Teaching, both in matter and method, must be adapted to the capability of the taught; 2°. There is a natural order in which the powers of the mind should be exercised, and the corresponding kinds of knowledge taught; 3°. A true course of instruction for elementary schools cuts off a section of presenta-

A treatise on pedagogy. By EDWIN C. HEWETT, LL.D. Cincinnati, Van Antwerp, Bragg, & Co. 12°.

The elements of pedagogy. By EMERSON E. WHITE, LL.D. Cincinnati, Van Antwerp, Bragg, & Co. 12°.

tive, representative, and thought knowledge each year; 4°. Knowledge can be taught only by occasioning the appropriate activity of the learner's mind; 5°. The primary concepts and ideas in every branch of knowledge must be taught objectively in all grades of school; 6°. The several powers of the mind are developed and trained by occasioning their natural and harmonious activity; 7°. In the teaching of any school art, clear and correct ideals should inspire and guide practice.

There seems to us to be more profundity in Mr. White's treatment of pedagogy than in Mr. Hewett's, and for that reason we recommend it rather than the latter. Mr. White's conception of the plan of methods in teaching is good, and he shows no disposition to push it beyond its legitimate limits. His chapter on teaching geography shows an acquaintance with the latest advances in that hitherto greatly neglected subject; and the syllabus of oral lessons on home geography brings out, in a way that any teacher ought to be able to appreciate, the points to be touched on in such a course, and their connection with each other. Mr. Hewett's book contains nothing so good as this, but it does contain a short passage on an entirely different subject which deserves quotation; for it presents a question now in the fore-front of all educational discussion. It is as follows: "Teaching can never become a profession in the same strict sense as law or medicine, so long as the majority of our schools are in session but for a few months in the year, and pay such small wages to the teacher; nor so long as the oversight of the work is committed to persons outside of the profession; nor so long as the majority of teachers follow the employment for a few years only. But the time may come when the person who makes teaching a life-work, and who brings to it the talent, energy, and special preparation which other professions demand, will receive all the respect and deference that are considered due to the members of other professions. How soon this time shall arrive depends chiefly on teachers themselves: there is no conspiracy on the part of the people to keep teachers below the position to which their worth entitles them, and it is the solemn duty of every teacher to make his full contribution to the sum of influences that shall raise teaching to the height it ought to occupy by virtue of its transcendent importance."

THAT Prof. Clifford Lloyd Morgan of University college, Bristol, is about to publish a 'Textbook of animal physiology,' is an announcement that will give great pleasure to those who have followed his previous work, especially the lucid articles which occasionally appear in *Mind* over Professor Morgan's signature. The volume aims to satisfy the requirements of those who expect to pass the local examinations of Oxford, Cambridge, and London universities. Its first part deals with the anatomy and physiology of vertebrates, as exemplified by the frog, the pigeon and fowl, and the rabbit. In this part there are special chapters on histology, embryology, the genesis of tissues and organs, and animal metabolism. The second part is occupied with the structure and life-history of some invertebrate types; viz., the crayfish, cockroach, earthworm, liver-fluke and tape-worm, snail, fresh-water mussel, hydra, vorticella, and amoeba. Numerous outline woodcuts have been drawn specially for this work.

— The following is the report given by the *Athenaeum* of the paper on 'Recent psycho-physical researches,' read before the Aristotelian society on Feb. 21 by Dr. J. M. Cattell of Philadelphia. The lecturer said that "the present business of psychology seems to be to investigate the facts of consciousness by means of observation and experiment. As an example of the application of scientific methods to the study of mind, he gave an account of experiments he had made on the limits of consciousness and the time taken up by mental processes. It is possible to measure with great accuracy the time we need to perceive, to will, to remember, and to think. These times are quite constant: we can find to the hundredth of a second how long it takes to see the color blue, or to call to mind that Paris is in France. We thus find that a word can be seen in about the same time as a single letter, that some letters are more difficult to see than others, and get other facts which have practical and educational bearings. They are also of theoretic interest. Life is not measured by the years we live, but by the breadth and rapidity of our thoughts. Besides determining the rate at which we think, such experiments in other ways throw light on the nature of thought, and help us to put the facts of mind into the great order which is the world."

— Professors Horsley and Schäfer recently presented a paper to the Royal society, on some experiments made by them upon the functions of the cerebral cortex. Professor Horsley has within a year operated upon thirteen patients, in ten cases removing portions of the brain and in three cases portions of the skull. In these experiments he used precisely the same anaesthetics and antiseptics as he had employed in his experiments upon the brains of monkeys, and in no case had the patient complained of any pain being caused by the operation.