all other authors combined. Whether this is vanity, or simply because he does not read the works of others, may be left an open question.

An author who omits references to what his predecessors have accomplished should be read with constant suspicion and distrust.

THE MANGYANS OF MINDORO.

THOSE who have read Professor D. C. Worcester's account of the Mangyans of the Island of Mindoro, in the Philippines, which he contributed to the *National Geographic Magazine* (1898, No. 6), must have finished his article with the impression that these were about the lowest savages belonging to the human species.

Professor Worcester, however, does not mention the remarkable and redeeming fact that these people are literary; that they have and have had, so long as they have been known, a phonetic alphabet and written records. I have a copy of a document in this alphabet before me, given in the appendix to Paterno's work, 'Los Itas' (Madrid, 1890); and in 1895 Dr. Foy published a study of it, with numerous examples, in the 'Abhandlungen' of the Ethnographic Museum of Dresden. A brief article on the subject, by the eminent specialist, Professor Blumentritt, may be found in *Globus*, March, 1896 (No. 11). We cannot place such a people in the status of savagery.

THE JEW AND THE GYPSY.

UNDER the above promising title, Mr. W. H. Wilkins edits a volume of the literary remains of Sir Richard F. Burton (H. F. Stone & Co., Chicago). Nearly 300 pages are devoted to these two wandering peoples. The reader who expects new and entertaining facts from Burton's wide experience will be disappointed. The essay on the Jew contains nothing that has not appeared elsewhere, and that on the Gypsy is largely taken up with an ancient and barren controversy. The only portion of the former article which contained original observations the editor thought fit to suppress.

Burton's work in ethnology, though varied and abundant, was superficial and prejudiced. He was not thorough, and his enthusiasm, for and against, led him repeatedly to adopt and defend untenable opinions. Probably the most carefully studied work of his life was that which his widow burned immediately after his death.

D. G. BRINTON.

UNIVERSITY OF PENNSYLVANIA.

AGRICULTURAL EDUCATION IN RUSSIA.

THE forthcoming number of the *Experiment Station Record* describes the plans of the government of Russia for the establishment of a system of agricultural education. At a recent meeting of the Agricultural Council, an advisory body, of which the Minister of Agriculture is Chairman, an outline presented by the Minister was considered at length and a general plan of agricultural education was elaborated. The introductory to this document states that notwithstanding the fundamental importance of agriculture to Russia and the great fertility of some of the Russian soils, "the crops obtained even on the black soil are only one-third to one-half as large as those harvested from the incomparably inferior soils of western Europe. Almost everywhere in Russia the primitive processes of farming are persistently followed by the farmers, while the number of persons who are fitted by education and training to disseminate information on the rational methods of agriculture is comparatively insignificant." The scheme is outlined for (1) higher education, furnished by independent agricultural institutes located in the chief agricultural zones of Russia, and by chairs of agriculture and allied sciences in the universities; (2) agricultural high schools, which are in the nature of technical schools and schools with courses in agriculture; (3) lower agricultural schools; and (4) the diffusion of general agricultural information. The schools for the so-called lower education include (*a*) secondary agricultural schools, (*b*) primary agricultural schools, (*c*) agricultural classes, and (*d*) practical agricultural courses. These lower schools are to be under the jurisdiction of the Minister of Agricultural and Imperial Domains. They are to be maintained at the expense of municipalities, local communities, associations, etc., but may receive a part of their support from the government. They are to have the franking privilege for official mail matter and packages not exceeding 36 pounds in weight. The secondary schools are to be established on

government land or land donated for that purpose. The other lower agricultural schools may be established on private estates. The secondary schools are open to young men of all conditions who have completed the course in the primary public schools. The course of instruction covers four years, and includes in addition to the general studies the elements of the natural sciences, agricultural and rural economy, cattle raising, veterinary, agricultural law, horticulture, gardening, etc., together with carpentry and blacksmithing in their application to agricultural machinery. The primary agricultural schools are open to all who can read and write and have a knowledge of arithmetic as far as fractions. The courses last from one to three years. They include, aside from general studies, instruction in the elements of agriculture, with practical exercises. The classes in agriculture are intended for the instruction of young men of the peasant class. The course does not last longer than two years, and consists in the study of the rudimentary principles of agriculture and their application to the local conditions. The successful completion of the course in these three grades of the lower agricultural schools carries with it certain reductions in the military requirement, dependent upon the grade. The practical agricultural courses are designed to impart popular information in particular branches of agriculture. The instruction does not continue for more than a year, and consists in demonstrations, talks and practical exercises in different branches of agriculture in their application to local conditions, and especially to the conditions of the peasants. The diffusion of general agricultural information is to be provided for by: (1) the organization of public readings or lectures on agricultural questions for the benefit of different classes of the population; (2) instruction of the teachers in the public schools in agriculture, horticulture, gardening, apiculture, etc., and providing the public schools with small plats of land and means for cultivating the same; (3) the teaching of agriculture in the normal schools, and (4) the introduction of supplementary courses in agriculture in the village schools. There are now in Russia 3 schools for higher agricultural instruction, 9 agricultural high schools, 83 lower schools and 59 special courses. Steps have already been taken for the establishment of about 50 additional agricultural schools.

THE INTERNATIONAL CATALOGUE OF SCIENTIFIC LITERATURE.

THROUGH the courtesy of the Secretaries of the Royal Society, we have received a copy of the *Acta* of the Second International Conference on a Catalogue of Scientific Literature, together with the report of the committee of the Royal Society, with schedules of classification, and hope to give full consideration to a subject which is probably the most important now before men of science. It is to be hoped that the verbatim report of the proceedings of the second conference will be printed promptly and freely distributed among men of science and scientific journals. This is especially important in view of the short time, now less than one year before the plans of the Conference are to be put into effect. In connection with this subject we quote the following editorial note from the last number of *Natural Science*:

"In our last number we gave a short account of the proceedings at the International Conference on Scientific Literature convened by the Royal Society. We did not think it necessary to say that we had abstracted this account from our highly valued contemporary *Nature*, since we assumed that the *procès-verbaux* were public property, and that copies would be distributed to the press, especially the scientific press, in due course. No copy has yet reached us, and we gather from SCIENCE, as well as from other sources, that no attempt has been made by the Royal Society to furnish the scientific public with any account of the work carried on by this Congress. We now recall the strange fact that the elaborate 'Report of the Committee of the Royal Society of London, with Schedules of Classification,' though bearing date March 30, 1898, was never heard of by many of those most interested until late on in the year (*vide* articles in SCIENCE, and by Professor Victor Carus in *Zoologischer Anzeiger*). It seems to us that the Royal Society does not realize its responsibilities. Why this shrinking from the public gaze? Are the members of the committees so afraid of criticism? This is a scheme