

made Dr. Edinger's work more effective and his presentation much briefer, one cannot help feeling great satisfaction at seeing an eminent neurologist realize the value of comparative study by psychological as well as morphological methods. One must also admire the caution and thoroughness with which Dr. Edinger examines animal behavior. Above all one rejoices to see a piece of work in comparative psychology which presents facts without quarreling over the meanings of words.

EDWARD THORNDIKE.

TEACHERS COLLEGE,
COLUMBIA UNIVERSITY.

THE GERMAN CONSULAR SERVICE.

MR. RICHARD GUENTHER, Consul General of the United States of Frankfurt, writes to the Department of State that the 'seniors' of the Merchants Association of Berlin have addressed a memorial to the Prussian Secretary of Commerce, and at the same time to the Chancellor of the German Empire, which appears to be in response to an inquiry from the Secretary of Commerce, and states what reforms in the German consular service are deemed necessary. The following is a synopsis of the somewhat lengthy document: The main duty of the consul should be to make careful and detailed reports concerning economic occurrences in his consular district. These reports should give not only the figures of the exports and imports, but should also deal with the development of the commerce and the home industries of the country. The consul should be able to point out these conditions upon his own initiative, as well as in response to inquiries from home. He should be well informed about commercial matters at home, as well as in touch with the business world of his district. Means should be at his disposal for travel and he should be compensated for services rendered. Knowledge of the language of the country, as well as of the leading languages of the world, should be of prime consideration. The promotion system of Great Britain should be followed, whereby consuls are transferred between countries where the same languages and similar economic conditions prevail, so that transfers of a consul

from China to Russia and thence to Spanish America, for example, should be avoided. Reports concerning the commerce of the foreign country should give comparisons with previous years and be published at home in such a manner as to reach all interested. The letter says that these requirements are more or less realized in foreign countries. The consuls of the United States of America especially have rendered very useful services to the commerce and industries of their home country and have furnished proof that the establishment of commercial consulates bears rich fruit, in spite of the fact that a consul can hardly acquire such special knowledge of trade conditions in the several branches as an agent of some business house. The letter endeavors mainly to show the great desirability of substituting the large number of German 'Wahlkonsuln'—i. e., German merchants resident in some foreign country who act as consuls—by regularly paid consuls, who will give their whole time to their consular duties, and states that a reform is expected mainly from an increased and improved service in the regular consulates, recommending the appointment of commercial attachés to the important consulates, as has already been done at Chicago, Buenos Ayres and Constantinople. It is recommended that the qualifications for appointment as consuls should be of a more practical nature and not so much the mere knowledge of law. The letter also calls attention to the great usefulness of the Philadelphia Commercial Museum.

EDUCATION IN THE UNITED STATES.

THE United States educational exhibit at the Paris Exposition will include a two-volume work entitled 'Education in the United States,' which has been planned and edited by Professor Nicholas Murray Butler of Columbia University.

The work consists of nineteen monographs, which, taken together, give a complete view of the present educational activity of the United States. It is proposed to present copies of the work to the leading governments, public libraries and educational institutions of the world, and the public will be given opportunity to purchase copies at a moderate price.

The several monographs which constitute the work, and their authors, are as follows :

1. Educational Organization and Administration—Andrew Sloan Draper, president of the University of Illinois, Champaign, Ill.
2. Kindergarten Education—Susan E. Blow, Cazenovia, New York.
3. Elementary Education—William T. Harris, United States commissioner of education, Washington, D. C.
4. Secondary Education—Elmer Ellsworth Brown, professor of education in the University of California, Berkeley, Calif.
5. The American College—Andrew Flemming West, professor of Latin in Princeton University, Princeton, N. J.
6. The American University—Edward Delavan Perry, Jay professor of Greek in Columbia University, New York.
7. Education of Women—M. Carey Thomas, president of Bryn Mawr College, Bryn Mawr, Pa.
8. Training of Teachers—R. A. Hinsdale, professor of the science and art of teaching in the University of Michigan, Ann Arbor, Mich.
9. School Architecture and Hygiene—Gilbert B. Morrison, principal of the manual training High School, Kansas City, Mo.
10. Professional Education—James Russell Parsons, director of the college and high school department, University of the State of New York, Albany, N. Y.
11. Scientific, Technical and Engineering Education—T. C. Mendenhall, president of the Technological Institute, Worcester, Mass.
12. Agricultural Education—Charles W. Dabney, president of the University of Tennessee, Knoxville, Tenn.
13. Commercial Education—Edmund J. James, professor of public administration in the University of Chicago, Chicago, Ill.
14. Art and Industrial Education—Isaac Edwards Clarke, bureau of education, Washington, D. C.
15. Education of Defectives—Edward Ellis Allen, principal of the Pennsylvania Institution for the Instruction of the Blind, Overbrook, Pa.
16. Summer Schools and University Extension—Herbert B. Adams, professor of American and institutional history in the Johns Hopkins University, Baltimore, Md.
17. Scientific Societies and Associations—James McKeen Cattell, professor of psychology in Columbia University, New York.
18. Education of the Negro—Booker T. Washington, principal of the Tuskegee Institute, Tuskegee, Alabama.
19. Education of the Indian—William N. Hailman, superintendent of schools, Dayton, Ohio.

EDUCATION ADMINISTRATION IN THE STATE OF NEW YORK.

IN his annual message to the Legislature, Governor Roosevelt refers to the proposed re-organization of the State of New York and the Department of Instruction as follows :

The University of the State of New York, with its Board of Regents, is an institution peculiar to this Commonwealth, and one now venerable with its 116 years of history. Its exercise of authority over higher education has been of very great public service, and its methods and standards have exercised a wide influence for good upon those of other States. These facts have led to the adoption, by the people, of an amendment to the constitution of the State, whereby the University itself and its organization under a Board of not less than nine regents, has been provided and safeguarded in the organic law.

The Department of Public Instruction, on the other hand, concerned chiefly with the supervision of all the free common schools of the State, supported by public taxation, has grown to a vast importance ; for the number of children of school age in the State has largely increased, and nine-tenths of them attend no other institution than the public school. The work done in both departments has been, in the main, excellent and needful to be done ; they are amply worthy of the confidence and continued support of the people. But that their work could be done better, if the two systems were unified, is a proposition hardly open to question. The problem has been not whether unification were desirable, but by what means this end was to be attained.

From the point of view of the public interests, it is neither desirable nor practical merely to extend the jurisdiction of either department over the other. The University convocation, at its annual meeting in July, 1899, requested the Governor to appoint a commission for the purpose of recommending a practical plan of unification, and in accordance with this suggestion the following commission were appointed :