Education in the United States A Series of Monographs prepared for the United States exhibit at the Paris Exposition, 1900. Edited by NICHOLAS MURRAY BUTLER, Professor of Philosophy and Education in Columbia University. Two volumes. Albany, N. Y., J. B. Lyon Co. 1900.

This publication was contributed to the educational exhibit of the United States at the Paris Exposition by the State of New York. Besides a characteristically vigorous, although rather brief 'Introduction' by the editor, the work consists of nineteen monographs as follows: Volume I.: 'Educational Organization and Administration, by President Draper of the University of Illinois; 'Kindergarten Education,' by Miss Susan E. Blow of Cazenovia, New York; 'Elementary Education,' by Hon. Wm. T. Harris, United States Commissioner of Education; 'Secondary Education,' by Professor E. E. Brown of the University of California; 'The American College,' by Professor A. F. West of Princeton University; 'The American University,' by Professor E. D. Perry of Columbia University; 'Education of Women,' by President Thomas of Bryn Mawr College; 'Training of Teachers', by Professor B. A. Hinsdale of the University of Michigan; 'School Architecture and Hygiene,' by Principal Gilbert B. Morrison of Kansas City, Mo.; Volume II.: 'Professional Education,' by James Russell Parsons of the University of the State of New York, Albany, N. Y.; 'Scientific Technical, and Engineering Education,' by President Mendenhall of the Technological Institute, Worcester, Mass.; 'Agricultural Education,' by President Dabney of the University of Tennessee; 'Commercial Education,' by Professor E. J. James of the University of Chicago; 'Art and Industrial Education,' by Mr. I. E. Clarke of the United States Bureau of Education; 'Education of Defectives,' by Principal E. E. Allen of Overbrook, Pa.; 'Summer Schools and University Extension,' by Professor H. B. Adams of Johns Hopkins University; 'Scientific Societies and Associations,' by Professor J. McK. Cattell of Columbia University; 'Education of the Negro,' by Principal Booker T. Washington of Tuskegee, Ala.; 'Education of the Indian,' by Superintendent W. N. Hailman of Dayton, Ohio. There is no summary of the contents or chief propositions of each monograph, as there might well be; but there is a good general index in each of the two volumes. Paper and type are excellent.

Any detailed discussion of such a comprehensive treatise is, of course, out of the question in a brief review like this. One can only touch on some of its most important features, and, incidentally, give a general estimate of the work as a whole.

This collection of monographs is a timely contribution to our educational literature of uncommon interest and value. Our contemporary educational resources and problems have never before been dealt with, in a single treatise, so comprehensively, clearly and tersely. The two volumes, together, comprise less than 1000 pages (973), and yet nearly every phase of our varied provision for education receives attention.

Professor Butler's excellent judgment as an editor is shown both in the general plan of the work and in the selection of the writers of the several monographs. He naturally intended that the work should be a worthy exposition of our whole educational endeavor by persons whose statements of fact could be trusted, and whose conceptions of our educational needs would command respect. In the introduction he tells us "that the present work * * * describes the organization and influence of each type of formal school; it takes note of the more informal and popular organizations for popular education and instruction; it discusses the educational problems raised by the existence of special classes and of special needs, and sets forth how the United States has set about solving these problems. It may truly be said to be a cross-section view of education in the United States in the year 1900."

This description of the scope and purpose of the completed work is, on the whole, just. Such divergences from this description as the work actually presents may be appropriately described, for the most part, as sins of omission. Some important details of the topics considered have received rather scant treatment, and some decidedly important phases of our educational resources and the corresponding problems have not been treated at all.

The best and most interesting portions of the treatise are the monographs of Volume I., and the four monographs of Volume II., on 'Professional Education,' 'Scientific, Technical and Engineering Education,' 'The Education of Defectives,' and 'Scientific Societies and Associations.' The last-named paper is the first appropriate recognition, in print, of extremely important and far-reaching organized influences on our educational activity.

The sins of omission, referred to above are perhaps due to haste in preparation, and to an exaggerated fear of producing too large a treatise. The time for preparation was, doubtless, short, and limitations of size are, of course, necessarily imposed on public documents. Nevertheless, the absence of a monograph on physical training and athletics, or, at least, of a discussion of this topic in connection with school hygiene; the omission of all mention, save incidentally, of evening schools, of which the number and variety are large; the omission of a monograph on the different kinds of our private and endowed schools, some of which, both old and new, are among our most cherished educational resources, and extremely useful in meeting some educational needs not yet adequately met by public schools; the omission of all mention of vacation schools, even if these schools are not yet sufficiently developed to be entitled to a separate monograph;—these omissions from a work exhibiting the educational resources and problems of the United States are to be regretted. So too, it is difficult to see why manual training should not be entitled to a separate monograph as well as commercial education. The writer of the monograph on 'Art and Industrial Education,' necessarily confined himself largely—and, apparently, with no space to spare—to drawing and art; the result is that manual training is nowhere adequately discussed in the entire treatise. No one can doubt that it should be.

Similarly some of the monographs suffer unnecessarily by condensation. In Mr. Draper's paper on 'Organization and Administration' the historical introduction is too brief and fragmentary to possess much value; and there is not, in the paper, even a single illustration of the actual organization and important details of the administration of the school system of an American city. Moreover the whole paper is, with one exception, the shortest in the entire series; and yet the topic with which it deals is second to none in importance. So too, the paper on 'Secondary Education,' which is one of the most valuable and interesting of them all, lacks a very important detail. Mr. Brown justly gives adequate attention to the importance assumed by *electives* in our secondary education; and while he very properly points out that, in some form, electives have long been recognized in our secondary school programs, his monograph does not clearly convey the impression—as it should—that there are many schools throughout the country to-day in which the elective system is dominant. This could have been done easily by inserting two or three typical programs of such schools.

The elective system naturally receives attention again in Mr. West's monograph on 'The American College.' From the general tone of Mr. West's presentation it is not difficult to conclude that he does not favor an elective college course for the B. A. degree. After citing several examples of the different ways in which elective courses for the B. A. degree are administered, Mr. West remarks, "These examples are sufficient to indicate the variety of meaning found in colleges which have changed the historical significance of the Bachelor of Arts degree." No doubt they are. But they convey no impression of the richer and deeper culture for each individual which the B. A. degree represents under an elective system as compared with a prescribed system, in our better colleges, and they do convey the idea that, on the whole, the 'changed historical significance' of the B. A. degree as conferred by these institutions is neither widely accepted nor generally approved; and this, to say the least, is an extremely doubtful assumption.

But it is unnecessary to extend examination to other details of this important series of monographs. In spite of some important omissions and occasional minor defects in detail, the work is, as stated in the beginning of this review, a timely and valuable addition to our educational literature. It will serve to give a

generally sound view of our provision for education to interested foreigners; and to our own students of education in this country, whether superintendents, principals, teachers or university students, it is a store-house of information; at the same time it suggests our many and complex educational problems vividly, and it shows their intimate relation to the other problems of our national life. Its great value to all students of our social and educational problems is indisputable, both as a book of reference and as a foundation for further study.

PAUL H. HANUS.

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Catalogue of the Lepidoptera Phalænæ in the British Museum. Vol. II., Arctiidæ (part). By SIR GEORGE F. HAMPSON, Bart.

This volume is similar to Volume I., issued in 1898, and which treated of the family Syntomidæ. It contains the same advantages of practicable keys to genera and species, being simply invaluable to the working entomologist.

The title is misleading, as the work is really a monograph of the groups treated, embracing the known fauna of the entire world, not simply a catalogue of the species represented in the collection of the British Museum, though it may be noted that this collection possesses examples of 77 per cent. of the species described. Each genus and species is described briefly, but characteristically.

The volume contains the subfamilies Nolinæ and Lithosiinæ of the Arctiidæ, as classified by the author. These groups would seem to be more properly of family rank, especially the Nolinæ, which, on larval and pupal characters, show a separate origin from a low Tineid type to that of the Lithosiinæ, which are themselves a true derivative of the Arctiinæ and properly classified here. The larval characters of these groups are, in fact, well marked, though not clearly brought out in the volume before us.

On page 256 we note a curious error, where *Seirarctia bolteri* Edw. is given as a synonym of *Protosia terminalis* Walk., whereas it is really the same as *Halisidota ambigua* Streck., belonging in the Arctiinæ.

There are a number of curious modifications of structure clearly brought out, such as the antennæ of Chamaita, the hind wings of Boenasa and the larva of *Nola argentalis;* but for the details of these we must refer to the book itself.

HARRISON G. DYAR.

DISCUSSION AND CORRESPONDENCE.

THE PSYCHOLOGY OF PITY.

TO THE EDITOR OF SCIENCE: The interesting study of Pity in the July *American Journal of Psychology* suggests some further considerations. In the first place pity as grief *for* another's pain is not sufficiently set off from mere sympathy, *Mitleid*, in the literal sense as partaking of another's pain by direct contagion. All kinds of emotions are contagious, and in the case of fear we denote it by a special name, panic. But it is plain that panic is not pity for fear, but really hinders it; and in general the mere partaking an emotion or feeling interferes so far with emotion for emotion, such as pity. Emotion by contagion adds no new psychic quality, as panic fear is simple fear; but pity is a new specific reaction, and not a mere communication. In contagious painful feeling we seek to suppress the cause; but pity moves us to seek the sufferer, to relieve him not for our own sake, but for his sake. Pity as altruistic grief has thus a quality of its own, as has altruistic joy as distinguished from contagious joy.

Again, this study scarcely notes whether animals pity, and how far pity plays a part in the general struggle of existence as between competitors and as between the hunters and hunted. We judge it likely that the biological origin of pity in its general form is the perversion of parental sympathy in the predaceous animals by the prey as a last resort, the prey thus by cunning circumventing the stronger. The occasional adoption by lions and other ferocious animals in menageries of small beasts offered them as food suggests this, and a closer study of beasts in their natural habitat may show some indications of pity-inspiring as a sub-human method in life and death issues. Certain it is that animals sometimes consciously or unconsciously take advantage of the human