

important "Mink Legend" and the "Transformer Legend." The former occupies about eighty-five pages, and the latter about seventy pages, of the series. The texts, so far as published, were recorded by Mr. George Hunt, and were revised from dictation by F. Boas. Thus it happens that the whole series of texts published in the Jesup Expedition are recorded by Mr. Hunt. That the bulk of this work was intrusted to Mr. Hunt is due to the fact that the Kwakiutl mythology is enormously extensive, and must be obtained from representatives of all the different families to whom the family traditions belong. The writer of these lines, who is responsible for the collection, could not undertake this work himself, and for this reason he taught Mr. Hunt to write Kwakiutl, and, by carefully controlling his work, trustworthy material has been gathered.

From a broader ethnological point of view a series of this kind collected by a single native recorder is of course unsatisfactory, because the critical insight into style and contents require more varied material. For this reason I have collected a considerable amount of material from various sources, largely intended to control the results obtained by Mr. Hunt, and also to present different styles of story-telling and differences of dialect. It is a matter of regret that this material has not been included in the present volume which thus would have gained very much in scientific value.

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The Psychology and Pedagogy of Reading, with a review of the history of reading and writing, and of methods, texts, and hygiene in reading. By EDMUND BURKE HUEY, Ph.D., Professor of Psychology and Education in the Western University of Pennsylvania. Pp. xvi + 469. New York, The Macmillan Co. 1908.

The experimental studies of the last dozen years in the physiology and psychology of reading constitute an interesting and an important line of advance in experimental psychology. Motivated partly by logical, partly by linguistic, partly by pathological, and partly

by pedagogical, as well as by purely psychological interests, the investigations of the reading process have materially increased our knowledge of the visual processes, both central and peripheral. They have enriched our experimental technique, and have furnished unusually satisfactory data for an investigation of the higher mental processes. Historically, physiological psychology received one of its most important early impulses from an investigation of speech defects. The lamented Wernicke found a discussion of the linguistic processes a convenient introduction to the more general discussion of mental life, and many another teacher of related disciplines has found it convenient to follow his example. It is not uninteresting that language seems destined to supplement its former services to psychology by furnishing us with the best available technique for an experimental analysis of the more complex elaborative processes.

Reciprocally it would be surprising if any real advance in our knowledge of the linguistic processes should be without influence on language itself and the teaching of language. I regard it as fortunate that, as far as reading is concerned, these practical deductions have been drawn thus far mainly by those whose experimental work guaranteed real information and a scientific attitude.

The present work is made up of four parts: Part I. is a résumé of experimental and analytic researches in the physiology and psychology of the reading process. It occupies about one third of the book. Part II. is a compact account of the history of reading and of reading methods, pp. 76. Part III. contains an illustrated discussion of the more important theories and practises in teaching reading, pp. 119. Part IV. discusses the hygiene of reading, fatigue in reading, suitable type, length of line, etc. The conclusion contains some interesting speculations as to the future of reading. The book closes with an excellent bibliography and an index.

One of the most striking characteristics of Huey's style is his unusually careful recog-

dition of the work of others. Writing for general as well as for scientific readers, he has ventured to set a standard of intellectual integrity quite unusual in popular works. I believe the general reader will appreciate the innovation. The author has further maintained a fine impartiality of statement. Few of us, doubtless, would have used exactly the same material. All must recognize the candor of his selections and his effort to discover the points of advance.

It is obvious from the nature of the contents that the different parts of the book must represent very different degrees of scientific assurance. Of this the author himself is thoroughly aware. Our present experimental knowledge of the reading of children does not warrant the psychological investigator in giving the weight of his investigations to any system of teaching reading, to any selection of material, or to any definite answer to the questions when, or how much. For the sake of psychology as well as for the sake of a possible science of experimental pedagogy, it seems prudent to make a sharp distinction between the results of scientific experiment and the empirical generalizations of educators. No other science has so many poor relatives urging extravagance. Probably in no other science is there greater need of guarding our work against premature popular exploitation and misrepresentation. Since many of the processes of adult reading are still imperfectly understood, while accurate knowledge of the reading of children and its development is conspicuously fragmentary, it seems probable that school methods in reading must rest, for the present at least, on empirical generalization rather than on scientific law. This, however, is the opportunity of experimental science rather than its reproach. The reviewer joins with the author in the hope that the present work will not only indicate possible lines of attack, but will also stimulate to renewed and if possible coordinated investigation.

Meantime it seems clear that the success or failure of any method rests quite as much on the insight of the teacher into the mental life

of his pupils as on any of the formal details of his method. I believe that an adequate knowledge of the mental organization he is supposed to develop, as well as of the material and mental conditions of its realization, is one of the invaluable factors of a teacher's equipment. This factor it is the present privilege of the experimental psychologist to increase. On these grounds I venture the conviction that the book as a whole and in its several parts is an unusual contribution to pedagogical literature. I believe it should be in the hands of every teacher of reading. But the psychologist will welcome its careful summaries and its broad outlook as heartily as the teacher will welcome the new insight into the processes with which he must deal.

The book brings together an immense amount of material in unusually readable form. It seems destined to arouse interest and stimulate investigation in an important field.

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SCIENTIFIC JOURNALS AND ARTICLES

THE contents of the June issue of *Terrestrial Magnetism and Atmospheric Electricity* are as follows: Portrait of E. van Rijkevorsel (frontispiece); "Magnetic Declination and Latitude Observations in the Bermudas," by J. F. Cole; "On Earth-currents and Magnetic Variations," by L. Steiner; "Return of the *Galilee* and Construction of a Special Vessel," by L. A. Bauer; "Magnetic Observations by the New Zealand Expedition to the Southern Islands," by H. F. Skey; "The Earth's Residual Magnetic Field," by A. Tanakadate, L. A. Bauer; "Biographical Sketch of E. van Rijkevorsel." Letters to Editor: "The Solar Eclipse of August 30, 1905, and Magnetic Phenomena," by C. Chree; "Regarding the Magnetic Effects of the Total Solar Eclipse of August 30, 1905," by Ch. Nordmann; "Principal Magnetic Storms recorded at the Cheltenham Magnetic Observatory (January-March, 1908)," by O. H. Tittmann. "Recent Determinations of the Solar Constant of Radi-