uninteresting presentation of the subject. Let those who have never tried begin with this book of Professor James, and let those who have passed up their psychology try it just once more, not as a grind, but with the distinct expectation of finding it a pleasure. That Professor James stands for a certain definite position in psychology is well known in the guild. Equally well known is the fact that his position, whatever it may be, commands respect. But that some psychologists may differ with him on some points is a matter of little importance in estimating the purpose of this book. Rare are the qualities of charm and attractiveness in pedagogical literature, and these this work possesses in fullest measure, while the truth of its content is vouched for by the eminent scholarly rank of its author.

C. H. THURBER

The Gate to Virgil. By CLARENCE W. GLEASON, A.M., Master in the Roxbury Latin School. Ginn & Company.

THE text is the first book of the Aeneid. In lines 1-100 the syllables that receive the ictus are all marked and the division into feet is shown. In lines 100-200 the accented syllables are marked, and in lines 200-300 the feet are indicated. Cases of elision are everywhere indicated by change of type and the caesural pauses are marked. Below the text of the poem there is a prose ordo, and at the bottom of the page Latin synonyms are given.

Notes, helps to scansion, a map, vocabulary, and some illustrations accompany the text, and they seem to have been prepared with care. There is nothing essential, however, which is not found in any good school edition of Virgil, and it is difficult to imagine a class of students that would require such a book. There is no such chasm to cross here as was bridged by the *Gate to the Anabasis*.

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FRANK A. GALLUP

The Meaning of Education and other Essays and Addresses.
By NICHOLAS MURRAY BUTLER. Macmillan & Co., Ltd., London.

It is rather late in the day to publish a notice of this work of Dr. Butler's which is, doubtless, as well known as any educational book that has appeared in this country these many years. The work is a

collection of essays and addresses which in their original form contributed largely to the building of that eminent reputation as an educational leader which Dr. Butler so deservedly enjoys. This reputation has been gained (and if proof were needed, the book before us furnishes an abundance) not by condescending ever to tickling the ears of the groundlings but by the serious and scholarly discussion of educational problems of fundamental importance by a trained and acute thinker. The author's style, it need hardly be said, is such that one may always read what he writes without loss of one's linguistic self-respect. The last year or two have been singularly productive of educational books of first-class importance from our own writers. Dr. Butler's book, that of Professor Hanus to be reviewed next month, Russell's *Higher Schools of Germany*, James' *Talks on Psychology and Life's Ideals*, and Dutton's *Social Side of Education* (?) constitute a group in which the teaching profession of the United States may well take satisfaction.

While a thread of unity runs through Dr. Butler's book, the topics treated in the several chapters are on the surface so divergent that it is difficult to make a brief description that shall adequately describe. These topics are: The Meaning of Education, What Knowledge is of Most Worth? Is there a New Education? Democracy and Education, The American College and the American University, The Function of the Secondary School, The Reform of Secondary Education in the United States.

The belief that controls all these papers is in the words of the author threefold: first, that education, in the broad sense in which I use the term, is the most important of human interests, since it deals with the preservation of the culture and efficiency that we have inherited, and with their extension and development; second, that this human interest can and should be studied in a scientific spirit and by a scientific method; and, third, that in a democracy at least an education is a failure that does not relate itself to the duties and opportunities of citizenship.

There is much that is admirably quotable in these pages. Indeed, the indolent editor could spare himself many tedious hours of toil by liberal reference to his book. One strong bit only on the subject that must be brought to the front and kept to the front in our educational work can here be given: "The signs of malnutrition and weakness, as described, for example, by Warner, and the laws of mental and physical fatigue, as arrived at by such investigations as those of Mosso and

Burgerstein, are about as familiar to teachers in colleges and preparatory schools as are the laws of Manu. And yet they affect vitally every young man or young woman who enters a schoolroom or college. No amount of thundering eloquence on the value of the ancient classics, no emphasis upon character as the sole end of education, can make amends for our failure to study the facts dealing with the physical and physiological elements in education, and for our delay in applying them. We need to be strongly reminded that wickedness is closely akin to weakness, and then to consider the moral consequences of our physiological ignorance."

With this sample we recommend the work to all teachers who are willing to be made to think.

C. H. THURBER