

Our Bookshelf.

Die Gliederung der Australischen Sprachen: Geographische, bibliographische, linguistische Grundzüge der Erforschung der australischen Sprachen. By P. W. Schmidt. Pp. xvi+299. (St. Gabriel-Mödling bei Wien: *Anthropos*, 1919.)

IN this reprint from *Anthropos* Father Schmidt discusses the structure and classification of the Australian languages. Of these he distinguishes two main divisions, the South Australian and the North Australian. The former comprises the languages of the southern halves of Western and South Australia, of Victoria and New South Wales, and the greater (southern) part of Queensland. The North Australian occupies North-west and Central Australia, the Northern Territory, and Cape York Peninsula. The southern languages are subdivided into twelve groups, the northern into three.

The establishment of the South Australian is based mainly on the likeness of grammar and the occurrence in the languages of similar words for names of parts of the body and personal pronouns. The differences in the various subdivisions are found to run parallel with the sociological grouping. They consist chiefly in the character of the finals, which are vocalic where the purely two-class system and mother-right prevail. In the west, north-east, and centre the finals *l*, *n*, *r* are found with the four-class system, and the two-class system in the south-east is found where the languages have final explosives and double consonants.

The northern languages are similarly grouped according to their final consonants. In the north-west and north, consonantal finals are common, around Carpentaria *l*, *n*, and *r* are found as finals, and vocalic endings are common in Central Australia and Cape York Peninsula. But isolated members of the groups are found all over northern Australia.

Father Schmidt's work is a valuable summary and exposition of the tangle of Australian linguistics. But the nature of the material is so uncertain that there will always be a doubt as to whether the similarities of the South Australian languages here formulated may not be due to their geographical contiguity, one language borrowing vocabulary from others, and all alike gradually assuming the same morphological form.

S. H. RAY.

A First Book of School Celebrations. By Dr. F. H. Hayward. Pp. 167. (London: P. S. King and Son, Ltd., 1920.) Price 5s.

THIS is a sequel to "The Spiritual Foundations of Reconstruction," and shows in further detail how some of the suggestions of that interesting book will work out in practice. It may be recalled that the authors—Dr. Hayward and Mr. Freeman—there insisted on the obviously sound idea that in school education more should be made of the emotional, artistic, dramatic, and social

approach. They believe, indeed, in scientific and historical wall-charts, the gist of which seeps in to the mind through the eye; they believe in lessons that appeal to the reason—the lessons which bear so little fruit that many of us are often inclined to disbelieve in them; but their hope is in a vast extension of the principle already embodied in Empire Day, Shakespeare Day, and St. David's Day celebrations. Dr. Hayward looks forward in the present book to a national school liturgy of the Bible, literature, music, and ceremonial. The ceremonials would be predominantly oral rather than visual, consisting largely of reading and recitation, song and story; they will be memorial, expository, seasonal, and ethical. It must not be supposed that the author's suggestions depreciate the appeal to reason or propose to codify the emotions; what is suggested is wise and well thought out. We know a little about schools, and our conviction is that the methods suggested would grip in a way that nothing except the teacher's personal influence has hitherto done. They would grip because they are psychologically sound. The celebrations outlined are skilfully devised, but individual teachers would of course vary them. They deal with Shakespeare, the League of Nations, Democracy, St. Paul, bards and seers, world conquerors, Samson, eugenics, temperance, commerce, summer, flying, Chaucer, Spenser. The author has made a notable contribution to the experimental study of education. To test the value of this contribution is an urgent duty, for the school is not very perfect as it is.

New Zealand Plants and their Story. By Dr. L. Cockayne. Second edition, rewritten and enlarged. (New Zealand Board of Science and Art. Manual No. 1.) Pp. xv+248. (Wellington, N.Z.: Dominion Museum, 1919.) Price 7s. 6d.

THE earlier edition of this book, published in 1910, was described as the first attempt to deal with the plant life of the New Zealand biological region on ecological lines. The second edition is virtually a new book. As an instance, the number of photographs which form so helpful an addition to the text has been increased to ninety-nine, and fifty of these did not appear in the original work. But the author and his subject are the same, and no one is so well qualified to describe New Zealand plant ecology as Dr. Cockayne.

An introductory chapter gives an account of the history of the botanical exploration of the islands from the first visit of Banks and Solander in 1769. Successive chapters are devoted to the various phases of vegetation—the sea-coast, the forests, the grass-lands, high mountains, and others—and a brief account of the vegetation of the outlying islands is given. The author discusses the changes which have taken place in the vegetation since the advent of the British, and strongly opposes the idea that the original New Zealand flora is in danger of being crushed out by European immigrants. On the contrary, practically "no truly