

by a grammar and a translation into modern German, by Professor Schaufler of the Gymnasium in Ulm. The edition of the *Nibelungenlied* gives nearly the entire epic, and contains within the same covers a brief Middle High German grammar and a vocabulary, the editorial work by Prof. Wolfgang Golther. Another volume contains, along with the bulk of Walther von der Vogelweide's lyrics, selections from other Minnesingers, and a vocabulary; this volume is edited by Prof. Otto Guntter. The volume on the *Hofepos* contains Hartmann's *Der arme Heinrich*, Wolfram's *Parzival*, and Gottfried's *Tristan*, all three condensed of course, the latter very greatly; here too a vocabulary is supplied, the work by Professor Marold, of Königsberg. Dr. Georg Ellinger edits a very desirable selection of lyrics from the sixteenth and seventeenth centuries, by named authors as well as those anonymous poems called *Volkslieder*, in which the German is so rich. The text has brief explanatory notes. Dr. O. Lyon undertakes to give a grammar of the German language in the space of 139 small pages, a condensation which inevitably necessitates the omission of much that the student would most desire. Yet the little volume may serve a useful purpose as a handbook for review. The *Deutsches Wörterbuch*, by Dr. Dettler of Vienna, might prove a disappointment to those who bought it not knowing that it is merely an etymological dictionary. As such it seems to have been prepared with much care, and may serve a good turn when the "Kluge" is not handy.

It should be mentioned that the *Götschen Sammlung* includes also editions of standard eighteenth century writers. The print and paper are very good.

W. H. CARRUTH.

A HISTORY OF FRANCE.

Mr. Thomas E. Watson has certainly written an interesting work in his *Story of France*. The book begins with the earliest times and will continue the history to the Consulate of Napoleon Bonaparte. It will be published in two volumes, of which the first, which goes to the end of the reign of Louis XV, has just appeared (New York and London: The Macmillan Company. Pages, 712.) The title aptly characterises the work. It is in every sense of the word a "story," if any distinction can be made between that term and history. The narrative is extremely simple and familiar, at times intensely dramatic, and invariably tinged with a strain of irony. The author seems pre-eminently desirous of securing his effect, and to do so he appeals to sentiment as well as to reason. The characterisations of the early periods have been largely taken from the conversations of the old chronicles, and the personal element has throughout been emphasised in a much higher degree even than in Green's *History of the English People*. The characterisations of the chief personages and the surroundings are real pieces of *genre*-painting, and render many portions of the book as interesting as a novel. It is not a history of detail, but one of large outlines. It is the work of a man who has conceived his enmities and made his friends among the great characters of history, and is bent on pillorying the one and apotheosising the other. We have the author's assurance that every statement is supported by authority, and that he has consulted all the standard histories and also "those numerous memoirs and autobiographies in which the literature of France is so peculiarly rich." But of a study of the actual sources there is less intimation in the author's judgments upon events than in his narrative. It has been written not only "to note the varying forms of government, to trace the ancient origins of modern laws and customs, to mark the en-

croachments of absolutism upon popular rights," but also "to describe the long-continued struggle of the many to throw off the yoke of the few, to emphasise the corrupting influence of the union between Church and State, to illustrate once more the blighting effects of superstition, ignorance, blind obedience, unjust laws confiscation under the disguise of unequal taxes, and the systematic plunder, year by year, of the weaker classes by the stronger." With inquiry, much just indignation and naïve ethics have been mingled. The academic historian and the case-hardened political scientist will find much to censure in the form which the history of France has taken in Mr. Watson's hands; but the unsophisticated reader who wishes to acquire a vivid picture of one of the most interesting stories of modern times will find the work a fascinating one. The author has thrown his whole heart into his task, and has not minced his words in the expression of his opinions. With a due measure of criticism, the book can be enjoyed.

NATURE-STUDY AND CHILDREN'S READERS.

Frances L. Strong, of the St. Paul Teachers' Training School, has embodied her practical experience as an instructress of children in a little series of volumes entitled, *All the Year Round: A Nature Reader*. The series is published by Ginn & Co., of Boston, and is divided into three parts: Autumn, Winter, and Spring. (Price, 30 cents each.) As the method of combining all the work of the primary curriculum with the work of reading is not as widely known as it should be by primary teachers in the schools of the small towns and cities, nor by parents, it is much to be wished that books of this character should be brought to the notice of the general public. "Nature Work," as it is called, has been greatly developed in the schools of the large cities, and all who wish to acquire familiarity with its principles can satisfy their desire in these books. The system is far from being an iron-clad one, and can be adapted by every person to the requirements of his special case, and to his special experience. The plan of instruction involves the gathering of the materials for each lesson by the teacher and the pupils. The material is then studied by means of the so-called "morning talk," which deals with some natural object that accords with the season. Each child examines a specimen of the plant or animal, new words are introduced, and the affinities of the different natural objects skilfully developed. The observation lesson is followed by a drawing lesson in which the child is required to reproduce with his pencil what he sees. Work in free-hand cutting and clay-modeling is an accompaniment. A spelling lesson and the reading proper then follow. The object of the series is not so much to furnish new reading matter as to "stimulate the thought, enlarge the vocabulary, and open the eyes of the children to the wonders of the world around them." The Autumn volume begins with the study of the familiar autumn plants with which our fields abound, and concludes with reflexions on insects, spiders, and the rodents. Instructions are given as to the preparations for the Winter work, which embraces studies of lime-stone, quartz, ocean life, coal, evergreens, and bits of anthropology. This section appropriately concludes with some work on evaporation. The volume on Spring deals with like appropriate scientific topics. The lessons are conversational, and quite varied in their interest, and much good poetry from current sources has been interwoven in the text; the classical poetry, however, has been little exploited, probably from its difficulty.

A similar but more elementary volume is *Nature's By-Ways, or Natural Science for Primary Pupils*, by Nellie Walton Ford, published by The Morse