

His delight is music; he does not claim to be an artist, but following the instruction of the famous musician Gentotoku, he delights in playing on his instrument and singing pious songs. There are few persons with whom he exchanges thoughts; among them is a young man, the son of a forester, who lives at the foot of the mountain where his hut stands. The young man is sixteen, the recluse sixty; but they harmonise in spirit, and the youth learns of the religious wisdom of the hermit. Thus, his time passes in quiet happiness, and in a foretaste of the greatest joy that will come to him in Nirvâna: it is the salvation of his soul in which all his interest centers. His conscience remains clear, and he says: "All the world's glory and splendor is not worth as much as one single soul. Has the soul no peace, neither palaces filled with gold nor temples decorated with gems are of any avail; but I can live full of happiness in my lonely dwelling, in this simple little hut."

The memoirs of Kamo No Chomei conclude with a contemplation of the eternal light of Nirvâna. At his advanced age he feels his life drawing to an end. He fears that even the love of his hut may become dangerous to his longing for the eternal treasure of Nirvâna, and so he is bent on purifying himself of the last clinging to anything transient and mortal. The diary closes with a self-criticism, questioning himself whether the joy that his very poverty and renunciation had given him might not become a source of danger. He says: "My soul has no answer, but on my lips involuntarily trembles the name *Buddha*, and then I sink into silence. Written in the second Genreki (1212), on the last day of March, in my hut in Toyama, by a monk Renin.

Beyond the mountains the moon fades away,  
Oh! had I the light which forever will stay."

P. C.

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### THE PLAY OF LIFE.

Born but to view the passing Show,  
Within this world, and then to go,  
Grim, silent, into darkness deep,  
That wraps us in a dreamless sleep.

In youth, to join the moving throng,  
With quickened hopes; desires strong;  
And then, with noon-heats blinding glare,  
To feel a piteous heart despair.

To watch a pageant made of shams;  
A warfare waged with battering rams;  
That crush with cruel force the heart,  
As sadly we play out our part.

At evening, gray of purple shade,  
A voiceless moor, where unafraid,  
With fading eyes we turn to death,  
Whose gentle hand shuts off our breath.

And this is Life! And Death? Ah, well,  
'Tis we ourselves make heaven or hell.

And who knows what is shut within,  
The space beyond this House of Sin?

Then, let us, faithful to the trust,  
Of Life, play well, as play we must,—  
And when the Prompter gives the cue,  
Just do the best that we can do.

LOLLIE BELLE WYLIE.

### BOOK REVIEWS AND NOTES.

THE AMERICAN FEDERAL STATE. A Text-Book in Civics for High Schools and Academies. By *Roscoe Lewis Ashley, A. M.* New York: The Macmillan Co. 1902. Pages, xlv, 599.

Six hundred pages would appear to be considerable space to devote to a high school text-book of civics, and Mr. Ashley's new book might be adjudged a more appropriate manual for a college than for an academy. But if it is voluminous it is also complete, and what with the references to the extensive literature on the subject and the various suggestions for work and study which it contains, it will not be found unwieldy; and besides, the author has indicated what parts of the book can be judiciously omitted. As to its general scope, it "is intended not only to describe the organisation and work of the different American governments, but to make prominent the relation of its citizens to the governments and to each other. It has been thought that this could be done best by considering the subject from the standpoint of the *State*: that is, of the whole body of citizens considered as an organised unit rather than from the point of view of government or of the individual citizen. This made it necessary, first, to explain some of the more important principles of political science with practical applications; second, to show how the American Federal State became what it is; third, to describe the national, state (commonwealth), and local governments; and, fourth, to give some idea of the policies of the State in regard to great public questions and of the problems that confront it."

THE TEACHING OF MATHEMATICS IN THE HIGHER SCHOOLS OF PRUSSIA. By *J. W. A. Young*, Ph. D., Assistant Professor of the Pedagogy of Mathematics in the University of Chicago. New York, London, and Bombay: Longmans, Green & Co. 1900. Pp., 141.

Much salutary and needed information on the educational problem may be derived from Dr. Young's book. Dr. Young has spent "nearly an entire academic year in examining the outcome" of the Prussian study of educational problems, particularly with regard to the teaching of mathematics. He finds that "in the work in mathematics done in the nine years from the age of nine on, we Americans accomplish no more than the Prussians, while we give to this work about seven-fourths (1.72) times as large a fraction of the total time of instruction as do the Prussians." This great disparity, not only in the department of mathematics but in all departments, is attributable to the fact that Prussia does not secure this greater quantity of instruction by requiring her teachers to teach more hours, but by providing more and better teachers, by paying them well, and by securing them against the possibility of disaster and misfortune in sickness and old age.